

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY  
AND GOVERNMENT**

**Wednesday, June 15, 2016 — 1:15 to 4:15 p.m., only**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

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

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill 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 to Parts II, III A, and III B.

**Part I** contains 50 multiple-choice questions. Record your answers to these questions as directed on the 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. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one or more questions. Write your answer to each question in this examination booklet on the lines following that question.

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

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

## Part I

### Answer all questions in this part.

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

- 1 Which geographic features had the most significant positive influence on settlement patterns and economic development in the British North American colonies?
  - (1) rivers and harbors
  - (2) mountains and plateaus
  - (3) forests and deserts
  - (4) prairies and lakes
- 2 The Erie Canal played a large role in the settlement of the Midwest because it provided a link between the Atlantic Ocean and the
  - (1) Gulf of Mexico
  - (2) Great Lakes
  - (3) Missouri River
  - (4) Pacific Ocean
- 3 During the 1600s and 1700s, the fundamental goal of British mercantilism was to
  - (1) prohibit all exports of raw materials from the colonies
  - (2) encourage economic competition with the American colonies
  - (3) develop manufacturing within the colonies
  - (4) maintain a favorable balance of trade for Great Britain with its colonies
- 4 The Proclamation of 1763 was issued by Great Britain after the French and Indian War primarily to
  - (1) promote colonial settlement beyond the Appalachian Mountains
  - (2) limit conflict between Native American Indians and colonial settlers
  - (3) encourage colonial economic ties with France
  - (4) force French settlers to leave British territory

Base your answer to question 5 on the passage below and on your knowledge of social studies.

...Small islands not capable of protecting themselves, are the proper objects for kingdoms to take under their care; but there is something very absurd, in supposing a continent to be perpetually governed by an island. In no instance hath nature made the satellite larger than its primary planet, and as England and America, with respect to each other, reverses the common order of nature, it is evident that they belong to different systems: England to Europe, America to itself. . . .

— Thomas Paine, *Common Sense*

- 5 The argument presented in this passage was intended to
  - (1) urge colonists to accept the Albany Plan of Union
  - (2) provide a reason for ratification of the Constitution of the United States
  - (3) convince American colonists to declare their independence
  - (4) persuade France to aid the United States in the Revolutionary War

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- 6 What was one effect of the Three-fifths Compromise?
  - (1) Slave states gained additional congressional representation.
  - (2) The number of justices on the Supreme Court was established.
  - (3) Presidential appointments were assured easy confirmation.
  - (4) A two-house legislature was created.

Base your answer to question 7 on the passage below and on your knowledge of social studies.

...No political truth is certainly of greater intrinsic [essential] value, or is stamped with the authority of more enlightened patrons of liberty, than that on which the objection is founded. The accumulation of all powers, legislative, executive, and judiciary, in the same hands, whether of one, a few, or many, and whether hereditary, self-appointed, or elective, may justly be pronounced the very definition of tyranny....

— James Madison, *The Federalist*, Number 47

- 7 Which constitutional principle was established to protect American citizens from the tyranny suggested in this quotation?
- (1) due process of law
  - (2) States rights
  - (3) popular sovereignty
  - (4) separation of powers

Base your answer to question 8 on the passages below and on your knowledge of social studies.

Each state retains its sovereignty, freedom and independence, and every power, jurisdiction and right, which is not by this confederation expressly delegated to the United States, in Congress assembled.

— Article II, Articles of Confederation

The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

— 10th amendment, United States Constitution

- 8 The purpose of each of these provisions is to
- (1) determine the division of power between state and central governments
  - (2) create a process for allowing amendments
  - (3) grant the central government power to control the states
  - (4) limit the power of the executive branch

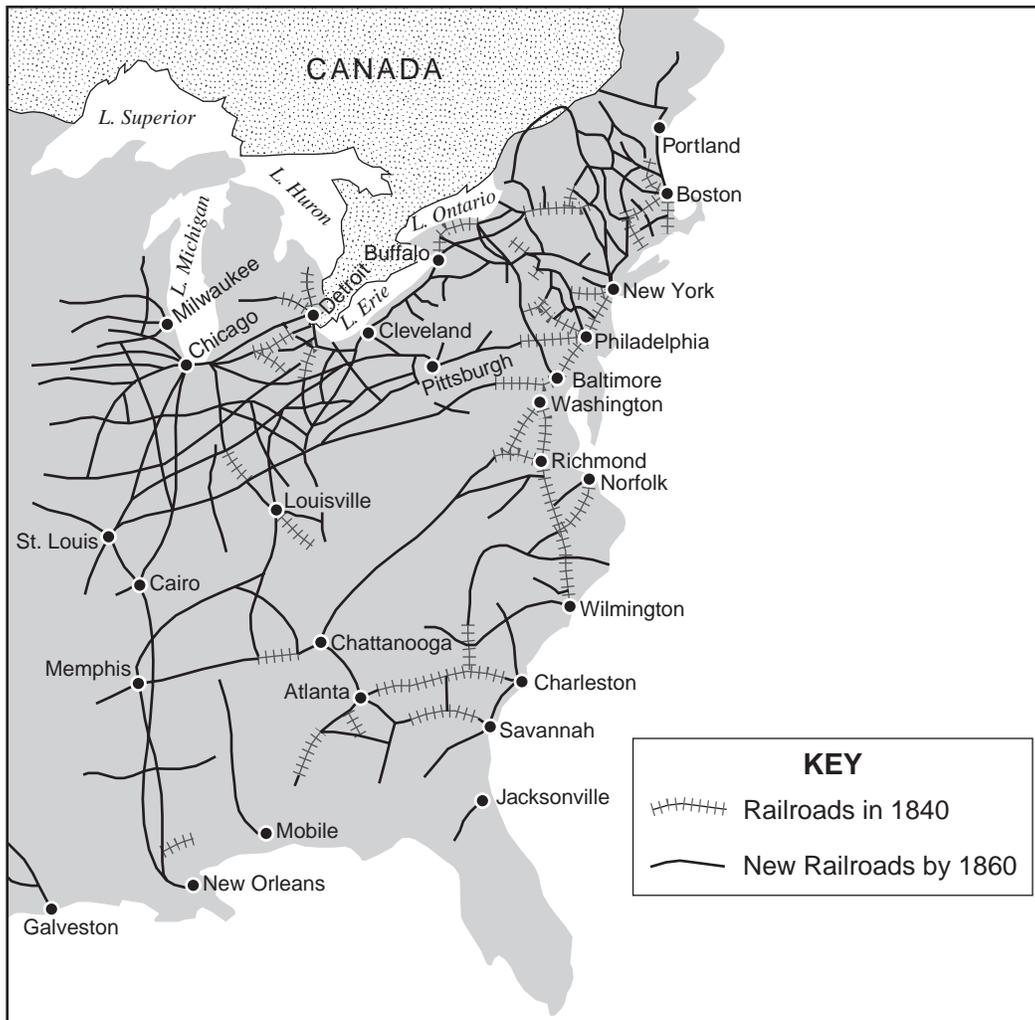
- 9 **“President Jackson Vetoes Bill Rechartering Bank of United States”**  
**“Taney Court Overturns Missouri Compromise”**  
**“Senate Approves NATO Treaty”**

Which concept is best illustrated by these headlines?

- (1) federalism
  - (2) direct democracy
  - (3) checks and balances
  - (4) westward expansion
- 10 What was a major demand of the Antifederalists during the debate over ratification of the United States Constitution?
- (1) continuation of slavery
  - (2) right to habeas corpus
  - (3) inclusion of a bill of rights
  - (4) reduction in the number of representatives in Congress
- 11 Which headline would be considered an example of the unwritten constitution?
- (1) **“President Nixon Vetoes War Powers Act”**
  - (2) **“Congress Approves President Reagan’s Tax Cuts”**
  - (3) **“Congress Votes to Impeach President Bill Clinton”**
  - (4) **“President Obama Names Hillary Clinton to Cabinet”**
- 12 What was a common goal of the Proclamation of Neutrality (1793), the Embargo Act (1807), and the Monroe Doctrine (1823)?
- (1) forcing Great Britain to grant independence to Canada
  - (2) avoiding conflicts with European nations
  - (3) providing wartime aid to European nations
  - (4) encouraging independence movements in Latin America

Base your answer to question 13 on the map below and on your knowledge of social studies.

**Railroads in 1840 and 1860**



Source: Kownslar and Frizzle, *Discovering American History*, Holt, Rinehart and Winston (adapted)

- 13 The information provided by the map best supports the conclusion that
- (1) the South's transportation system was more efficient
  - (2) most railroads were owned and operated by the United States government
  - (3) the transcontinental railroad linked the West and the South
  - (4) the North had transportation advantages by the start of the Civil War

- 14 The Supreme Court decisions in *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), and *Gibbons v. Ogden* (1824) are similar in that each resulted in the
- (1) development of new political parties
  - (2) admission of new slave states
  - (3) strengthening of the power of the federal government
  - (4) expansion of the rights of corporations

- 15 The Missouri Compromise of 1820 and the Compromise of 1850 were attempts by the federal government to
- (1) limit immigration from Europe
  - (2) reduce the conflict over slavery
  - (3) settle border disputes with Mexico
  - (4) control the migration of settlers to new western territories

- 16 The Homestead Act of 1862 was important to the expansion of the United States because it provided
- (1) land for agricultural colleges
  - (2) assistance to sharecroppers in the South
  - (3) free land to settlers in the West
  - (4) land grants for construction of transcontinental railroads
- 17 After the Civil War, a significant cause of the conflict between President Andrew Johnson and the Radical Republicans in Congress was disagreement over
- (1) the plans for restoring Southern states to the Union
  - (2) a proposal to repeal the Emancipation Proclamation
  - (3) reduction of the army and the navy to prewar levels
  - (4) congressional efforts to pay the Confederate war debt
- 18 In the late 1800s, which idea was used most often to justify the elimination of business competition?
- |                      |                      |
|----------------------|----------------------|
| (1) conservation     | (3) Social Darwinism |
| (2) Manifest Destiny | (4) populism         |
- 19 Poll taxes, literacy tests, and grandfather clauses were used in the South after 1890 to
- (1) support the goals of the Freedmen's Bureau
  - (2) deny suffrage rights to African Americans
  - (3) undermine the "separate but equal" ruling of the Supreme Court
  - (4) enforce the amendments enacted during the Civil War and Reconstruction
- 20 The importance of *Northern Securities Co. v. United States* (1904) is that the Supreme Court
- (1) used the Sherman Antitrust Act to break up a monopoly
  - (2) ruled child labor laws unconstitutional
  - (3) upheld the right of women to vote
  - (4) established regulations for the New York Stock Exchange

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

...the policy of the government of the United States is to seek a solution which may bring about permanent safety and peace to China, preserve Chinese territorial and administrative entity, protect all rights guaranteed to friendly powers by treaty and international law, and safeguard for the world the principle of equal and impartial trade with all parts of the Chinese Empire....

— Secretary of State John Hay, Circular Letter, July 3, 1900

- 21 This excerpt from John Hay's Circular Letter became part of the
- (1) Open Door policy
  - (2) Roosevelt Corollary to the Monroe Doctrine
  - (3) policy of Dollar Diplomacy
  - (4) Kellogg-Briand Pact
- 
- 22 In the early 1900s, Progressives succeeded in strengthening federal control over the money supply by
- (1) passing the Clayton Antitrust Act
  - (2) creating the Federal Reserve System
  - (3) enacting the Underwood Tariff bill
  - (4) establishing the gold standard
- 23 What was the purpose of states adopting initiative, referendum, and recall during the Progressive Era?
- (1) supporting new political parties
  - (2) increasing the power of voters over the political process
  - (3) reestablishing property qualifications for voting
  - (4) extending voting rights to immigrants

Base your answer to question 24 on the cartoon below and on your knowledge of social studies.

**IF CAPITAL AND LABOR DON'T PULL TOGETHER**



Source: John McCutcheon, *Chicago Tribune*, 1919 (adapted)

24 Which statement most accurately describes the main argument made in this 1919 cartoon?

- (1) Labor and management have the same economic goals.
- (2) The federal government should take ownership of major industries.
- (3) Organized workers are more productive than nonunion workers.
- (4) Disputes between labor and the leaders of business are hurting the economy.

25 Which action by Germany prompted the United States to enter World War I?

- (1) attacking British shipping
- (2) forming an alliance with Austria-Hungary
- (3) resuming unrestricted submarine warfare
- (4) invading France

26 The United States Supreme Court in *Schenck v. United States* (1919) ruled that freedom of speech may be limited during national emergencies when the speech

- (1) threatens the principle of States rights
- (2) conflicts with national economic policies
- (3) interferes with a presidential campaign
- (4) presents a clear and present danger to the nation

Base your answer to question 27 on the photograph below and on your knowledge of social studies.

**Dust Bowl, 1936**



Source: Farm Security Administration

- 27 The situation shown in this photograph occurred in which region?
- (1) Ohio River valley
  - (2) Great Plains
  - (3) Rocky Mountains
  - (4) Northeast

Base your answer to question 28 on the chart below and on your knowledge of social studies.

**Consumer spending (in billions) on selected items and total value of stock, 1929–1933**

	1929	1933
Food	\$19.5	\$11.5
Housing	\$11.5	\$7.9
Clothing	\$11.2	\$5.4
Automobiles	\$2.6	\$0.8
Medical care	\$2.9	\$1.9
Philanthropy	\$1.2	\$0.8
Value of shares on the New York Stock Exchange	\$89.7	\$22.2

Source: *Historical Statistics of the United States*

- 28 Which conclusion is best supported by the information on the chart?
- (1) Business advertising had succeeded in selling more products.
  - (2) Violence by labor had increased throughout the country.
  - (3) Economic conditions had become worse.
  - (4) The stock market had recovered in 1933.

Base your answer to question 29 on the passage below and on your knowledge of social studies.

...Of all the Nations of the world today we are in many ways most singularly blessed. Our closest neighbors are good neighbors. If there are remoter [distant] Nations that wish us not good but ill, they know that we are strong; they know that we can and will defend ourselves and defend our neighborhood.

We seek to dominate no other Nation. We ask no territorial expansion. We oppose imperialism. We desire reduction in world armaments....

— President Franklin D. Roosevelt,  
Address at Chautauqua, NY, August 14, 1936

- 29 Which policy is President Franklin D. Roosevelt supporting in this speech?
- (1) neutrality in foreign relations
  - (2) a growth in military spending
  - (3) an increase in foreign aid
  - (4) formation of military alliances

Base your answers to questions 30 through 32 on the cartoon below and on your knowledge of social studies.

### Do We Want a Ventriloquist Act in the Supreme Court?



Source: *Waterbury Republican*, February 14, 1937

- 30 This 1937 cartoon is criticizing President Franklin D. Roosevelt's plan to
- (1) reduce the number of federal courts
  - (2) impeach current Supreme Court justices
  - (3) give states the power to appoint Supreme Court justices
  - (4) increase the number of justices on the Supreme Court
- 31 One reason President Franklin D. Roosevelt proposed the plan shown in the cartoon was that the Supreme Court had
- (1) challenged his right to run for a third term
  - (2) rejected several important Cabinet appointments
  - (3) ruled against laws to protect the rights of minorities
  - (4) declared parts of key New Deal programs unconstitutional
- 32 Many members of Congress opposed the plan shown in the cartoon because it would
- (1) reduce the power of the president
  - (2) upset the system of checks and balances
  - (3) destroy the system of federalism
  - (4) cost too much to implement

Base your answer to question 33 on the photograph and poster below and on your knowledge of social studies.



Source: "Women workers chipping paint,"  
Marinship Corp., National Archives, 1942



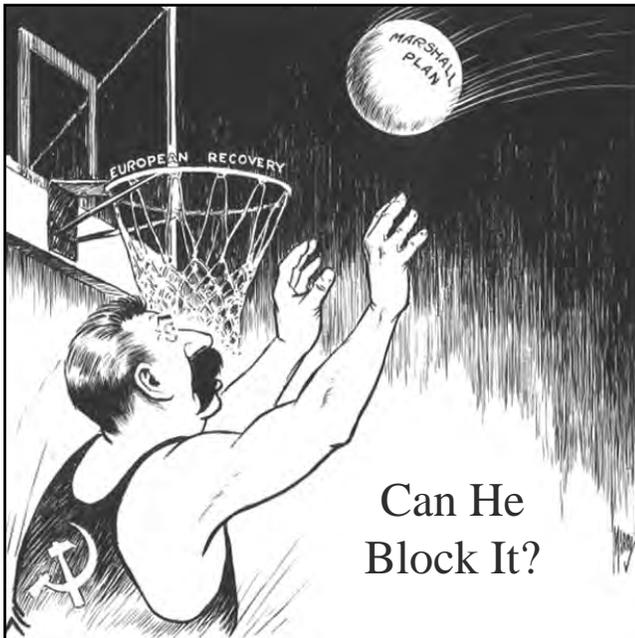
Source: Office of War Information, 1943

- 33 Photographs and posters showing scenes similar to these were used by the federal government to
- (1) support the goal of equal pay for equal work
  - (2) discourage women from taking jobs from men with families
  - (3) recruit women to fill wartime manufacturing jobs
  - (4) encourage women to accept combat roles

- 34 The Servicemen's Readjustment Act of 1944 (GI Bill) was responsible for
- (1) building United States military bases in allied countries throughout the world
  - (2) providing education and home loan benefits for soldiers returning from World War II
  - (3) maintaining the size of the active duty military at its pre-World War II level
  - (4) sending the United States economy into a post-World War II recession

- 35 President Harry Truman's decision to drop atomic bombs on Japan was based on the belief that the action would
- (1) save American lives by avoiding an invasion of Japan
  - (2) force Germany and Italy to lay down their arms
  - (3) help create a military alliance with China
  - (4) persuade the Soviet Union to surrender

Base your answer to question 36 on the cartoon below and on your knowledge of social studies.



Source: Edwin Marcus, c. 1947, Library of Congress (adapted)

- 36 Which United States effort is the Soviet Union responding to in this cartoon?
- (1) a commitment to rebuild the League of Nations
  - (2) a plan to join with other nations to reduce military spending
  - (3) an effort to improve United States–Soviet relations
  - (4) an attempt to stabilize the economy of Western Europe

- 37 **“Greece Receives U.S. Aid to Fight Communists”**  
**“U.S. Military Airlifts Supplies to Berlin”**  
**“U.S. Troops Sent to Defend South Vietnam”**

These headlines best illustrate the United States commitment to a policy of

- |                  |                 |
|------------------|-----------------|
| (1) détente      | (3) containment |
| (2) isolationism | (4) imperialism |

- 38 • Alger Hiss conviction  
 • Rosenberg trial  
 • McCarthy hearings

These post–World War II events are most closely associated with the fear of

- (1) an increase in immigration from the Soviet Union
- (2) labor conflicts in United States cities
- (3) an expansion of communism into Cuba
- (4) a communist threat inside the United States

- 39 The 1957 launch of *Sputnik* by the Soviet Union embarrassed the United States because it

- (1) allowed the Soviets to place missiles in Turkey
- (2) revealed that the Soviets had nuclear weapons
- (3) appeared that the United States had failed to keep up in scientific achievement
- (4) confirmed the United States use of U-2 spy planes

- 40 “...And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man...”

— President John F. Kennedy, Inaugural Address, January 20, 1961

President Kennedy sought to achieve the goal described in this speech through support for the formation of the

- (1) Peace Corps
- (2) World Bank
- (3) Organization of American States (OAS)
- (4) South East Asia Treaty Organization (SEATO)

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



Source: Another Mother for Peace

- 41 This poster from 1967 is an expression of
- (1) support for the foreign policy of the president
  - (2) support for increased financing of environmental programs
  - (3) opposition to health care reform for seniors and the poor
  - (4) opposition to United States involvement in Vietnam
- 

- 42 Which title best completes the partial outline below?

- I. \_\_\_\_\_
- A. *Heart of Atlanta Motel v. United States* (1964)
  - B. Voting Rights Act of 1965
  - C. Fair Housing Act of 1968

- (1) Latino Women Gain Equal Pay
  - (2) Civil Rights Movement Achieves Victories
  - (3) Native American Indians Regain Land Rights
  - (4) Persons With Disabilities Win Educational Opportunities
- 43 In *New York Times v. United States* (1971) and *United States v. Nixon* (1974), the Supreme Court placed limits on the
- (1) authority of federal judges
  - (2) exercise of freedom of religion
  - (3) powers of the president
  - (4) right of Congress to declare war
- 44 Which statement accurately describes a result of the 1993 adoption of the North American Free Trade Agreement (NAFTA)?
- (1) Tariff barriers were reduced between the three largest nations of North America.
  - (2) A single currency was created for the nations of North America.
  - (3) Immigration restrictions between North American nations were eliminated.
  - (4) The United States stopped importing oil from other North American nations.

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



Source: Jeff Stahler, *Columbus Dispatch*, March 7, 2009 (adapted)

45 Which situation related to the Great Recession in 2008 and 2009 is addressed in this cartoon?

- (1) crisis in home foreclosures
- (2) growth of federal budget deficits
- (3) shortage of health care facilities
- (4) decline in the financial stability of Social Security

46 **“Congress Passes Alien and Sedition Acts”**  
**“Lincoln Suspends Writ of Habeas Corpus”**  
**“Roosevelt Authorizes Internment of Japanese Americans on West Coast”**

Which conclusion is best supported by these headlines?

- (1) Immigrants are a danger to the welfare of the United States.
  - (2) Perceived threats to national security sometimes result in limits on civil liberties.
  - (3) Foreign policy is greatly affected by domestic conflicts.
  - (4) The power of the federal government is weakened by risks to national security.
- 47 In the 1880s and the 1920s, low prices for United States agricultural products were the result of
- (1) the overproduction of staple crops
  - (2) a shortage of usable farm land
  - (3) competition from cheaper imported goods
  - (4) inflationary monetary policies

48 One way in which the Progressive movement of the early 1900s and the women’s rights movement of the 1960s are similar is that each resulted in

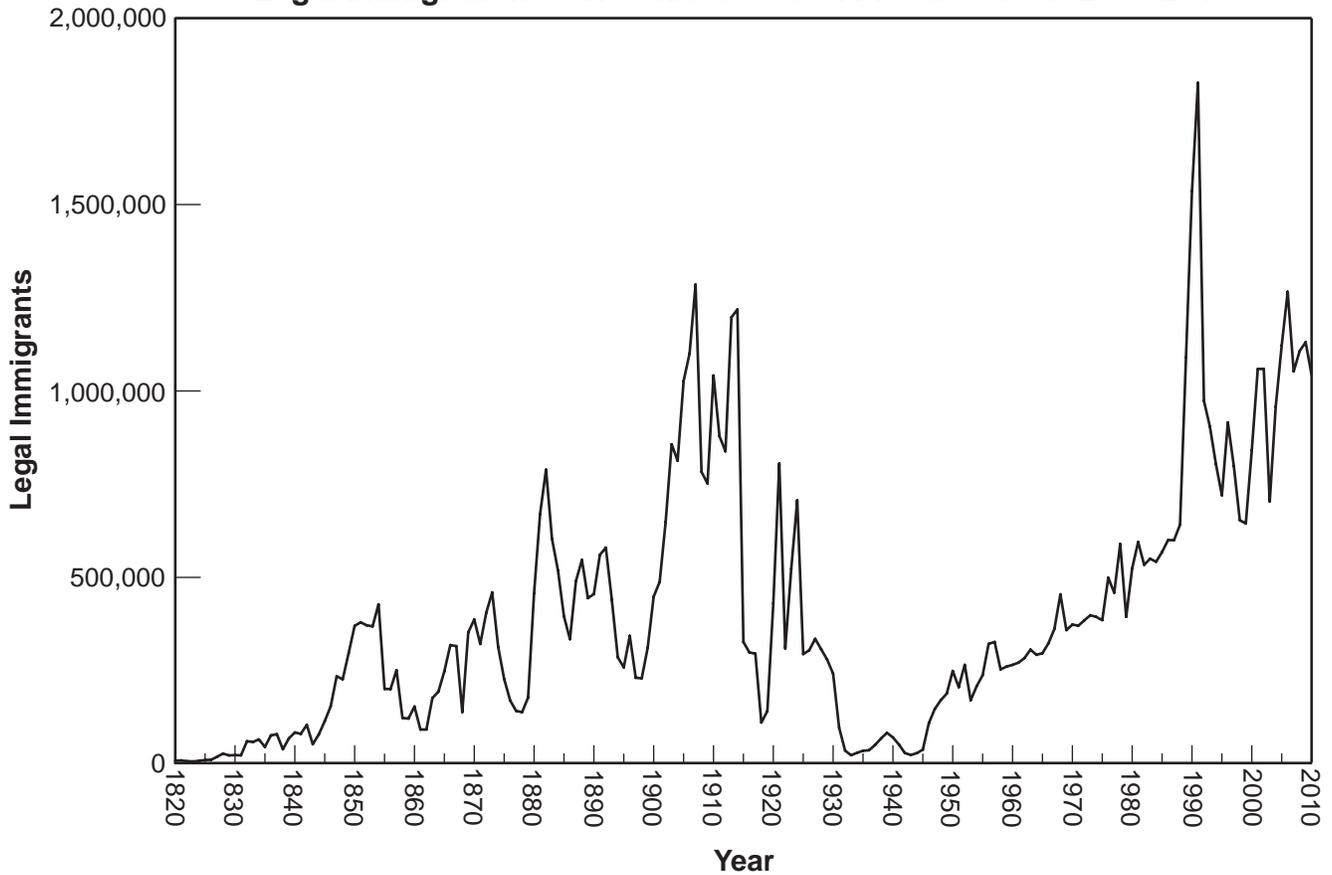
- (1) restrictions on immigration
- (2) limits on labor union activities
- (3) passage of reform legislation
- (4) a return to laissez-faire economic policies

49 One way in which President Franklin D. Roosevelt’s New Deal and President Lyndon B. Johnson’s Great Society are similar is that both programs

- (1) made civil rights for African Americans a major goal
- (2) drew wide support and few critics
- (3) helped to end major depressions
- (4) attempted to improve the lives of the poor and the aged

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

**Legal Immigration to the United States: Fiscal Years 1820 to 2010**



Source: U.S. Department of Homeland Security (adapted)

50 The low level of immigration between 1930 and 1945 is most directly related to

- (1) passage of the Chinese Exclusion Act
  - (2) the Great Depression and World War II
  - (3) the Cold War and the civil rights movement
  - (4) improvements in living standards in Europe and Asia
-

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**GO ON TO THE NEXT PAGE ⇒**

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

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

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

## Part II

### THEMATIC ESSAY QUESTION

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

#### Theme: Reform Movements

During the period from 1820 to 1933, individuals and groups participated in major reform movements to bring social, political, and economic changes to American society. These reform movements achieved varying degrees of success.

#### Task:

Select **two** major reform movements during the period from 1820 to 1933 and for **each**

- Describe the historical circumstances that led to the reform movement
- Discuss the extent to which the movement achieved its goal

You may use any major reform movement during the period from 1820 to 1933. Suggestions you might wish to consider include the abolition movement, the woman’s suffrage movement, the temperance movement (prohibition), the consumer protection movement, the labor movement, and the conservation movement.

**You are *not* limited to these suggestions.**

#### Guidelines:

**In your essay, be sure to:**

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

## 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. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

**Historical Context:**

Throughout the history of the United States, wars have been fought to protect national security and promote the national interest. These wars have affected the United States and American society in many different ways. These wars include the *Spanish-American War (1898)*, the *Korean War (1950–1953)*, and the *Persian Gulf War (1991)*.

**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

Select *two* wars mentioned in the historical context and for *each*

- Describe the historical circumstances that led to United States involvement in the war
- Discuss the effects of the war on the United States and/or on American society

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

- (a) describe means “to illustrate something in words or tell about it”
- (b) discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

**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**

**War Message to Congress**

...The grounds for such intervention may be briefly summarized as follows:

First. In the cause of humanity and to put an end to the barbarities, bloodshed, starvation, and horrible miseries now existing there, and which the parties to the conflict are either unable or unwilling to stop or mitigate [lessen]. It is no answer to say this is all in another country, belonging to another nation, and is therefore none of our business. It is specially our duty, for it is right at our door.

Second. We owe it to our citizens in Cuba to afford them that protection and indemnity [security] for life and property which no government there can or will afford, and to that end to terminate the conditions that deprive them of legal protection.

Third. The right to intervene may be justified by the very serious injury to the commerce, trade, and business of our people and by the wanton [unlimited] destruction of property and devastation of the island....

The issue is now with the Congress. It is a solemn responsibility. I have exhausted every effort to relieve the intolerable condition of affairs which is at our doors. Prepared to execute every obligation imposed upon me by the Constitution and the law, I await your action....

Source: President William McKinley, Message to Congress, April 11, 1898

1 What are **two** reasons President William McKinley is asking Congress to declare war? [2]

(1) \_\_\_\_\_

\_\_\_\_\_  
Score

(2) \_\_\_\_\_

\_\_\_\_\_  
Score

DECLINED WITH THANKS.



THE ANTIS — “Here, take a dose of this anti-fat and get thin again!”  
UNCLE SAM — “No, sonny! I never did take any of that stuff, and I’m too old to begin.”

Source: J. S. Pughe, *Puck*, September 5, 1900 (adapted)

## Document 2b

...In the forcible annexation of the Philippines our nation neither adds to its strength nor secures broader opportunities for the American people.

Even if the principle of conquest were permissible under American public law, the conquest of territory so remote from our shores, inhabited by people who have no sympathy with our history or our customs, and who resent our attempt to overthrow their declaration of independence, would be a tax [burden] upon our military and naval strength the magnitude of which cannot now be determined.

Who can estimate in money and men the cost of subduing and keeping in subjection eight millions of people, six thousand miles away, scattered over twelve hundred islands and living under a tropical sun?...

Source: William Jennings Bryan, "Will It Pay?," Bryan et al., *Republic or Empire? The Philippine Question*, The Independence Company, 1899

2 Based on documents *2a* and *2b*, what are **two** ways the United States might be affected by the Spanish-American War? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

## Document 3

...The transformation of America from a provincial to a world power began in the 1890s. When Theodore Roosevelt took office, the first and most important steps had already been taken. By going to war with Spain and keeping the Philippines in 1898, America had joined the more ambitious industrialized world powers. With the Platt Amendment in 1901, Congress declared to the world its continued independence from European colonial ambitions. In his presidency Roosevelt supported both the expansion that had taken place and the limitations Congress imposed upon it, and never envisioned any further American expansion. He regarded the taking of Panama as a fulfillment of the most direct American strategic interest, as a way of denying Europe a foothold in Central America, and at the same time assuring full mobility for a two-ocean navy...

Source: Richard H. Collin, *Theodore Roosevelt, Culture, Diplomacy, and Expansion: A New View of American Imperialism*, Louisiana State University Press, 1985

3 According to Richard Collin, what was **one** effect the Spanish-American War had on the United States? [1]

\_\_\_\_\_  
\_\_\_\_\_  
Score

## Document 4

...Korea is a small country, thousands of miles away, but what is happening there is important to every American.

On Sunday, June 25th, Communist forces attacked the Republic of Korea.

This attack has made it clear, beyond all doubt, that the international Communist movement is willing to use armed invasion to conquer independent nations. An act of aggression such as this creates a very real danger to the security of all free nations.

The attack upon Korea was an outright breach of the peace and a violation of the Charter of the United Nations. By their actions in Korea, Communist leaders have demonstrated their contempt for the basic moral principles on which the United Nations is founded. This is a direct challenge to the efforts of the free nations to build the kind of world in which men can live in freedom and peace....

Furthermore, the fact that Communist forces have invaded Korea is a warning that there may be similar acts of aggression in other parts of the world. The free nations must be on their guard, more than ever before, against this kind of sneak attack....

Source: President Harry Truman, Radio and Television Address to the American People on the Situation in Korea, July 19, 1950

- 4 According to President Harry Truman, what is **one** reason the United States should be concerned about the situation in Korea? [1]

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Score

## Document 5

...And so the true brutality of the war never really penetrated the American cultural consciousness. An estimated 33,000 Americans died in it. Another 105,000 were wounded. The South Koreans lost 415,000 killed and had 429,000 wounded. Both the Chinese and North Koreans were exceptionally secretive about their casualties, but American officials put their losses at roughly 1.5 million men killed. The Korean War momentarily turned the Cold War hot, heightening the already considerable (and mounting) tensions between the United States and the Communist world and deepening the chasm between the United States and Communist forces asserting themselves in Asia. Those tensions and divisions between the two sides in the bipolar struggle [taking opposing positions] grew even more serious after American miscalculations brought China into the war. When it was all over and an armed truce ensued, both sides claimed victory, though the final division of the country was no different from the one that had existed when the war began. But the United States was not the same: its strategic vision of Asia had changed, and its domestic political equation had been greatly altered...

Source: David Halberstam, *The Coldest Winter: America and the Korean War*, Hyperion, 2007

5 According to David Halberstam, what were **two** effects the Korean War had on the United States? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

Document 6a



Source: Tim Kane, Heritage Foundation, 2006 (adapted)

**Document 6b**

...There is another subject that has to be addressed here today. When the guns fell silent, some asked what our forces in Korea had done for freedom, after all, for after all, the fighting began at the 38th parallel and ended at the 38th parallel. I submit to you today that looking back through the long lens of history, it is clear that the stand America took in Korea was indispensable to our ultimate victory in the cold war. Because we stood our ground in Korea, the Soviet Union drew a clear lesson that America would fight for freedom....

Because we have continued to stand with our democratic ally South Korea, with 37,000 American troops standing watch on the border today [2000], just as we have since 1953, we have kept the peace. And because of all that, there is now a chance for a different future on the Korean Peninsula....

Korea helped remind us of a few other lessons, too, that our people and all our rich diversity are our greatest strength, that a fully integrated military is our surest hope for victory, that our freedom and security depends on the freedom and security of others, and that we can never, ever, pull away from the rest of the world....

Source: President Bill Clinton, Remarks on the Observance of the 50th Anniversary of the Korean War, June 25, 2000

6 Based on these documents, what were *two* effects the Korean War had on the United States? [2]

(1) \_\_\_\_\_

\_\_\_\_\_

Score

(2) \_\_\_\_\_

\_\_\_\_\_

Score

## Document 7

Just two hours ago, allied air forces began an attack on military targets in Iraq and Kuwait. These attacks continue as I speak. Ground forces are not engaged.

This conflict started August 2nd when the dictator of Iraq invaded a small and helpless neighbor. Kuwait—a member of the Arab League and a member of the United Nations—was crushed; its people, brutalized. Five months ago, Saddam Hussein started this cruel war against Kuwait. Tonight, the battle has been joined....

Our objectives are clear: Saddam Hussein's forces will leave Kuwait. The legitimate government of Kuwait will be restored to its rightful place, and Kuwait will once again be free. Iraq will eventually comply with all relevant United Nations resolutions, and then, when peace is restored, it is our hope that Iraq will live as a peaceful and cooperative member of the family of nations, thus enhancing the security and stability of the Gulf....



President George H. W. Bush

Source: President George H. W. Bush, Address to the Nation Announcing Allied Military Action in the Persian Gulf, January 16, 1991 (adapted)

7 According to President George H. W. Bush, what is **one** reason the United States began air strikes in Iraq in January of 1991? [1]

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Score

**Document 8a**

...As a result of servicewomen's performance during Operation Desert Storm, the last of the laws restricting women's service were lifted by the middle of the decade. In 1992, Congress repealed the restriction banning servicewomen from flying in aircraft engaged in combat missions. In 1993, they lifted the restriction banning women from serving aboard combat vessels. By the turn of this [21st] century, women comprised almost 14 percent of active military duty personnel and were reaching the highest levels of the military....

While issues of equal opportunity for women in the military still remained, the distance between the servicewomen of 1999 and the Army nurses of 1901 who served their country before they could even vote was staggering....

Source: Women in Military Service for America Memorial Foundation

**Document 8b**

...Although the Persian Gulf War was brief, its impact was no less traumatic than other wars. From the time the Persian Gulf War ended in 1991 to now [2009], veterans have reported a number of physical and mental health problems.

Studies examining the mental health of Persian Gulf War veterans have found that rates of PTSD [Post-Traumatic Stress Disorder] stemming from the war range anywhere from almost 9% to approximately 24%. These rates are higher than what has been found among veterans not deployed to the Persian Gulf....

Source: Matthew Tull, *Rates of PTSD in Veterans*, about.com, July 22, 2009 (adapted)

8 Based on these documents, what were *two* effects the Persian Gulf War had on American society? [2]

(1) \_\_\_\_\_

Score

(2) \_\_\_\_\_

Score

## Document 9

### *The undefeated Saddam Hussein of 1991*

...The 2003 U.S. invasion and occupation of Iraq can't be viewed in isolation. The chain of events began more than a decade earlier with the botched close of the 1991 [Persian] Gulf War and then it continued in the U.S. effort to contain Saddam Hussein in the years that followed. "I don't think you can understand how OIF"—the abbreviation for Operation Iraqi Freedom, the U.S. military's term for the 2003 invasion and occupation of Iraq—"without understanding the end of the '91 war, especially the distrust of Americans" [by Iraqis] that resulted, said Army Reserve Maj. Michael Eisenstadt, an intelligence officer who in civilian life is an expert on Middle Eastern security issues.

The seeds of the second president Bush's decision to invade [in 2003] were planted by the unfinished nature of the 1991 war, in which the U.S. military expelled Iraq from Kuwait but ended the fighting prematurely and sloppily, without due consideration by the first president Bush and his advisors of what end state they wished to achieve. In February 1991, President Bush gave speeches that encouraged Iraqis "to take matters into their own hands and force Saddam Hussein the dictator to step aside." U.S. Air Force aircraft dropped leaflets on fielded Iraqi units urging them to rebel. On March 1, Iraqi army units in Basra began to do just that....

Source: Thomas E. Ricks, *Fiasco: The American Military Adventure in Iraq*, The Penguin Press, 2006 (adapted)

- 9 According to Thomas E. Ricks, what was **one** effect the 1991 Persian Gulf War had on the United States?  
[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 four* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context:

Throughout the history of the United States, wars have been fought to protect national security and promote the national interest. These wars have affected the United States and American society in many different ways. These wars include the *Spanish-American War (1898)*, the *Korean War (1950–1953)*, and the *Persian Gulf War (1991)*.

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

Select *two* wars mentioned in the historical context and for *each*

- Describe the historical circumstances that led to United States involvement in the war
- Discuss the effects of the war on the United States and/or on American society

#### Guidelines:

##### In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least four* 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

# REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

# FOR TEACHERS ONLY

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

## UNITED STATES HISTORY AND GOVERNMENT

Wednesday, June 15, 2016— 1:15 to 4:15 p.m., only

VOLUME  
**1** OF **2**  
MC & THEMATIC

### 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 at: <http://www.p12.nysed.gov/assessment/> 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 several times throughout the Regents Examination period.

#### Scoring the Part I Multiple-Choice Questions

Follow the procedures set up by the Regional Information Center, the Large City Scanning Center, and/or the school district for scoring the multiple-choice questions. **If the student's responses for the multiple-choice questions are being hand scored prior to being scanned, the scorer must be careful not to make any marks on the answer sheet except to record the scores in the designated score boxes. Any other marks on the answer sheet will interfere with the accuracy of scanning.**

#### Multiple Choice for Part I Allow 1 credit for each correct response.

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

## 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

### Mechanics of Rating

The following procedures are to be used in rating essay 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 Examinations 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.

**Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.**

**United States History and Government**  
**Content-Specific Rubric**  
**Thematic Essay**  
**June 2016**

**Theme: Reform Movements**

During the period from 1820 to 1933, individuals and groups participated in major reform movements to bring social, political, and economic changes to American society. These reform movements achieved varying degrees of success.

**Task:** Select *two* major reform movements during the period from 1820 to 1933 and for *each*

- Describe the historical circumstances that led to the reform movement
- Discuss the extent to which the movement achieved its goal

You may use any major reform movement during the period from 1820 to 1933. Suggestions you might wish to consider include the abolition movement, the woman's suffrage movement, the temperance movement (Prohibition), the consumer protection movement, the labor movement, and the conservation movement.

**You are *not* limited to these suggestions.**

**Scoring Notes:**

1. This thematic essay has a minimum of *four* components (for *each* of *two* major reform movements from 1820 to 1933, discussing the historical circumstances that led to the movement and the extent to which the movement achieved its goal).
2. The historical circumstances that led to the reform movement may be described from a broad or a narrow perspective as long as they are supported by specific facts and details.
3. The reform movements selected must be between 1820 and 1933; however, the discussion of the historical circumstances might include references prior to 1820, and the discussion of the extent to which a movement achieved its goal may include long-term successes or failures that go beyond 1933.
4. The historical circumstances and/or the extent to which a movement achieved its goal may be similar for each of the reform movements as long as the discussion contains separate and distinct information for each, e.g., for consumer protection and conservation, strong presidential leadership played a major role in the success of each movement's goals.
5. The extent to which a movement achieved its goal may be discussed from any perspective as long as the discussion is supported by relevant historical facts and examples.
6. If more than two major reform movements during the period from 1820 to 1933 are discussed, only the first two reform movements may be rated.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances that led to **each** of **two** reform movements from 1820 to 1933 and the extent to which **each** movement achieved its goal
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *abolition*: connects the inhumane practices of slavery, religious opposition, and the expansion of slavery into western territories to a widespread movement that ultimately resulted in the Civil War, the Emancipation Proclamation, and the 13th amendment which abolished slavery and started the long struggle for equality for African Americans; *consumer protection*: connects muckrakers' exposés of dangerous medicines and foods during an era when unregulated big business maximized profit at the expense of public safety to Progressive legislation for consumer protection that created permanent regulatory agencies, improved product safety, and prompted further government oversight but led to an ongoing debate over regulation
- Richly supports the theme with relevant facts, examples, and details, e.g., *abolition*: slave trade; plantation system; slave auctions; brutal punishments; breaking up families; Quakers; Anti-Slavery Society; Second Great Awakening; Missouri Compromise; Frederick Douglass; William Lloyd Garrison; Harriet Beecher Stowe; *Uncle Tom's Cabin*; President Abraham Lincoln; change in war goals; Radical Republicans; Reconstruction; 14th and 15th amendments; Jim Crow laws; 1960s civil rights movement; *consumer protection*: laissez-faire; "snake oil" salesmen; robber barons; meatpacking plants; Upton Sinclair; *The Jungle*; tainted meat; President Theodore Roosevelt; Meat Inspection Act; Pure Food and Drug Act; truth in labeling; Food and Drug Administration; product testing; product recalls
- 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 reform movement more thoroughly than the other *or* by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *abolition*: discusses how inhumane treatment of slaves and the westward spread of slavery led to the growing abolition movement which increased tensions between sections and led to the Civil War, the Emancipation Proclamation, and the 13th amendment abolishing slavery but not ending discrimination; *consumer protection*: discusses how muckrakers' reports of unsafe consumer products during the era of unregulated big business led to passage of Progressive Era laws to oversee food and pharmaceuticals, and how regulatory agencies like the Food and Drug Administration contributed to greater consumer safety and further regulation of all consumer goods
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 3:

- Develops **all** aspects of the task with little depth *or* develops **at least three** aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- 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 for **one** reform movement have been thoroughly developed evenly and in depth, and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

**Score of 2:**

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

**Score of 1:**

- Minimally develops some aspects of the task
- 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.

**All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.**

**Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.**

The period of time between 1820 and 1933 saw a surge in reform movements in the United States. This period of reform was ignited by the Second Great Awakening, a religious revival that occurred during the early 1800s. Individuals who were inspired by the Second Great Awakening wished to improve society, and thus set up several reform movements. The movement to abolish slavery was spearheaded by radical abolitionists like William Lloyd Garrison. The abolitionist movement would ultimately conclude with the Union's victory in the Civil War. Another reform movement begun as a result of the Second Great Awakening was the temperance movement, which opposed the consumption of alcohol. The temperance movement achieved its goal with the 18th Amendment legalizing Prohibition, yet it only achieved limited success. Both the abolition and temperance movements brought great social change, yet the abolition movement ultimately achieved greater and more lasting success than the temperance movement.

As a result of differing social and economic conditions, the North and the South viewed slavery differently. While the South saw slavery as a beneficial yet "peculiar institution", as it was the reason for the success of the Southern plantation economy, the North had a more critical view of slavery. Because the North's soil was harder to cultivate in some areas, it gradually developed a more industrial economy and had stopped keeping slaves in the decades after the American Revolution. As Americans spread westward in the early 1800s, new states came into existence, both North and South. In 1820 the status of slavery became the central issue in the creation of Missouri and Maine as states, which was settled in the Missouri Compromise. This led to an

increase in tensions between the North and South. Some northerners opposed slavery and the expansion of slavery because it threatened to limit the number of jobs available for free whites. In the 1850s, northerners who wanted to move west did not want to have to compete with neighbors who had slaves. Others, influenced by the Second Great Awakening, opposed it on moral grounds. Radical abolitionist William Lloyd Garrison advocated immediate and uncompensated abolition of slavery in his newspaper, "The Liberator". While many northerners did not initially share in Garrison's views, the North became more opposed to slavery following the publication of Harriet Beecher Stowe's novel, Uncle Tom's Cabin. This novel exposed the horrid treatment of slaves and the hardships of life as a slave. This book's effect came just after the passage of the Fugitive Slave Act in 1850, which made northerners directly responsible in helping return escaped slaves to the South. This was unacceptable to many northerners. Both Uncle Tom's Cabin and northern opposition to returning slaves were taken as moral affronts by southerners. They felt under attack and became more determined to protect themselves through their states rights. The Civil War over slavery broke out following the election of Republican president Abraham Lincoln and the secession of several southern states. Abolition was achieved with the passage of the 13th Amendment, which abolished slavery, after the Civil War. Following the Union's victory, the 14th and 15th Amendments were also passed in the attempt to bolster black freedmen's rights; however, the Southern legislatures soon passed Jim Crow laws to maintain white supremacy which limited the blacks' freedom. Southerners solved their labor shortages through the use of sharecropping, which kept former slaves

in debt. They often worked the land of former masters much as they had as slaves. While abolition did attain a success, as slavery as an institution was overturned, blacks still faced a long hard journey to true freedom and equal treatment. Many decades of the efforts of the NAACP and others would finally result in real civil rights victories beginning in the 1950s and 1960s.

Similar to the abolition movement, the temperance movement was also ignited by the Second Great Awakening which stressed moral behavior and the family. Individuals, especially many women, lamented the temptation of alcohol, as it drained away much of many husbands' paychecks and left the mothers to struggle to take care of their families. Alcohol also caused some men to become abusive and left women and children at their mercy. In the later 1800s, these women who supported temperance banded together and formed the Women's Christian Temperance Union. Their most effective leader was educator and reformer Frances Willard who lobbied for the abolition of alcohol from society. In addition, as the Industrial Revolution progressed, more and more factory owners and employers supported temperance, as that would increase workplace productivity and efficiency. The temperance movement had grown so strong that in 1919, the Progressives enacted the 18th Amendment and the Volstead Act, prohibiting the production, distribution, and sale of alcohol. Prohibition was begun, however, it lacked complete support especially in many urban areas. Many immigrant groups and religious minorities such as Catholics held on to their traditional habits regarding the consumption of alcohol. While Prohibition did decrease the total amount of alcohol consumption in the United States, by no means did it completely eradicate it, as it

sought to do. In fact, prohibition increased lawlessness and a lack of respect for authority. Prohibition led to the formation of gangs, who controlled the illegal alcohol trade and set up popular underground bars known as speakeasies. While temperance had achieved “success” on paper through the ratification of the 18th Amendment, it was not a true success, as many defied Prohibition. Prohibition was repealed by the 21st amendment during the Great Depression and the “noble experiment” was finished.

Both the abolition and temperance movements achieved varying levels of success. The movement for abolition was bolstered by both moral objectors and by those who were concerned for job opportunities for whites; the publication of Uncle Tom's Cabin sparked strong opposition in the North. Abolition achieved its goal with the 13th Amendment, and this success was followed in the 20th century by real improvements in black civil rights. In contrast, the temperance movement did not achieve lasting success. While it gained a large following of supporters, there still remained many who defied Prohibition; the movement was ultimately ended with the 21st amendment.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for the abolition movement and the temperance movement
- Is more analytical than descriptive (*abolition*: the South saw slavery as a beneficial yet “peculiar institution” as it was the reason for the success of the Southern plantation economy; some Northerners opposed slavery and the expansion of slavery because it threatened to limit the number of jobs available for free whites; in the 1850s, Northerners who wanted to move west did not want to have to compete with neighbors who had slaves; others, influenced by the Second Great Awakening, opposed it on moral grounds; radical abolitionist William Lloyd Garrison advocated immediate and uncompensated abolition of slavery in his newspaper; novel exposed the horrid treatment of slaves; book’s effect came just after the passage of the Fugitive Slave Act in 1850, which made Northerners directly responsible in helping return escaped slaves to the South; this was unacceptable to many Northerners; taken as moral affronts by Southerners; achieved with the passage of the 13th amendment, which abolished slavery after the Civil War; Southern legislatures soon passed Jim Crow laws to maintain white supremacy, which limited blacks’ freedom; Southerners solved their labor shortages through the use of sharecropping, which kept former slaves in debt; slavery as an institution was overturned, but blacks still faced a long, hard journey to true freedom and equal treatment; civil rights victories beginning in the 1950s and 1960s; *temperance*: also ignited by the Second Great Awakening, which stressed moral behavior and the family; individuals, especially women, lamented the temptation of alcohol as it drained away much of husbands’ paychecks; in the later 1800s, women who supported temperance banded together and formed the Woman’s Christian Temperance Union; factory owners and employers supported temperance as it would increase workplace productivity; in 1919, the Progressives enacted the 18th amendment and the Volstead Act, prohibiting the production, distribution, and sale of alcohol; many immigrant groups, and religious minorities such as Catholics, held on to their traditional habits regarding consumption of alcohol; Prohibition increased lawlessness and a lack of respect for authority; repealed by the 21st amendment during the Great Depression and the “noble experiment” was finished)
- Richly supports the theme with relevant facts, examples, and details (*abolition*: more industrial economy; *The Liberator*; Harriet Beecher Stowe’s novel, *Uncle Tom’s Cabin*; Republican President Abraham Lincoln; secession of several Southern states; Union’s victory; 14th and 15th amendments; NAACP; *temperance*: caused some men to become abusive; Frances Willard; formation of gangs; speakeasies; “success” on paper)
- Demonstrates a logical and clear plan of organization; includes an introduction that links both movements to the Second Great Awakening and a conclusion that discusses the degree to which the reforms were successful

**Conclusion:** Overall, the response fits the criteria for Level 5. Good use of details and analysis reflect a strong understanding of the historical circumstances surrounding each reform movement and of the obstacles each reform movement faced in its struggle to succeed. Information is well integrated in this response.

Since the founding of the United States of America, many reforms have taken place. In the early years, the Articles of Confederation were reformed and as a result the United States Constitution was created. Because the United States is a democratic country, concerns of the citizens' are considered and debated. One time period in America that was filled with major reforms was from 1820 until 1933. These reformers hoped to bring social, economic, and political change to the country. Socially, the reforms centered on abolition and prohibition. As African Americans worked for their rights, prohibitionists tried to change some of the social ills of American society by political means.

The most well known and most important reform movement of the nineteenth century was abolition. In the 1800s, African Americans who were enslaved were considered property and did not have any rights as citizens. During the colonial years, African Americans were considered a necessity for the economy in the South and few questioned it. During and after the American Revolution which was fought for "liberty" and natural rights, many Americans became uneasy about holding slaves. States in the North all made plans for ending slavery in their own states — some quickly and others over longer periods of time. Even many Southerners accepted the theory of gradual emancipation with some of the nation's founders freeing their own slaves upon their deaths. While this type of change was less threatening to the South, later calls for immediate freedom were seen as dangerous. The abolitionist movement dramatically increased as the US expanded west. Not only did some in the North want slavery abolished now, but they also wanted the North and South's representation in the government to stay equal. If the South gained more representation, the US would

become a slave-based country. As the U.S. expanded, the South wanted to bring slavery into the new territory. There were numerous battles in Congress over allowing slavery in the new territories. Some of the legislation passed as a result included the Missouri Compromise of 1820, the Compromise of 1850, and the Kansas-Nebraska Act. The brutal treatment of the slaves was made known to the rest of the country, and world, through Harriet Beecher Stowe's novel. As people read Uncle Tom's Cabin, they were outraged. This book came on top of the stronger Fugitive Slave Act, part of the 1850 Compromise, which many Northerners hated. They thought it was morally wrong, forcing them to help recapture runaway slaves. The argument had now shifted, with Northerners seeing slavery as morally wrong and Southern slaveholders seen as trying to spread an evil institution. The South tried to defend itself by claiming that slavery was better than the factories in the North.

Finally when Lincoln was elected president of the country, on a platform to stop the westward expansion of slavery, the Southern States seceded and the Civil War began. In the beginning the main goal of the war was to preserve the Union, but with the Emancipation Proclamation the goal became to abolish slavery.

The Civil War resulted in a victory for the North, and consequently for the slaves as well. Acts and amendments were passed to guarantee African American rights, including the thirteenth, fourteenth, and fifteenth amendments. The 13th abolished slavery, the 14th made African Americans citizens, and the 15th guaranteed the right of a male to vote, regardless of race. However, the South fought back against the new laws by creating laws of their own, to keep African Americans

“down” by passing Black Codes and later, Jim Crow laws. The Supreme Court contributed to their low status by interpreting the 14th amendment to mean that although formerly enslaved persons were citizens they were not entitled to use the same facilities as whites. The abolition movement goal was achieved as slavery was abolished but at the end of the 19th century, African Americans were still only second class citizens.

Another important reform movement in the nineteenth and twentieth century was temperance or prohibition. Limiting alcohol was a reform that people focused on for many years. It was first made a concern in the early to mid 19th century. Many women viewed alcohol as a heinous substance that not only harmed society, but family life as well. In fact, temperance was the first social cause that Susan B. Anthony and other women reformers spoke out about. Anthony and other women formed one of the first temperance organizations in New York, going door to door with petitions to ban alcohol and warning against its ill effects. Maine banned the sale of alcohol and other states followed. One reformer wrote a novel about liquor and all of the trouble it caused, in the work Ten Nights in a Barroom and What I Saw There. The book emphasized the role of women in steering men away from alcohol to a path of morality. Much of the moral energy behind temperance (and abolition) had been sparked by the Second Great Awakening. First focused on personal salvation and living a better life, the desire for reform grew. When temperance believers couldn't convince all people to give up drinking, they were willing to try to use the power of government to enforce morality.

Prohibitionists did not receive the results they desired until the Progressive Era when the issue of prohibition heated up again in the

early 1900s. Reformers believed alcohol caused social and family problems. Some also thought it was affecting the American war effort so the government called on citizens to stop drinking and conserve grain for the war effort. The federal government finally passed the Eighteenth Amendment banning the sale and manufacture of alcohol. Despite the efforts of Progressives in the government, prohibition in practice was a failure. The 18th Amendment was not followed willingly or carried out effectively and people continued to drink. Smuggling and organized crime became a major consequence of the amendment and more secret saloons were opened. Banning something always makes it more interesting, and during the “roaring twenties” people loved defying the rules. From the Harding White House to rich “Gatsby-like” parties to backyard stills, alcohol was part of America’s social life. By the time of the Great Depression it was clear that prohibition had failed and the 18th amendment was repealed by the 21st. Enforcing morality, drinking included, was not something that government has ever done well.

Regardless of the time period in American history, reform movements are always going on. Between 1820 and 1933, two major reform movements took place, abolition and prohibition. Abolition started out as a peaceful reform movement, but eventually led to the Civil War. By the end of the Civil War, the abolition movement was considered a success as slavery was abolished and made illegal. Not all reform movements are ultimately successful, including prohibition. Despite the best efforts of prohibitionists and laws created by the government to control the use of alcohol, alcohol still remains a part of American society.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for the abolition movement and the temperance movement
- Is more analytical than descriptive (*abolition*: during and after the American Revolution which was fought for liberty and natural rights, many Americans became uneasy about holding slaves; even many Southerners accepted the theory of gradual emancipation; while this type of change was less threatening to the South, later calls for immediate freedom were seen as dangerous; the abolitionist movement dramatically increased as the United States expanded west; the brutal treatment of the slaves was made known to the rest of the country and the world through Harriet Beecher Stowe's novel; book came on top of the stronger Fugitive Slave Act, part of the 1850 Compromise, which many Northerners hated; argument had now shifted, with slavery seen as morally wrong and Southern slaveholders as trying to spread an evil institution; the South tried to defend itself by claiming that slavery was better than the factories in the North; in the beginning, the main goal of the war was to preserve the Union but with the Emancipation Proclamation the goal became to abolish slavery; Supreme Court contributed to their low status by interpreting the 14th amendment to mean that, although formerly enslaved persons were citizens, they were not entitled to use the same facilities as whites; *temperance*: many women viewed alcohol as a heinous substance that not only harmed society but family life as well; temperance was the first social cause that Susan B. Anthony and other women reformers spoke out about; Maine banned the sale of alcohol and other states followed; despite the efforts of Progressives, Prohibition in practice was a failure; 18th amendment was not followed willingly or carried out effectively; banning something makes it more interesting, and during the Roaring Twenties people loved defying the rules; alcohol was part of America's social life; enforcing morality, drinking included, was not something government has ever done well)
- Richly supports the theme with relevant facts, examples, and details (*abolition*: Missouri Compromise of 1820; Kansas-Nebraska Act; *Uncle Tom's Cabin*; Lincoln; platform to stop the westward expansion of slavery; 13th, 14th, 15th amendments; Black Codes; Jim Crow Laws; *temperance*: *Ten Nights in a Bar-Room and What I Saw There*; the war effort; smuggling; organized crime; secret saloons; Harding White House; "Gatsby-like parties"; backyard stills; Great Depression; repealed by the 21st)
- Demonstrates a logical and clear plan of organization; includes an introduction that states reform has been a democratic tradition since the Articles of Confederation and a conclusion that discusses how the abolition movement was a success while Prohibition was not.

**Conclusion:** Overall, the response fits the criteria for Level 5. The response effectively traces the evolution of both the abolition movement and the temperance movement to their roots in the American Revolution and the Great Awakening, respectively. The discussion of the success of the moral crusade against slavery and the ultimate failure of that against alcohol includes effective analytical statements.

American society has greatly changed over time through the creation of major reform movements. Especially during the period from 1820 to 1933, many individuals and groups participated in major reform movements to bring social, political, and economic changes to American society. These movements achieved varying degrees of success. Some of these reform movements included the Temperance Movement (Prohibition) which banned the sale and manufacturing of alcohol and the labor movement which worked to create better working conditions for factory workers and to end child labor.

The Temperance Movement (prohibition) was a major reform movement created to improve American society. In good times and especially during hard times, people tried to solve their issues and problems through consumption of alcohol. This often led to wife and child abuse, crime, and violence. Many reformers in the early to mid 19th century were affected by the Second Great Awakening. This led them to want to improve themselves and those around them. They clearly saw the evils associated with alcohol and joined together to stamp them out. Early on, the focus was on personally giving up alcohol. Later they worked through lectures and printed material to convince others. When this didn't work well enough, they turned to the political system—local, state, and then federal—to legislate against alcohol. As a result, by World War I many groups supported the passing of the 18th amendment which prohibited the manufacturing, transportation, and sale of alcohol. This prohibition was greatly supported by the Anti-Saloon League and the Woman's Christian Temperance Union who believed this would end or decrease alcohol abuse, violence, and crime in American society. Meanwhile, many immigrants greatly opposed

this ban believing that after working hard, they should be able to enjoy their traditions, including alcohol.

In actuality, the ban on alcohol did not have the effect people wanted it to. Speakeasies rose up everywhere from attics to basements. They were called speakeasies because people needed to speak quietly about it in order to keep their illegal purchases of alcohol in these speakeasies a secret. Ironically, the ban on alcohol led to more lawlessness among ordinary people, illegally buying and drinking alcohol and even creating alcohol in their homes. The ban also created more crime, for example; many gangs were created led by mobsters such as Al Capone who made millions on the sale of illegal alcohol until he was arrested for tax evasion. The illegal money made then flowed into public corruption, buying off officials of all kinds to protect the liquor trade. Later on, President Franklin Delano Roosevelt allowed the manufacture and sale of a few types of alcoholic beverages to create jobs and raise revenue. During the Great Depression, the 18th amendment was repealed by the 21st amendment. The problems related to alcohol consumption in the 1800s still exist. Today, people still turn to alcohol to solve their problems. Alcohol consumption still leads to domestic violence, child abuse, and crime. Like Prohibition, vigorous anti-alcohol publicity has not been able to stop alcohol abuse. There is still too much drunk driving and terrible tragedies for innocent victims. Groups like MADD and SADD are still fighting to protect society from alcohol's high costs.

Another major reform movement of the later 1800s was the labor movement. During this period of time, factory workers faced intolerable conditions in hot factories where windows were kept shut, the lighting

was poor, and the air was filled with dust and lint. Laborers worked very long hours with very little pay struggling to make enough to support their family. Often, children were forced to leave school and work in factories with the same conditions and minimal pay in order to help support their families. In some industries like coal mines, mine owners provided housing for workers which increased their dependence on the company. At work, bosses often gave them very short breaks or no breaks at all and when they raised the price of room and board, they did not increase their wages. This led to the formation of unions like the American Federation of Labor. Its leader, Samuel Gompers, organized skilled workers in the fight for higher wages and shorter hours. Sometimes union workers went on strikes like at the Pullman factory where factory owners clashed with workers. Sometimes strikers faced violent responses from government troops sent in to end the strike. Sometimes factory and mine owners replaced strikers with other workers. Events like the fire at the Triangle Shirtwaist factory, which killed many women workers showed the horrible conditions in factories and pushed workers to fight for reform—better conditions, better pay, shorter hours, and an end to child labor. With Triangle, it led directly to New York State investigations and major reforms on safety and factory working conditions.

Groups fighting for better conditions and higher wages faced setbacks and it sometimes took a long time to achieve success. Workers pay was slowly increased, working hours were shortened, and child labor was limited by laws. Also, although workers have achieved the right to collectively bargain under the Wagner Act, some business owners have still tried to keep workers from belonging to unions.

Movements such as the Temperance movement (prohibition) which banned the manufacturing and sale of alcohol and the labor movement which tried to improve conditions for workers greatly changed American society. However, the success of these movements had varying effects. Prohibition did not seem to achieve its goal, producing more lawlessness and crime, leading eventually to its repeal. The labor movement made improvements but these changes were not always immediately or widely accepted. Sometimes working conditions still are problems for workers today. These reform movements brought changes to society but often not in the way intended and some of the reforms they brought did not last.

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## Anchor Level 4-A

### The response:

- Develops all aspects of the task for the temperance movement and the labor movement
- Is both descriptive and analytical (*temperance*: in good times and especially during hard times, people tried to solve their issues and problems through consumption of alcohol; many reformers in the early to mid-19th century were affected by the Second Great Awakening; when this didn't work well enough, they turned to the political system—local, state, and then federal—to legislate against alcohol; Prohibition was greatly supported by the Anti-Saloon League and the Woman's Christian Temperance Union who believed this would end or decrease alcohol abuse, violence, and crime; ironically, the ban on alcohol led to more lawlessness among ordinary people; like Prohibition, vigorous anti-alcohol publicity has not been able to stop alcohol abuse; still too much drunk driving and terrible tragedies for innocent victims; *labor*: factory workers faced intolerable conditions in hot factories where windows were kept shut; worked very long hours with very little pay, struggling to make enough to support their families; Samuel Gompers organized skilled workers in the fight for higher wages and shorter hours; sometimes strikers faced violent responses from government troops; factory and mine owners replaced strikers with other workers; fire at Triangle Shirtwaist Factory led directly to New York State investigations and major reforms on safety and factory working conditions; some business owners have still tried to keep workers from belonging to unions)
- Supports the theme with relevant facts, examples, and details (*temperance*: wife and child abuse; lectures and printed materials to convince others; 18th amendment; immigrants opposed this ban; traditions including alcohol; speakeasies; Al Capone; illegal money flowed into public corruption; President Franklin Delano Roosevelt; create jobs; raise revenue; Great Depression; 21st amendment; *labor*: Pullman strike; women workers; end child labor; collectively bargain; Wagner Act)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that recognizes Prohibition did not achieve its goal and the labor movement's achievements were not always immediately or widely accepted

**Conclusion:** Overall, the response fits the criteria for Level 4. The response demonstrates a good understanding of the historical circumstances leading to the temperance movement, blending descriptive statements and analysis. While the same is generally true for the labor movement, the discussion would have been strengthened with additional analysis.

During the time between 1820 and 1933, many people fought to gain rights through reform movements. In the 1800s, people fought to end slavery during the abolition movement. From the mid 1800s to the early 1900s, women fought to gain voting rights. In both of these movements people took many steps to achieve their goals.

The abolition movement took place in the 1800s, when people in the South still owned slaves. This movement started because people wanted to change how African Americans were seen and treated. An abolitionist is someone who wants slavery outlawed. From the very start of the country slavery was in conflict with the ideas of freedom and rights that motivated so many in the American Revolution. This was buried in the Constitution, with some important compromises. But Northern states soon took steps to end slavery there; Southern states became more reliant on it, and wanted to take it west when they moved. Meanwhile a real abolitionist movement started in the 1820s and 1830s. Some like William Garrison who started The Liberator, wanted slavery to end immediately. Many abolitionists, like Harriet Tubman, helped on the Underground Railroad to help slaves escape. People like Frederic Douglas, publisher of The North Star, wrote in newspapers to bring to the attention of the public how wrong slavery was. The conflict over slavery affected many issues in keeping the nation together. Compromises on making which new territory a slave state or free state, like the Missouri Compromise and the Compromise of 1850, angered both the North and the South. Abolitionists also wanted to change Supreme Court rulings, like the one in Dred Scott v. Sanford that ruled slaves were property. Eventually, South Carolina seceded and other states in the south soon followed, thus beginning the Civil War.

President Lincoln's main goal of the Civil War was preserving the Union, not abolishing slavery. In order to keep America together, though, Lincoln found he must abolish slavery in the South. Abolitionists became closer to their goal with the issue of the Emancipation Proclamation. In January of 1861, Lincoln declared slavery illegal in the south on the grounds that the South used slaves to support the army. The South surrendered in 1865 and the war ended. Finally, with the end of the war, the abolitionists' goal was met. After the war, three amendments were passed that granted rights to the slaves. The Thirteenth Amendment abolished slavery everywhere in the U.S, the Fourteenth Amendment made all former slaves citizens and would later make the states follow the Bill of Rights, and the Fifteenth Amendment gave African American males the right to vote. The abolitionists were able to reach their goal of outlawing slavery and also gained more rights for the former slaves. However, while the abolitionists work was done, laws like the Jim Crow Laws and literacy tests prevented African Americans from having all their rights. Even today blacks are still fighting to end racism and prejudice.

The Woman's Suffrage Movement took place in the mid 1800s to the early 1900s. Many women fought to help the slaves gain their rights during the abolitionist movement. These women realized that they too needed to gain civil rights in order to help themselves. At this point in time, American women were basically invisible under the law. They were unable to hold or control property, any earnings went to their husbands, and they had no political rights. They were mostly bound to their house and family, with few opportunities. The Seneca Falls Convention in 1848 was the kickstart to the movement. Susan B. Anthony and

Elizabeth Cady Stanton were in attendance. These women later organized lectures and parades and protests to fight for their rights. The National Women's Suffrage Association was created to help women gain rights. World War I was helpful to the reform movement becoming a success. With men overseas, women had to take over and do their jobs. Their hardwork changed many people's perspectives. In 1920, the reform movement reached its goal. With the ratification of the Nineteenth Amendment, women gained the right to vote. Women today, however are still fighting for rights. They may have gained the right to vote, but they're still discriminated against. Women make less money than men do and are less likely to gain a raise or promotion. Women are still fighting today to end this discrimination.

Many reform movements took place in the time period between 1820 and 1933. The abolitionist movement was successful in outlawing slavery. The Women's Suffrage Movement was successful in gaining the right to vote. However, both of these groups are still fighting for civil rights today.

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## Anchor Level 4-B

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the abolitionist movement more thoroughly than the woman's suffrage movement
- Is both descriptive and analytical (*abolition*: this movement started because people wanted to change how African Americans were seen and treated; from the very start of the country slavery was in conflict with the ideas of freedom and rights that motivated so many in the American Revolution; Northern states soon took steps to end slavery there; Southern states became more reliant on it, and wanted to take it West when they moved; people like Frederick Douglass, publisher of *The North Star*, wrote in newspapers to bring to the attention of the public how wrong slavery was; compromises on making which new territory a slave state or free state, like the Missouri Compromise and the Compromise of 1850, angered both the North and the South; in order to keep America together, Lincoln found he must abolish slavery in the South; while abolitionists' work was done, laws like the Jim Crow laws and literacy tests prevented African Americans from having all their rights; even today blacks are still fighting to end racism and prejudice; *woman's suffrage*: women realized that they, too, needed to gain civil rights; American women were basically invisible under the law; unable to hold or control property, any earnings went to their husbands and they had no political rights; the National Woman's Suffrage Association was created to help women; World War I was helpful for the reform movement becoming a success; they may have gained the right to vote, but they are still discriminated against; make less money than men do and are less likely to gain a raise or promotion)
- Supports the theme with relevant facts, examples, and details (*abolition*: William Garrison; Harriet Tubman; Underground Railroad; *Dred Scott v. Sanford*; South Carolina seceded; Civil War; 13th amendment abolished slavery; 14th amendment; citizens; 15th amendment; right to vote; *woman's suffrage*: abolitionist movement; Seneca Falls Convention in 1848; Elizabeth Cady Stanton; organized lectures, parades and protests; with men overseas; 19th amendment); includes minor inaccuracies (*abolition*: Lincoln declared slavery illegal in 1861; *woman's suffrage*: Susan B. Anthony at Seneca Falls Convention)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a brief conclusion that observes that both groups are still fighting for civil rights today

**Conclusion:** Overall, the response fits the criteria for Level 4. The response includes good details and clearly recognizes both the short- and long-term effects of the abolition movement. However, the woman's suffrage movement is discussed in less depth.

Throughout American history the desire to purify and reform society has been a prevalent topic for movements by individuals and groups. Between the years 1820 and 1933, a plethora of vital reform movements have molded America socially, politically and economically. The Temperance movement and Progressive movement have particularly had significant importance in U.S. history. Inspired by the Second Great Awakening, many thousands of recently repented sinners were eager to rid society of the evils caused by alcohol. The immense industrialization that followed the Civil War caused urban middle class citizens to seek social justice through Progressive reform. The changes brought about by both The Temperance and Progressive movements have had noteworthy impact on American society and achieved varying degrees of success.

After the revivals of the Second Great Awakening, people across the nation felt obliged to continue on paths of righteousness. Specifically, many recognized that the immorality caused by alcohol was a cause worth a reform movement. Alcohol had been a crucial factor adding to societal problems. Excessive consumption of liquor had affected productivity in factories. Men who were under the influence would arrive at work, unable to meet production needs. Additionally, family life suffered as a result of liquor. Women were tired of having to deal with abusive, drunk husbands and did not want their children to witness such behavior. As a response to these societal problems, the Temperance movement was spearheaded by new converts, factory managers and women.

The Temperance movement was moderately successful. The American Temperance Society was established as a leading group that pushed for

abstinence. The Society urged drinkers to take oaths not to drink, and also advocated they become members of “cold water” armies. In 1851 the “father of prohibition”, Neal S. Dow, pushed for the passage of the Maine Law of 1851. This law abolished both the manufacture and sale of all liquor. Unfortunately, the concept of banning liquor completely was much harder to achieve than expected. People in Maine continued drinking liquor, despite the Maine Law of 1851; however, the efforts of temperance advocates were not in vain, as the Maine Law became a model for other states. This was a perfect example of the limits of temperance. When it was accepted as a personal, moral choice it worked well. When it was enforced from above, through politics and the law, it worked very poorly. When prohibition forces reached their high water mark with the 18th amendment banning the manufacture and sale of alcohol, the result was great opposition. Illegal bars, gangs and bootleg booze undermined the law. In the early 1930s in the depth of the Depression, another amendment repealed prohibition.

Aside from the desire to purify society by limiting the consumption of alcohol, a movement began to rid corruption in industrial society and bring about social change for suffering laborers. Known as the Progressive Movement, a number of factors were vital in bringing about this colossal reform movement. After the Civil War and Reconstruction, the North experienced a second industrial Revolution. The spread of factories and development of Monopolistic trusts on steel, oil and railroads characterized the rapid change of industrialization. The government utilized policies that favored big businesses and industrialists over workers, farmers and labor unions. Laissez-faire capitalism, or little government regulation of business ventures,

became the dominating policy. Factory owners disregarded the welfare of their workers and focused solely on gaining maximum profits. During the Gilded Age, politicians and the “forgettable” presidents such as Rutherford B. Hayes, Garfield and Chester A. Arthur chose to ignore the growing social and economic problems of industrialization. Luckily, the beginning of the Progressive Era brought to the surface the vital issues of the times.

Similar to the Temperance movement, the Progressive movement experienced moderate success. In the political field, great reforms that helped the common people were established. The creation of the secret ballot stopped intimidation by employers and influential political bosses. Robert La Follette urged the creation of the direct primary, or common people directly voting for Republicans and Democrats at nominating conventions. Also the practices of initiative, referendum and recall all enabled people to have more of a say in governmental matters. Furthermore, the incredible leadership of progressive president Theodore Roosevelt aided the cause of reform. With his Square Deal he significantly reformed society. For the first time, the president sided with labor over management. When coal miners went on strike, Roosevelt threatened to seize and operate mines with federal troops in order to push the mine owners to yield to a nine-hour work day and increased wages. He also advanced consumer protection against corporate greed by creating the Pure Food and Drug Act and Meat Inspection Act. These laws created regulatory agencies that involved the government in business ventures, an idea that continues today. Both the political advancements and Square Deal for labor prove the success of the Progressive movement.

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**Anchor Paper – Thematic Essay—Level 4 – C**

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Reform movements throughout American history have started as a result of a number of factors. The Temperance movement began when factory managers and women felt the need to stop the evil effects of alcohol. Realizing the dire need to change corrupt industrial practices, Progressives began to purify society. Although the efforts of both the Temperance and Progressive movements were not perfectly successful, the changes that were made caused American society to benefit in the long run.

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## Anchor Level 4-C

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the temperance movement less thoroughly than the Progressive movement
- Is both descriptive and analytical (*temperance*: inspired by the Second Great Awakening, many thousands of recently repented sinners were eager to rid society of the evils caused by alcohol; women were tired of having to deal with abusive, drunk husbands; the “father of Prohibition,” Neal S. Dow, pushed for the passage of the Maine Law of 1851; the efforts of temperance advocates were not in vain because the Maine Law became a model for other states; when it was accepted as a personal, moral choice it worked well; when enforced from above through politics and the law it worked very poorly; when Prohibition forces reached their high water mark with the 18th amendment banning the manufacture and sale of alcohol, the result was great opposition; *Progressive*: the government utilized policies that favored big business and industrialists; factory owners disregarded the welfare of their workers and focused solely on gaining maximum profits; politicians and the “forgettable” presidents chose to ignore the growing social and economic problems of industrialization; the creation of the secret ballot stopped intimidation by employers and influential political bosses; for the first time, the president sided with labor over management; advanced consumer protection against corporate greed by creating the Pure Food and Drug Act and Meat Inspection Act)
- Supports the theme with relevant facts, examples, and details (*temperance*: immorality; affected productivity; American Temperance Society; oaths not to drink; “cold water” armies; *Progressive*: second industrial revolution; monopolistic trusts; laissez-faire capitalism; Rutherford B. Hayes, Garfield, and Chester A. Arthur; Robert La Follette; direct primary; initiative, referendum, and recall; progressive President Theodore Roosevelt; Square Deal; coal miners; nine-hour work day; regulatory agencies)
- Demonstrates a logical and clear plan of organization; includes an introduction that connects the temperance movement to the Second Great Awakening and the Progressive movement to industrialization, and a conclusion that relies on sweeping generalizations.

**Conclusion:** Overall, the response fits the criteria for Level 4. The response provides a broad overview of the temperance movement, demonstrating a good understanding of the role of morality in the success of the reform effort for some people, but provides few specifics about the ultimate failure of Prohibition. A sweeping overview of the problems resulting from industrialization leads to consideration of various Progressive reforms.

The United States went through many reform movements during the years 1820-1933. These movements occurred in order to bring social, political or economic change to American life. Some of these movements succeeded while others did not. Two examples of such movements are the abolition movement and the women's suffrage movement.

The abolition movement's goal was to end slavery in the United States forever. Though some individuals were against slavery from the beginning of the United States, John Adams and Benjamin Franklin wanted it abolished in the Declaration of Independence, more of the population started backing the cause when people began expanding westward. As new territories began applying for statehood the same question kept arising. Will they be free or slave states? That was really when the practice of slavery began to be questioned more intensely. A very tense debate on this was settled by the Missouri Compromise in 1820. But this was also a big reason why the Mexican War and the territory won caused such disagreements. Another contributing factor to the rise of the abolition movement was the publication of Uncle Tom's Cabin by Harriet Beecher Stowe. The novel illustrated the horrors of slavery, how slaves were beaten and abused. The South was outraged by the book because it made slave owners look cruel and deranged, but the North thought it was a wake-up call. The rise of the Republican Party and Lincoln's election on a platform against the further spread of slavery was too much for the South. Many Southern states seceded before Lincoln took office. The abolitionists got their wish after the Civil War ended, in 1865, when the 13th amendment was passed which abolished slavery in the United States. Closely followed by the 14th amendment which gave freed slaves citizenship.

Though the abolition movement's goal had been met the lives of the freed slaves weren't easy because many became sharecroppers which limited their freedom. They had to borrow from whites to start their farms, and paid them back with shares of their crops, which meant they never got out of debt. They could not move away until the debt was paid, which was probably never. Also their political rights were attacked and they were discriminated against by Jim Crow laws. Today African Americans still struggle for equality.

The women's suffrage movement was a movement trying to earn the right to vote for women. One main reason behind the start of this movement was the abolition movement. So many abolitionists had been women and they realized that if they could put all that work into freeing slaves then they had a right to have a say in their own government. Women led marches and boycotts to be heard. The most famous event in the women's suffrage movement though was the Seneca Falls Convention. Famous Suffragettes like Elizabeth Cady Stanton gathered there and issued the Declaration of Sentiments, declaring what wrongs had been done upon women and what needed to change. After the Civil War, the fight continued. Women were angry the 15th amendment had not included them, when it gave former slaves the right to vote. Susan B. Anthony challenged this by voting. She was arrested for voting and boldly refused to pay the fine. Women carried the fight to the west. In the west, some territories that became states granted women the right to vote. It took a long time for women to gain national voting rights. Eventually the 19th amendment became law and then women had the right to vote. However, women still were not seen as equals. That would be another fight.

### Anchor Level 3-A

#### **The response:**

- Develops most aspects of the task in some depth for the abolition movement and the woman's suffrage movement
- Is more descriptive than analytical (*abolition*: more of the population started backing the cause when people began expanding westward; tense debate on this was settled by the Missouri Compromise in 1820; South was outraged by *Uncle Tom's Cabin* because it made slave owners look cruel and deranged, but the North thought it was a wake-up call; rise of the Republican Party and Lincoln's election on a platform against the further spread of slavery was too much for the South; the abolitionists got their wish after the Civil War ended; though the abolition movement's goal had been met, the lives of the freed slaves were not easy because many became sharecroppers, which limited their freedom; political rights were attacked and they were discriminated against by Jim Crow laws; *woman's suffrage*: so many abolitionists had been women and they realized that if they could put all that work into freeing slaves then they had a right to have a say in their own government; issued the Declaration of Sentiments, declaring what wrongs had been done upon women and what needed to change; Susan B. Anthony was arrested for voting and refused to pay the fine)
- Includes some relevant facts, examples, and details (*abolition*: John Adams and Benjamin Franklin; Declaration of Independence; free or slave states; Mexican War; Harriet Beecher Stowe; 13th amendment; 14th amendment; citizenship; debt; *woman's suffrage*: marches and boycotts; Seneca Falls Convention; famous suffragettes like Elizabeth Cady Stanton; 19th amendment)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The response includes good details and descriptive statements demonstrating an understanding of both the abolition movement and the woman's suffrage movement. However, the extent of the success of the woman's suffrage movement lacks development.

During the 19th and early 20th centuries there was a momentum for change in America. Following the fervor of the Second Great Awakening, many Americans became aware of the flaws in society. A popular 19th century and early 20th century movement was Temperance. During the Progressive Era, the growth of factories led to the consumer protection movement. Both the temperance movement and the consumer protection movement were supported by various groups of people and enjoyed some degree of success.

The temperance movement began as women became tired of their drunken husbands tearing their families apart and spending all their money on alcohol. The movement gained momentum with the large influx of immigrants pouring into the United States in the 19th and 20th centuries because alcohol consumption was looked down upon as a foreigner's activity. In the 19th century, the Women's Christian Temperance Union formed in support. In the late 19th century, Maine passed laws banning the manufacture, sale and production of alcohol and in the early 20th century, the United States government followed suit and passed the 18th Amendment. However, the success of this amendment did not last as it gave rise to organized crime, such as the Mafia, rum-running and speakeasies where people would go to illegally sell and consume alcohol. The amendment was repealed only a few years after it was passed.

Another reform movement that occurred a short time before Prohibition, during the Progressive Era, was the consumer protection movement. During the Industrial Revolution, there was an increase in the development of factories and mass production. Many people objected to the corrupt behavior and bad products. Following this age, the

Progressive Era inspired a reform movement that pushed for a change in the way food was made in said factories. This push for reform was spurred on when journalists known as muckrakers exposed the horrors of society during this time. A famous muckraker was Upton Sinclair and his book, *The Jungle*, exposed the evils of the meat-packing industry. The president, Teddy Roosevelt looked into the charges and found out that they were true. Roosevelt saw this as a gross abuse of power by corporations and dangerous for the public. Roosevelt forced legislation through Congress to clean up this mess. Post-publication of this work, the consumer protection movement gained success with the passage of the Meat Inspection Act and the Pure Food and Drug Act, which sanctioned checks on all food and drugs entering the United States through trade or from the factory system, and the Food and Drug Administration (FDA), which was a government agency that conducted the checks on food and drugs. The consumer protection movement proved to be highly successful as meat, food, and drug standards and the FDA are still in effect at the present time.

In the 19th and 20th centuries, spurred on by the post-Second Great Awakening religious fervor and then the Progressive movement, many American citizens were inspired to reform society. An example of a reform movement is the Temperance movement, which enjoyed limited success but ultimately ended as it led to the rise of crimes. The consumer protection movement, which occurred after the Temperance movement, was more highly successful as meat, food, and drug standards and the FDA are still in effect today.

### Anchor Level 3-B

#### **The response:**

- Develops all aspects of the task with little depth for the temperance movement and the consumer protection movement
- Is more descriptive than analytical (*temperance*: fervor of the Second Great Awakening; women became tired of their drunken husbands tearing their families apart and spending all their money on alcohol; movement gained momentum with the large influx of immigrants pouring into the United States in the 19th and 20th centuries because alcohol consumption was looked down on as a foreigner's activity; gave rise to organized crime such as the mafia; *consumer protection*: during the Industrial Revolution, there was an increase in the development of factories and mass production; *The Jungle* exposed the evils of the meatpacking industry; Roosevelt saw this as a gross abuse of power by corporations and dangerous for the public; meat, food, and drug standards and the FDA are still in effect)
- Includes some relevant facts, examples, and details (*temperance*: Woman's Christian Temperance Union; Maine; 18th amendment; rum-running; speakeasies; repealed; *consumer protection*: Progressive Era; Meat Inspection Act; Pure Food and Drug Act; checks on all foods and drugs); includes an inaccuracy (*temperance*: in the late 19th century)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates basic knowledge about the temperance movement and the consumer protection movement. The response consists of generalizations, overgeneralizations, and isolated analysis. Further development of the extent to which these movements were successful would have strengthened this response.

As America progressed out of periods of war, less time was put into foreign policy, and more time was given to domestic policies. One example of domestic policy was the appearance of reform movements. Between 1820 and 1933, many reform movements occurred in varying areas of life. Two examples of areas were in abolition and consumer protection. Both of these movements were successful; many laws were passed which guaranteed better rights for the parties involved.

During the early 1800's, slavery had become a major topic of argument among Americans. While most of the South favored slavery, claiming that "peculiar institution" was a form of business and justified, the North regarded slavery as dehumanizing and wrong. Quarrels over which areas of the country should allow slavery began to develop. In 1820, the Missouri Compromise was passed, which allowed Missouri into the Union as a slave state. Concerns over an imbalance in representation in Congress between slave and free states led to deeper arguments, which would not be settled until Maine was added to the Union as a free state. Despite the restoration of equal representation, this issue continued to be a problem each time a new territory applied for statehood. Some sought to outlaw slavery completely, based on its negative effects.

Abolitionists, or people who wanted slavery to no longer exist, began to emerge in the early 19th century. Writers such as Harriet Beecher Stowe, who wrote Uncle Tom's Cabin, and Frederick Douglass, who wrote his own narrative, gave detailed accounts of the horrors of slavery to inform citizens about the reality of Southern life. Other forms of media helped to expose slavery; William Lloyd Garrison published The Liberator, which was an abolitionist newspaper which kept its readers informed

on the topic of slavery. Eventually, the movement would prove to be a success; as a result of the Civil War Amendment Thirteen was passed under Lincoln's urging in 1865, which freed all slaves in the Union, and completely demolished the practice of slavery for good.

Slavery was not the only topic which bothered Americans. As cities grew and the population began to increase due to immigration from European nations, a need for more food arose. Factories within cities were relied on to process food. These food producing factories often had poor sanitary conditions. Infestations of mice, rats, and roaches are examples of unsanitary conditions. Due to a lack of control over the production of food, these pests were being ground up along with the meat and becoming part of the food. Unfortunately, most consumers were not informed about these horrors, and these impurities along with others led to some citizens dying or becoming sick. Individuals decided that steps had to be taken to prevent further damages to society.

To bring attention to awful conditions, certain individuals acted to keep the people informed. Upton Sinclair published The Jungle, which told the story of an immigrant family. The book brought great awareness about how meat was processed carelessly and without cleanliness. This was very upsetting to people from every class in the U.S. This book helped bring attention to the unsanitary conditions in food factories. President Theodore Roosevelt proposed reforms. One of the major points of this was consumer protection. Laws such as the Meat Inspection Act and the Pure Food and Drug Act were passed. The Meat Inspection Act required factories which produced meat and drugs be regularly inspected for health and sanitation. The Pure Food and Drug Act regulated the testing of drugs and the labeling of drugs and food. Also, the Food

and Drug Administration, the FDA was established to monitor producers of food and drugs. Through these laws consumer protection was established.

Abolition and consumer protection were examples of reforms through which the lives of citizens and individuals were improved. These reforms would help to fuel other changes in America which would promote the well-being of others for years to come.

### Anchor Level 3-C

**The response:**

- Develops the historical circumstances that led to the abolition movement and consumer protection movement in some depth and discusses the extent to which each movement achieved its goal in little depth
- Is more descriptive than analytical (*abolition*: most of the South favored slavery, claiming that the “peculiar institution” was a form of business and justified; Harriet Beecher Stowe, who wrote *Uncle Tom’s Cabin*, and Frederick Douglass gave detailed accounts of the horrors of slavery; Garrison published *The Liberator*, which was an abolitionist newspaper that kept its readers informed on the topic of slavery; movement would prove to be a success as a result of the Civil War; the 13th amendment was passed under Lincoln’s urging in 1865; freed all slaves in the Union and completely demolished the practice of slavery for good; *consumer protection*: Upton Sinclair published *The Jungle*; book brought awareness of how meat was processed carelessly and without cleanliness; laws such as the Meat Inspection Act and Pure Food and Drug Act were passed; through these laws consumer protection was established); includes weak analysis (*abolition*: during the early 1800s, the North regarded slavery as dehumanizing and wrong)
- Includes some relevant facts, examples, and details (*abolition*: Missouri Compromise; slave state; Maine; free state; *consumer protection*: mice, rats, and roaches; sicknesses spread; President Theodore Roosevelt; reforms; Food and Drug Administration)
- Demonstrates a satisfactory plan of organization; includes an introduction and brief conclusion that states both reform movements were successful and improved lives

**Conclusion:** Overall, the response fits the criteria for Level 3. The strength of this response is in the details provided in the discussion of the historical circumstances for both movements. Limited analysis and lack of development of the extent to which either movement achieved its goal weakens the response.

Through the history of the United States, reform movements could be found in any place. Whether it was for rights for a certain group, or for a nationwide dilemma, there was always some type of movement for change. Among those is the abolitionist movement and the temperance movement.

In the early to mid 19th century, racism was at a high point. The African slaves were brought to America and abused and tortured, while being forced to do plantation work. Some whites viewed this as something normal, as if the black people were truly nothing but trash. On the other side, people realized how terribly the African slaves were being treated. Thus, the abolitionist movement began. People, such as William Lloyd Garrison, helped spread the word of the crimes of slavery. Being a white man, Garrison was attacked and faced much hostility while simply walking through the streets. However, Garrison carried on with his actions and kept publishing newspapers about the evils of slavery. As a result of his persistence, he was eventually hanged. However, thanks to his brave work, he helped people realize that slavery was like a crime against humanity, as African slaves were beat and could not do anything about it. In the end, the courage of people like Garrison helped pull the blacks from the chains of their masters, as they became free men and women, in title, with the passage of the 13th Amendment. They were made citizens and got to vote under other Amendments. But these rights were hurt by Southerners who worked to keep blacks under control. So they got freedom but not much more.

Another reform movement of the people occurred in the face of alcohol consumption. The temperance movement gained much momentum through the early 20th century, as people found alcohol an unnecessary

and terrible substance. This period was called Prohibition. Though the U.S. government passed the 18th Amendment, which banned any trade, sale, or consumption of alcohol, it proved ineffective since most people disregarded the law anyway. Along with that, the officials did not enforce the amendment strictly. This caused the failure of the movement and a repeal of the 18th Amendment by the 21st Amendment, which relegalized alcohol and made the drinking age requirement 21. To some extent, this movement helped raise awareness to alcohol usage. In a whole, it did not accomplish its prioritized job.

For some reform movements, the efforts of the people were not wasted. They fulfilled their duties and brought change to the country one way or the other. Other movements, however, were not quite as successful and made a smaller impact on society as a whole. Regardless, the reform movements within the United States helped forge the way to what the country is today.

## Anchor Level 2-A

### **The response:**

- Develops some aspects of the task in little depth for the abolition movement and the temperance movement
- Is primarily descriptive (*abolition*: African slaves were brought to America and abused and tortured, while being forced to do plantation work; William Lloyd Garrison faced hostility but kept publishing newspapers about the evils of slavery; the courage of people like Garrison helped pull the blacks from the chains of their masters; they became free women and men in title with the passage of the 13th Amendment; hurt by Southerners who worked to keep blacks under control; *temperance*: proved ineffective since most people disregarded the law anyway; officials did not strictly enforce the amendment; this caused the failure of the movement and the repeal of the 18th amendment by the 21st amendment)
- Includes few relevant facts, examples, and details (*abolition*: crime against humanity; *temperance*: banned any trade, sale); includes inaccuracies (*abolition*: he was eventually hanged; *temperance*: banned consumption of alcohol; made the drinking age requirement 21)
- Demonstrates a general plan of organization; includes a brief introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response includes a few analytical statements. It discusses the historical circumstances that led to the abolition movement and the extent of its success. However, the response only addresses the extent to which the temperance movement achieved its goal.

During the period 1820 to 1933, people participated in major reform movements to bring about social, economic, and political change. The reforms had varying degrees of success. One movement that was a failure was the Temperance Movement. The laws passed during this movement were later overturned, and are not around today. A second movement, the Labor Movement, was a success. People were protesting about unfair hours, wages, and unhealthy working conditions. This movement made major changes in the work force that are still evident in today's world.

The Temperance Movement was brought about in the early twentieth century. The majority of its supporters was women. At this time, men usually stopped for a drink after work. Often times, the majority of his income was not coming home to take care of his family. Also domestic abuse was very common and it was attributed to the excessive consumption of alcohol. Women were upset, and decided to protest. The women went into saloons with hatchets to get rid of the bar. The government eventually stepped in and passed the Eighteenth amendment, Prohibition. The law stated that the consumption, purchasing, and selling of alcohol was illegal. This brought social change because money was now being brought home. The opening of speakeasies was common. This affected the economy because many bars went out of business. The economic change was not successful. As for political change, the government became involved in affairs, that was almost communistic. The political change was a failure. Prohibition was eventually outlawed due to the immense controversy it had caused.

The Labor Movement took place at this time, as well. People, both

men and women, were protesting against long hours, low wages, unfair working conditions, and for child labor laws. People in factories often were permanently injured, and were paid practically no money. The unhygienic conditions caused illness, and even fatal disease. Children were working for 12+ hours a day, and not attending school. They were uneducated, sick, and couldn't leave. The strikes, and protest lead to many reforms. An eight hour workday was set. There was a minimum wage, safe working conditions, and a minimum age for child workers. The government was involved to enforce the new laws set in place. This Movement was overall a huge success. The social success was workers had more leisure time. This lead to opening of cinemas, and other forms of entertainment. The economic change was also successful. People were receiving the money they deserved, and the standard of living rose. Political change was more government involvement to pass laws that were needed. Today we still see a minimum wage, limited hours, minimum working age, and healthy working conditions.

There were many reform movements during the period from 1820 to 1933. However, only a few were successful. The Temperance Movement was a very shortlived success. The laws passed were overturned and it was considered a failure. The Labor Movement was a huge success. This was the beginnings of successful, huge businesses. The laws are still in place today. Although, both acquired social, economic, and political change the degree of success varied.

## Anchor Level 2-B

### **The response:**

- Minimally develops all aspects of the task for the temperance movement and the labor movement
- Is primarily descriptive (*temperance*: often times the majority of a man's income was not coming home to take care of his family; domestic abuse was attributed to the excessive consumption of alcohol; the women went into saloons with hatchets to get rid of the bar; the government eventually stepped in and passed the 18th amendment; the opening of speakeasies was common; eventually outlawed due to the immense controversy it caused; *labor*: people in factories were often permanently injured and were paid practically no money; children were working for 12-plus hours a day and not attending school; today we still see a minimum wage, limited hours, a minimum working age, and healthy working conditions); includes weak and faulty analysis (*temperance*: this brought social change because money was now being brought home; the government became involved in affairs, that was almost communistic; *labor*: this led to opening of cinemas and other forms of entertainment; this was the beginning of successful, huge businesses)
- Includes few relevant facts, examples, and details: (*temperance*: Prohibition; *labor*: unhygienic conditions; strikes and protests; eight-hour work day; more leisure time); includes an inaccuracy (*temperance*: the consumption of alcohol was illegal)
- Demonstrates a general plan of organization; includes an introduction and conclusion that call the temperance movement a failure and the labor movement a success

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates an understanding of the labor movement and a limited understanding of the temperance movement. Conclusions drawn related to the temperance movement are not well integrated or developed.

Throughout the course of history nothing has been accomplished without a fight. Oppression and torture can only last for a while before a voice is raised. In the late 1800's to the early 1900's two very prominent protests and fights took place. Women's right and the prohibition of alcohol were at the top of social problems only to be fixed with a permanent solution of an amendment.

Women, the other half of mankind and often underestimated for being the weaker human. When times such as the progressive Era shook the United States women such as Jane Adams created Hull Houses' and fought for the problems many immigrants faced. The National Women's Suffrage Association fought for the 19th Amendment of equal voting rights to take place. They saw that women from Western States were given the right to vote by their states' then why not all? By 1919, the 19th Amendment was added and called for the voting rights of women all over the United States.

Another disease like problem that poisoned the United States was with alcohol. The drunkards, and the violence that these men did to their families were countless. And so, women tired and sickened fought for the prohibition of alcohol. The 18th Amendment declared the production and distribution of alcohol to be illegal. Although unlike the 19th, the 18th Amendment was overturned later on. This was because of the highest levels of smuggling, and speakeasies that opened. Men like Al Capone started a business out of illegal liquor. So, with the 21st Amendment alcohol was now legal.

A country that will never fight for their rights are as bad as the oppressor's who do not realize the injustices they commit. A time for women to fight has now led to the equal facilities they enjoy today.

## Anchor Level 2-C

### **The response:**

- Minimally develops all aspects of the task for the woman's suffrage movement and the temperance movement
- Is primarily descriptive (*woman's suffrage*: they saw that if women from western states were given the right to vote by their states, then why not all; the 19th amendment was added and called for the voting rights of women all over the United States; *temperance*: the violence that drunkards did to their families was countless; the 18th amendment declared the production and distribution of alcohol illegal; highest levels of smuggling and speakeasies opened)
- Includes few relevant facts, examples, and details (*woman's suffrage*: Progressive Era; National Woman Suffrage Association; *temperance*: Al Capone; 21st amendment; includes an inaccuracy (*woman's suffrage*: by 1919, the 19th amendment was added))
- Demonstrates a general plan of organization; includes an introduction and conclusion that state that change has never been accomplished without a fight

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates a basic understanding of the woman's suffrage movement and the temperance movement. Limited details and limited development weaken the response.

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**Anchor Paper – Thematic Essay—Level 1 – A**

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From 1820 to 1933 many individuals and groups participated in major reform movements. These movements include social, political and economic and they helped change American society. These movements were very successful.

During the 1920's prohibition affected everyone. The 18th amendment banned the sell and consumption of alcohol. Although some people sold bootleg alcohol they ran the risk of being put in jail. Even the police would turn a blind eye as long as they could get some alcohol.

The womens suffrage Movement was when the women wanted the right to vote. They held protests to help people recognize their cause. After many months of trying to gain the right to vote they finally achieved their goal.

During the 1920 and 30's many movements were organized to help America improve.

**Anchor Level 1-A****The response:**

- Minimally develops some aspects of the task for the Prohibition movement and the woman's suffrage movement
- Is descriptive (*Prohibition*: the 18th amendment banned the sale of alcohol; some people sold bootleg alcohol; even the police would turn a blind eye; *woman's suffrage*: they held protests to help people recognize their cause)
- Includes no additional relevant facts, examples, or details; includes inaccuracies (*Prohibition*: banned the consumption of alcohol; *woman's suffrage*: after many months of trying to gain the right to vote they finally achieved their goal)
- Demonstrates a general plan of organization; includes a brief introduction and a concluding statement

**Conclusion:** Overall, the response fits the criteria for Level 1. The response demonstrates understanding of the task but only briefly addresses the extent to which the temperance movement was unsuccessful and the woman's suffrage movement was successful. The response lacks details and development.

From 1820 to 1933, groups and individuals joined together and participated in major reform movements to bring economic, political and social changes to American Society. Two examples are the abolition movement and the women's suffrage movement.

The abolition movement was a movement to end Slavery. It was a historical movement to end the African Slave trade and set slaves free. Before independence, Quakers, most black Christians and other religious groups argued that Slavery was incompatible with Christ's teachings. Although the economic center of slavery was in the south, northerners also held slaves as did African Americans and Native Americans. Most of southerners opposed slavery.

The women's suffrage Movement began in 1848, when the first women's rights convention. It was held in Seneca Falls, New York. After this convention, women suffrage reporters worked to educate the public about the validity of women suffrage. This had led to congress to pass a constitutional Amendment.

These reform movements have done a major change in American Society. These groups have come together to make us a better country.

## Anchor Level 1-B

### **The response:**

- Minimally develops some aspects of the task for the abolition movement and the woman's suffrage movement
- Is descriptive (*abolition*: before independence, Quakers, most black Christians, and other religious groups argued that slavery was incompatible with Christ's teachings; although the economic center of slavery was in the South, Northerners also held slaves; *woman's suffrage*: movement began in 1848 with the first women's rights convention; this led to Congress passing a constitutional amendment)
- Includes few relevant facts, examples, or details (*woman's suffrage*: Seneca Falls, New York); includes an inaccuracy (*abolition*: most of Southerners opposed slavery)
- Demonstrates a general plan of organization; includes a brief introduction and conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The response only develops the early origins of each movement.

The history of the United States, specifically from the years 1820-1933, are marked with a number of reform movements. Movements led by the people of this nation in order to achieve social, political, or economic change. These reform movements achieved their goals with varying degrees of success.

One of the most noteworthy of these reform movements is that of the movement for the abolition of slavery, the abolitionist movement. A defining part of the national spirit during the 19th century, division over the issue of slavery between the states helped to fuel the fire of America's great Civil War. Abolition had started as a reaction against the obvious disconnect between the new nation's belief in liberty and its holding Africans in slavery. The founders had taken steps to limit the future of slavery, banning it in the Northwest Territory and stopping the import of new slaves in the early 1800s. But any spread of slavery became an increasingly tense issue. This was true with Missouri and with the Mexican War. During these years abolitionists became more vocal, and wanted slavery ended now. Southerners depended on slavery and were offended by attacks on them as "evil slaveholders." Sympathy for the plight of African slaves was heightened by the novel "Uncle Tom's Cabin" by Harriet Beecher Stowe. The book was a novel, fictional, but it went to great lengths fleshing out the tragedy of slave life. "Uncle Tom's Cabin" became a national bestseller, and helped to light the fire in people's hearts towards abolishing the "cruel institution" of American Slavery. Another event during this time period had a similar effect on national feelings towards slavery; John Brown's raid on Harper's Ferry. John Brown, a militant abolitionist, led a raid on a federal arsenal at Harper's Ferry. A number of slave-owners were

captured by John Brown's party. Federal troops ended the insurrection. Brown was brought to trial and convicted. Spectators to Brown's trial were very moved by Brown's composed and impassioned defense of his actions. Brown was put to death, and is typically regarded as a martyr for the abolitionist movement, as his death brought on additional sympathy for the American slave. However, events of this nature regarding such a polarizing issue at the time for our country did create a great degree of national tension between the abolitionist and pro-slavery elements of America. This tension was brought to the front during the Civil War. While not a war initially fought over the issue of slavery, it was one of many issues that brought about great animosity between constituents of the Union and Confederacy. This culminated in President Lincoln's Emancipation Proclamation, a document that freed all slaves in "States in rebellion"; The Confederacy. It was an effort by Lincoln to unite The Union under a common cause against the tyranny of slavery; an attempt to stir up the spirits of the people. With the ending of the Civil War, we also saw the passage of the 13th Amendment by Congress, the amendment to end slavery, and its ratification by the states. The same was true with the 14th and 15th amendments, whose gains for freedmen were short-lived. As is always the case with essentially any reform movement an apex of national sentiment for or against something prompted a response from the government. After federal troops were removed Reconstruction formally ended. Northerners were satisfied that slavery had been abolished and went on with their lives while former slaves once again faced the tyranny of southern racists.

Another reform movement was the consumer protection movement

during the Progressive Era, a movement for greater government intervention to protect consumer safety and eliminate corrupt business practices. Progressivism was unique in that it was energized by so many diverse individuals with so many different goals. But it was championed most effectively by a figure already in government, namely President Theodore Roosevelt. In the early 20th century, the time of his presidency being 1911-1919, Roosevelt created and got Congress to pass a great deal of legislation related to consumer protection. After he read Upton Sinclair's book, The Jungle, about the disgusting conditions in the meat packing plants, he pushed for a law to inspect meat. More notably, he also pushed for the passage of the Pure Food and Drug Act, which mandated food and pharmaceutical corporations include what was in their products on their packaging. It also restricted people looking to market fraudulent "patent medicine" that so plagued the time. These were medicines that proposed to be a "miracule cure" without actually doing anything for people's health. The critical thing was that bad food or bad drugs or polluted drinking water could harm or kill people from any level of society. A strong majority of Americans could support such reforms, and the president who pushed them through. The Food and Drug Administration is still one of the largest government agencies committed to consumer safety by testing all drugs proposed for the marketplace.

Between 1820 and 1933, many groups collaborated in order to seek political, social, and economic reform in American society. Some of these reform movements were more successful than others. Two well known reform movements were the woman's suffrage movement and the abolition movement, both concluding in success.

The woman's suffrage movement dates back into the late eighteenth century. Women were denied the right to vote and were seen as inferior to men. Women like Lucretia Mott, Elizabeth Cady Stanton and Susan B. Anthony were women who were in the fight for women's rights. In 1848 a meeting was held in Seneca Falls, New York to discuss the rights the women felt they deserved; this meeting consisted of women and male feminists. The Declaration of Sentiments of the Rights of Women was written, stating reasons on how the women were suppressed by men. They believed, if they are the ones who stay home and take care of the children, the faces of the future, they should be able to let their voices be heard in government. The fight went on for another 70 years when finally in 1920 as the Roaring Twenties was starting, the 19th Amendment was passed and added to the United States Constitution, granting women the right to vote. Although it took 72 years after the meeting in Seneca Falls to meet the goals of those who fought for woman's suffrage in 1848, the fight had succeeded with the 19th Amendment.

Ever since slavery replaced indentured servitude in the late seventeenth century, abolition of slavery had been a topic of discussion. Slaves were treated harshly by their slave owners in the South, and the people in the North were appalled by what they saw and read in works of literature such as Harriet Beecher Stowe's novel

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**Thematic Essay—Practice Paper – B**

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Uncle Tom's Cabin and William Lloyd Garrison's novel The Liberator. The North firmly opposed slavery as the tensions rose between the North and the South. Slaves were resorting to escaping, runaway through the underground Railroad. Escaped slaves like Harriet Tubman went back into the South many times to help other runaway slaves escape. Slaves such as Frederick Douglas made speeches about the cruelty and injustice of slavery. With the help of abolitionists, 16th President Abraham Lincoln, and the Radical Republican Party, the 13th Amendment was ratified in 1865, abolishing slavery in all United States territory after the Civil War ended, a war that was a Northern victory, as the North and South battled over the issue of slavery. Similar to the woman's suffrage movement, the abolition movement was a lengthy fight.

1820 to 1933 was a crucial time period in United States history. A period of mass reform movements whose results would change the course of America's future.

Between 1820 and 1933, many groups across American began to advocate for reforms. Reforms took place in all aspects of American life – social, political, economic, and so on. Two major reform movements were the abolition movement & the temperance movement. All reforms, including abolition & temperance, were successful to various degrees. The abolition movement, or the movement to end slavery, was one of the most successful reform movements of this time period, while temperance, or the movement to get rid of alcohol, was not very successful in the long run.

Slavery had grown to become an incredibly important part of the Southern economy because slave labor allowed plantations owners to have workers without paying them. As time went on, however, as the country grew, opposition to the expansion of slavery increased & the abolition movement really took hold. Members of the abolition movement generally advocated for one of two emancipation doctrines: the gradual emancipation of slaves, or the immediate emancipation of slaves. Gradual emancipation would allow little amounts of slaves to be freed at a time & often included financial compensation to slave owners. Immediate emancipation, on the other hand, was more radical & boldly argued that all slaves be freed at once with no compensation to their owners. William Lloyd Garrison was one of the most uncompromising advocates of immediate emancipation & shared his ideas in his newspaper "The Liberator." The strongest reason for people to begin to oppose slavery & join the abolition movement was morality. People began to see that treating people as property was, in fact, hypocritical & that it denied them of the inalienable, or God given, rights stated in the Declaration of Independence. Another aspect leading to the abolition movement

was first hand accounts from escaped slaves. Fugitive slaves such as Frederick Douglass shared the conditions he had endured during slavery, exposing its cruelties to the public. Harriet Beecher Stowe's best selling novel, Uncle Tom's Cabin, captured the nation's sympathy with its heart wrenching tale of the cruelty of plantation overseers toward powerless slaves. Abolition was a sectional battle that went on for many years & eventually led to the bloody Civil War. Eventually, however, abolitionists were victorious & slaves were declared free in the South by the Emancipation Proclamation and throughout the country by the 13th amendment which ended the practice of slavery. The freeing of the slaves supports that abolition was a very successful American reform movement. But in reality, though no longer owned, former slaves would face many years of hardship to gain true equality. The fight to be treated fairly and equally has had many ups and downs. It was not until the Civil Rights Movement led by Dr Martin Luther King, Jr. that segregation finally became illegal.

The temperance movement strived to eliminate alcohol from American society. Groups such as the Women's Christian Temperance Union saw that alcohol was leading to many social issues such as domestic violence, decreased productivity at work, poverty & many others. Early temperance advocates supported the signing of temperance pledges which were pledges made to God that the person signing it would abstain from alcohol. While this was often effective on a personal level, it did not convince society at large to abstain. As this failed as an overall solution, temperance became more strict & many of them advocated for complete elimination of alcohol from society rather than just limiting its use. In 1919 the 18th Amendment was

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## Thematic Essay—Practice Paper – C

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passed to enact Prohibition, which made the sale, transportation, & Production of Alcohol illegal in the United States. The Volstead Act was passed which included a definition of an "intoxicating beverage" as anything with more than .5% liquor. Seemingly, temperance advocates would be successful after the 18th Amendment; however, that was hardly the case. Prohibition was widely protested & greatly ignored. It led to an opportunity for organized crime & even greater corruption in law enforcement. Prohibition caused so many more social problems than it had fixed & was therefore repealed 13 years after being enacted. The repeal of prohibition in such a relatively short amount of time after it was enacted shows that temperance advocates were finally not successful.

The Mid 19th to mid 20th century was a time filled with reform movements. Some of these movements, such as the abolition movement, were extremely successful, while others, such as the temperance movement, were not successful in their ultimate goals.

During the period from 1820 to 1933, individuals and groups participated in major reform movements to bring social, political, and economic changes to American Society. These reform movements achieved varying degrees of success. Two examples of these reform movements are the women's suffrage movement and the temperance movement. Both of these movements brought degrees of difficulty to accomplish and they both had varying accomplishments.

The women's suffrage movement began in 1919 with the Seneca Falls Convention. This convention brought about the beginning of a movement for women that would last a long time. They would achieve many accomplishments. With the help of many women such as Susan B. Anthony and others, women would be given the right to vote with the 19th Amendment. However, this equality movement would take a new turn after achieving suffrage. The movement would begin seeking for economic gains as well.

The temperance movement began when people started complaining about people causing traffic due to being drunk from the parlors. This movement would bring up the 18th Amendment, which marked the start of Prohibition of alcohol. The Amendment was passed in 1918 and it prohibited the use of alcohol. This controversy was far from over. People were enraged and began starting crimes. Organized crime picked up dramatically in the 1920s and this was one reason why Prohibition would end in 1933. Another reason why is because of the Great Depression. Since the government needed money, the distilleries and parlors would open up again to generate cash flow. In 1933, Prohibition would end with the passage of the 21st Amendment. This would bring more cash flow to help with the Depression and it would

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**Thematic Essay—Practice Paper – D**

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also help drop organized crime rates.

The women's suffrage movement has ended, but women are still looking for other equality opportunities economically today. Women today want equal pay checks as well as job opportunities as compared to men. Women still have the right to vote so the movement was a success. However, the temperance movement was not. Today, drunk driving laws have been passed to help keep the safety of others at hand, but drinking alcohol is still legal as long as you are at the age of 21 or older. Alcohol brings in a lot of money to the economy and I do not see it being illegal to drink alcohol happening for a long time.

During the time period from 1820 to 1933, individuals and groups participated in many reform movements to bring about social, political and economic changes to society. These movements had many different impacts on American society. Some reform movements were successful and brought about other reform movements, ideas, or new laws, while others were unsuccessful and had no lasting impact on society. Two examples of reform movements are Prohibition and the Abolition Movement.

In the late 1900's and early 1920's, the sale and consumption of alcohol became a common topic that people had many different views on. Women in particular believed that alcohol contributed to the evils of society. Pieces were written on the negative effects of consuming alcohol, such as families being torn apart because of men's violent behavior and abuse after nights of drinking. These accusations played a large part in banning alcohol. During Prohibition, the Eighteenth Amendment was passed which made the sale and manufacture of alcohol illegal. However, these efforts to rid society of this "evil" were unsuccessful. The Eighteenth Amendment led to ending the legal sale of alcohol. Men began to have secret meetings or "speakeasies" in which they bought illegal liquor and drank together. This became such a common thing that the amendment banning alcohol was overturned through another amendment. Prohibition was a brief time in history that has had no lasting impact.

One major movement in history was the Abolition Movement. This took place in the time period before the Civil War. Many people began to question slavery. Slaves themselves started to try and work for freedom. One example of a slave who wanted freedom was Harriet

Tubman. She organized the underground railroad, which helped slaves escape North toward free territory. Harriet Tubman helped numerous slaves escape the cruel conditions of the South. William Lloyd Garrison started printing *The Liberator*, calling for an immediate end to slavery and warning that slaves would eventually revolt if not freed. This happened soon after Nat Turner was a slave who taught himself to read the bible and believed he had received a sign from God to help free his people. Nat Turner organized a revolt against slavery. Although he and many others were killed during this protest, it did not hinder the movement for change. Other leaders such as Frederick Douglas, Sojourner Truth, Dred Scott and Harriet Beecher Stowe continued to speak out and make strides towards abolishing slavery. Harriet Beecher Stowe had a huge impact on this movement. When she published *Uncle Tom's Cabin*, a story about a slave, people, especially northerners were horrified. The book exposed the harsh truth and injustices that came with being a slave. All of these efforts made by abolition leaders helped work towards freedom for African Americans. While they were not immediately freed, the Abolition Movement fueled events that led to the Civil War. Even after the Civil War, when slavery was outlawed, African Americans and civil rights activists continued to strive for equal rights all the way until the 1950's, when *Brown v. Board of Ed* over turned *Plessy v. Ferguson* as far as public schools, and the Civil Rights Act was passed in 1964. It was a long fight for justice, but the Abolition Movement has definitely had a positive impact on American Society.

Throughout history there have been many movements for political and social reform. Some have been more successful than others.

However one thing is clear; when a group knows what they are fighting for and has a clear view of what they want to change, they can start a revolution that has the potential to change American culture and society for the better.

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**Practice Paper A—Score Level 4**

**The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the abolition movement more thoroughly than the consumer protection movement
- Is both descriptive and analytical (*abolition*: division over the issue of slavery between states helped to fuel the fire of America’s Civil War; abolition had started as a reaction against the obvious disconnect between the new nation’s belief in liberty and its holding Africans in slavery; but any spread of slavery became an increasingly tense issue; Southerners depended on slavery and were offended by attacks on them as “evil slaveholders”; sympathy for the plight of African slaves was heightened by the novel *Uncle Tom’s Cabin*; Brown was put to death and is typically regarded as a martyr; while not a war initially fought over the issue of slavery, it was one of many issues that brought out animosity between constituents of the Union and Confederacy; this culminated in President Lincoln’s Emancipation Proclamation, a document that freed all slaves in “states in rebellion”; Northerners were satisfied that slavery had been abolished and went on with their lives while former slaves once again faced the tyranny of Southern racists; *consumer protection*: movement for greater government intervention to protect consumer safety and eliminate corrupt business practices; energized by so many diverse individuals with so many different goals; championed most effectively by a figure in government, namely President Theodore Roosevelt; Roosevelt created and got Congress to pass a great deal of legislation; after he read Upton Sinclair’s book, *The Jungle*, about disgusting conditions in the meatpacking plants, he pushed for a law to inspect meat; Pure Food and Drug Act mandated food and pharmaceutical corporations include what was in their products on their packaging; critical thing was that bad food or bad drugs or polluted drinking water could harm or kill people from any level of society; the Food and Drug Administration is still one of the largest government agencies committed to consumer safety)
- Supports the theme with relevant facts, examples, and details (*abolition*: banning slavery in the Northwest Territory; Harriet Beecher Stowe; national best seller; 13th amendment; federal troops; Reconstruction formally ended; *consumer protection*: Progressive Era; fraudulent “patent medicine”; “miracle cure”); includes a minor inaccuracy (*consumer protection*: the time of his presidency being 1911–1919)
- Demonstrates a logical plan of organization; includes a brief introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. The abolition movement is discussed with ample analysis and detail, but the consumer protection movement could be strengthened by additional details and discussion.

## Practice Paper B—Score Level 3

### The response:

- Develops all aspects of the task with little depth for the woman’s suffrage movement and the abolition movement
- Is more descriptive than analytical (*woman’s suffrage*: in 1848, a meeting was held in Seneca Falls, New York, to discuss the rights that women felt they deserved; the Declaration of Sentiments of the Rights of Women was written, stating reasons on how the women were suppressed by men; they believed if they are the ones who stay home and take care of the children, the faces of the future, they should be able to let their voices be heard in government; the 19th amendment granted women the right to vote; *abolition*: people in the North were appalled by what they saw and read in works of literature such as Harriet Beecher Stowe’s novel, *Uncle Tom’s Cabin*; Harriet Tubman went back into the South many times to help other runaway slaves escape; Frederick Douglass made speeches about the cruelty and injustice of slavery; the 13th amendment was ratified in 1865, abolishing slavery in all United States territory after the Civil War ended)
- Includes some relevant facts, examples, and details (*woman’s suffrage*: seen as inferior; Lucretia Mott; Elizabeth Cady Stanton; Susan B. Anthony; 1920; Roaring Twenties; it took 72 years; *abolition*: replaced indentured servitude; Underground Railroad; 16th President Abraham Lincoln; Radical Republican party); includes an inaccuracy (*abolition*: novel, *The Liberator*)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The response includes an informative description of the historical circumstances that led to each reform movement but does not fully explore the extent to which each movement achieved its goals. Analysis is limited.

## Practice Paper C—Score Level 4

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the abolition movement more thoroughly than the temperance movement
- Is both descriptive and analytical (*abolition*: as the country grew, opposition to the expansion of slavery increased and the abolition movement took hold; immediate emancipation was more radical and argued that all slaves be freed at once with no compensation; people began to see that treating people as property was hypocritical and that it denied them of the unalienable, God-given rights stated in the Declaration of Independence; sectional battle eventually led to the bloody Civil War; the 13th amendment ended the practice of slavery; though no longer owned, former slaves would face many years of hardship to gain true equality; *temperance*: groups such as the Woman’s Christian Temperance Union saw that alcohol was leading to many social issues, such as domestic violence, decreased productivity at work, and poverty; while this was often effective on a personal level, it did not convince society at large to abstain; seemingly, temperance advocates would be successful after the 18th amendment, but that was hardly the case; led to an opportunity for organized crime and even greater corruption in law enforcement; Prohibition caused so many more social problems than it had fixed and was repealed 13 years after being enacted)
- Supports the theme with relevant facts, examples, and details (*abolition*: gradual emancipation; William Lloyd Garrison; *The Liberator*; Frederick Douglass; Harriet Beecher Stowe’s best-selling novel, *Uncle Tom’s Cabin*; civil rights movement; Dr. Martin Luther King, Jr.; *temperance*: temperance pledges; sale, transportation and production of alcohol illegal; Volstead Act; intoxicating beverage; .5 percent liquor)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. The response shows a good understanding of the abolition movement, highlighting key details and providing good analytic statements. An understanding of the temperance movement is shown; however, a more fully developed discussion would have enhanced this response.

## Practice Paper D—Score Level 2

### The response:

- Develops some aspects of the task in little depth for the woman’s suffrage movement and the temperance movement
- Is primarily descriptive (*woman’s suffrage*: convention brought about the beginning of a movement for women that would last a long time; women would be given the right to vote with the 19th amendment; women are still looking for other economic equality opportunities; *temperance*: movement would bring up the 18th amendment, which marked the start of Prohibition; organized crime picked up dramatically in the 1920s; the distilleries and parlors would open up again to generate cash flow; in 1933, Prohibition would end with the passage of the 21st amendment)
- Includes few relevant facts, examples, and details (*woman’s suffrage*: Seneca Falls Convention; Susan B. Anthony; equal paychecks; job opportunities; *temperance*: Great Depression; 21 or older; drunk-driving laws); includes inaccuracies (*woman’s suffrage*: the woman’s suffrage movement began in 1919; *temperance*: the temperance movement began when people started complaining about people causing traffic due to being drunk from the parlors; 18th amendment prohibited the use of alcohol)
- Demonstrates a general plan of organization; includes an introduction that generally restates the theme and concludes with information about the status of the reform movements today

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion includes a few analytic statements and details that show an understanding of the woman’s suffrage movement and the extent to which the temperance movement was not successful. The discussion of the temperance movement includes no relevant historical circumstances.

## Practice Paper E—Score Level 3

### **The response:**

- Develops all aspects of the task in little depth for the Prohibition movement and in some depth for the abolition movement
- Is more descriptive than analytical (*Prohibition*: women in particular believed that alcohol contributed to the evils of society; pieces were written on the negative effects of consuming alcohol such as families being torn apart because of men’s violent behavior and abuse; 18th amendment made the sale and manufacture of alcohol illegal; efforts to rid society of this “evil” were unsuccessful; *abolition*: Harriet Tubman helped numerous slaves escape the cruel conditions of the South; when Harriet Beecher Stowe published *Uncle Tom’s Cabin*, people, especially Northerners, were horrified; fueled events that led to the Civil War; civil rights activists continued to strive for equal rights; *Brown v. Board of Education* overturned *Plessy v. Ferguson* as far as public schools)
- Includes some relevant facts, examples, and details (*Prohibition*: speakeasies; illegal liquor; *abolition*: William Lloyd Garrison; Nat Turner; revolt against slavery; Frederick Douglass; Sojourner Truth; 1950s; Civil Rights Act; long fight for justice)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that states a group that fights for change can start a revolution

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates a general knowledge of the Prohibition movement and a more complete understanding of the abolition movement. Although a few well-placed analytic statements strengthen the response, the reliance on generalizations that lack development weakens it.

# United States History and Government Specifications June 2016

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Reform Movements; Civic Values; Citizenship; Places and Regions; Environment; Economic Systems	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Presidential Decisions and Actions; Foreign Policy; Places and Regions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

### *Notes:*

Part I and Part II scoring information is found in Volume 1 of the Rating Guide.

Part III scoring information is found in Volume 2 of the Rating Guide.

**The *Chart for Determining the Final Examination Score for the June 2016 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> 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

VOLUME  
**2 OF 2**  
DBQ

## UNITED STATES HISTORY AND GOVERNMENT

Wednesday, June 15, 2016 — 1:15 to 4:15 p.m., only

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

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 at: <http://www.p12.nysed.gov/assessment/> 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 several times throughout the Regents Examination period.

#### 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

#### Mechanics of Rating

The procedures on page 2 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 Examinations in Global History and Geography and United States History and Government*.

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THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234

### 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 are to be scored by one rater.
- (3) The scores for each scaffold question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.
- (4) Record the total Part III A score if the space is provided on the student's Part I answer sheet.

**Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.**

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/assessment/> and must be used for determining the final examination score.

**United States History and Government**  
**Part A Specific Rubric**  
**Document-Based Question**  
**June 2016**

**Document 1**

**War Message to Congress**

...The grounds for such intervention may be briefly summarized as follows:

First. In the cause of humanity and to put an end to the barbarities, bloodshed, starvation, and horrible miseries now existing there, and which the parties to the conflict are either unable or unwilling to stop or mitigate [lessen]. It is no answer to say this is all in another country, belonging to another nation, and is therefore none of our business. It is specially our duty, for it is right at our door.

Second. We owe it to our citizens in Cuba to afford them that protection and indemnity [security] for life and property which no government there can or will afford, and to that end to terminate the conditions that deprive them of legal protection.

Third. The right to intervene may be justified by the very serious injury to the commerce, trade, and business of our people and by the wanton [unlimited] destruction of property and devastation of the island....

The issue is now with the Congress. It is a solemn responsibility. I have exhausted every effort to relieve the intolerable condition of affairs which is at our doors. Prepared to execute every obligation imposed upon me by the Constitution and the law, I await your action....

Source: President William McKinley, Message to Congress, April 11, 1898

**1 What are *two* reasons President William McKinley is asking Congress to declare war?**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason President William McKinley is asking Congress to declare war

*Examples:* for the cause of humanity; to put an end to the barbarities/horrible miseries existing in Cuba; to put an end to the bloodshed in Cuba; to put an end to the starvation in Cuba; although Cuba belongs to another nation, it is at our door; we owe it to our citizens in Cuba/we owe American citizens in Cuba protection/we owe American citizens in Cuba indemnity for life/for property; to end conditions in Cuba that deprive American citizens of legal protection; commerce/trade/business of Americans have been injured; because of the wanton destruction of property *or* because of the devastation of the island; all other efforts to relieve the intolerable conditions of affairs have been exhausted; it is our duty to intervene

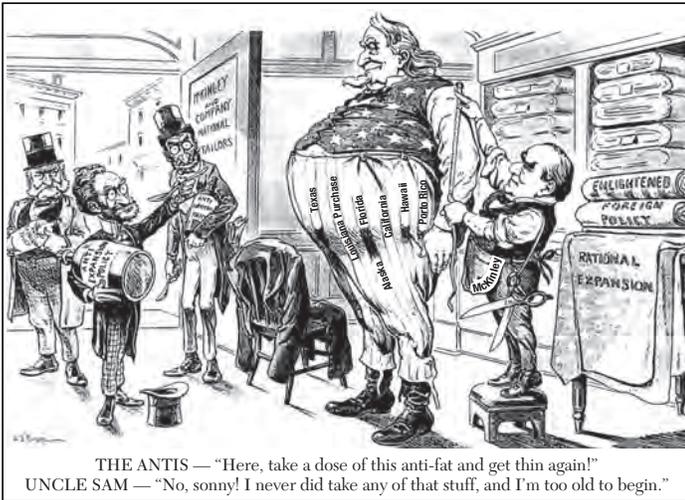
**Note:** To receive maximum credit, two *different* reasons President William McKinley asked Congress to declare war must be stated. For example, *to protect life and property of American citizens in Cuba* and *to provide American citizens in Cuba legal protection* are the same reason expressed in different words. In this and similar cases, award only *one* credit for this question.

**Score of 0:**

- Incorrect response  
*Examples:* Cubans are American citizens; American citizens want to move to Cuba; the Constitution states it is the law; it is none of our business
- Vague response  
*Examples:* there are grounds; parties are unable to stop; the issue is with Congress; miseries; conditions; deprive them of legal protection; he is prepared to execute every obligation
- No response

## Document 2a

DECLINED WITH THANKS.



Source: J. S. Pughe, *Puck*, September 5, 1900 (adapted)

## Document 2b

...In the forcible annexation of the Philippines our nation neither adds to its strength nor secures broader opportunities for the American people.

Even if the principle of conquest were permissible under American public law, the conquest of territory so remote from our shores, inhabited by people who have no sympathy with our history or our customs, and who resent our attempt to overthrow their declaration of independence, would be a tax [burden] upon our military and naval strength the magnitude of which cannot now be determined.

Who can estimate in money and men the cost of subduing and keeping in subjection eight millions of people, six thousand miles away, scattered over twelve hundred islands and living under a tropical sun?...

Source: William Jennings Bryan, "Will It Pay?," Bryan et al., *Republic or Empire? The Philippine Question*, The Independence Company, 1899

## 2 Based on documents 2a and 2b, what are *two* ways the United States might be affected by the Spanish-American War?

### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way the United States might be affected by the Spanish-American War based on these documents

*Examples:* anti-expansionists would be upset; annexation of the Philippines will be a burden because the Philippine people want to be independent; annexing the Philippines would tax our military/naval strength; it will be difficult to keep in subjection eight millions of people six thousand miles away; it will be difficult to keep in subjection people scattered over twelve hundred islands; disagreements between expansionists and anti-expansionists; annexation of the Philippines provides no benefits to the United States; an enlightened foreign policy led to rational expansion; rational expansion led us to annex Hawaii and Puerto Rico

**Note:** To receive maximum credit, two *different* ways the United States might be affected by the Spanish-American War must be stated. For example, *the people of the Philippines are far from United States shores and it will be difficult to keep eight millions of people six thousand miles away in subjection* 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:* anti-expansionists would be in favor; the Philippine people want to be annexed; the Philippines are close to our shores; it is too old to change
- Vague response  
*Examples:* American public law permits it; there is no estimate of the money; it was declined
- No response

### Document 3

...The transformation of America from a provincial to a world power began in the 1890s. When Theodore Roosevelt took office, the first and most important steps had already been taken. By going to war with Spain and keeping the Philippines in 1898, America had joined the more ambitious industrialized world powers. With the Platt Amendment in 1901, Congress declared to the world its continued independence from European colonial ambitions. In his presidency Roosevelt supported both the expansion that had taken place and the limitations Congress imposed upon it, and never envisioned any further American expansion. He regarded the taking of Panama as a fulfillment of the most direct American strategic interest, as a way of denying Europe a foothold in Central America, and at the same time assuring full mobility for a two-ocean navy...

Source: Richard H. Collin, *Theodore Roosevelt, Culture, Diplomacy, and Expansion: A New View of American Imperialism*, Louisiana State University Press, 1985

### 3 According to Richard Collin, what was *one* effect the Spanish-American War had on the United States?

#### Score of 1:

- States an effect the Spanish-American War had on the United States according to Richard Collin  
*Examples:* it made America a world power/the United States joined the more ambitious industrialized world powers; we kept the Philippines in 1898; with the Platt Amendment in 1901, Congress declared our continued independence from European colonial ambitions; Congress imposed some limitations on expansion; it made the United States realize that it needed more mobility for its two-ocean navy; it led to the taking of Panama which kept Europe out of Central America; it encouraged Roosevelt to take over Panama; it encouraged presidents to take actions that fulfilled American strategic interests

#### Score of 0:

- Incorrect response  
*Examples:* the United States went to war with Spain in 1898; Theodore Roosevelt took office; we were no longer a world power; never envisioned any further American expansion
- Vague response  
*Examples:* steps had been taken; America joined; a fulfillment of ambition
- No response

## Document 4

...Korea is a small country, thousands of miles away, but what is happening there is important to every American.

On Sunday, June 25th, Communist forces attacked the Republic of Korea.

This attack has made it clear, beyond all doubt, that the international Communist movement is willing to use armed invasion to conquer independent nations. An act of aggression such as this creates a very real danger to the security of all free nations.

The attack upon Korea was an outright breach of the peace and a violation of the Charter of the United Nations. By their actions in Korea, Communist leaders have demonstrated their contempt for the basic moral principles on which the United Nations is founded. This is a direct challenge to the efforts of the free nations to build the kind of world in which men can live in freedom and peace....

Furthermore, the fact that Communist forces have invaded Korea is a warning that there may be similar acts of aggression in other parts of the world. The free nations must be on their guard, more than ever before, against this kind of sneak attack....

Source: President Harry Truman, Radio and Television Address to the American People on the Situation in Korea, July 19, 1950

### 4 According to President Harry Truman, what is *one* reason the United States should be concerned about the situation in Korea?

#### Score of 1:

- States a reason the United States should be concerned about the situation in Korea according to President Harry Truman

*Examples:* the attack on Korea made it clear that the international communist movement was willing to use armed invasion to conquer independent nations; the attack creates a danger to the security of all free nations; the attack was an outright breach of peace; it was a violation of the charter of the United Nations; communist leaders had demonstrated their contempt for the basic moral principles on which the United Nations was founded; the attack is a direct challenge to the efforts of free nations to build the kind of world in which men can live in freedom/peace; the communist invasion of Korea is a warning that there may be similar acts of aggression in other parts of the world; free nations must be on their guard against this kind of sneak attack

#### Score of 0:

- Incorrect response  
*Examples:* Korea is thousands of miles away; the international communist movement is willing to make peace; the United Nations supported the attack
- Vague response  
*Examples:* important; Korea is a small country; it has been made clear
- No response

## Document 5

...And so the true brutality of the war never really penetrated the American cultural consciousness. An estimated 33,000 Americans died in it. Another 105,000 were wounded. The South Koreans lost 415,000 killed and had 429,000 wounded. Both the Chinese and North Koreans were exceptionally secretive about their casualties, but American officials put their losses at roughly 1.5 million men killed. The Korean War momentarily turned the Cold War hot, heightening the already considerable (and mounting) tensions between the United States and the Communist world and deepening the chasm between the United States and Communist forces asserting themselves in Asia. Those tensions and divisions between the two sides in the bipolar struggle [taking opposing positions] grew even more serious after American miscalculations brought China into the war. When it was all over and an armed truce ensued, both sides claimed victory, though the final division of the country was no different from the one that had existed when the war began. But the United States was not the same: its strategic vision of Asia had changed, and its domestic political equation had been greatly altered....

Source: David Halberstam, *The Coldest Winter: America and the Korean War*, Hyperion, 2007

### 5 According to David Halberstam, what were *two* effects the Korean War had on the United States?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of the Korean War on the United States according to David Halberstam  
*Examples:* an estimated 33,000 Americans died; 105,000 Americans were wounded; it turned the Cold War hot/it increased tensions between the United States and the communist world/it deepened the chasm between the United States and communist forces asserting themselves in Asia; tensions/divisions grew more serious when American miscalculations brought China into the war; our strategic vision of Asia changed; it altered our domestic political equation; despite the loss of thousands of American lives, the true brutality of the war was lost on Americans

**Note:** To receive maximum credit, two *different* effects of the Korean War on the United States must be stated. For example, *it turned the Cold War hot* and *it increased tensions between the United States and the communist world* is the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0

- Incorrect response  
*Examples:* 415,000 South Koreans were killed; Chinese/North Koreans were secretive about their casualties; it ended tensions and divisions between the United States and the communist world; final division of Korea was the same as before
- Vague response  
*Examples:* it was not the same; it was miscalculated; the equation was altered; bipolar struggle
- No response

## Document 6a



Source: Tim Kane, Heritage Foundation, 2006 (adapted)

## Document 6b

... There is another subject that has to be addressed here today. When the guns fell silent, some asked what our forces in Korea had done for freedom, after all, for after all, the fighting began at the 38th parallel and ended at the 38th parallel. I submit to you today that looking back through the long lens of history, it is clear that the stand America took in Korea was indispensable to our ultimate victory in the cold war. Because we stood our ground in Korea, the Soviet Union drew a clear lesson that America would fight for freedom....

Because we have continued to stand with our democratic ally South Korea, with 37,000 American troops standing watch on the border today [2000], just as we have since 1953, we have kept the peace. And because of all that, there is now a chance for a different future on the Korean Peninsula....

Korea helped remind us of a few other lessons, too, that our people and all our rich diversity are our greatest strength, that a fully integrated military is our surest hope for victory, that our freedom and security depends on the freedom and security of others, and that we can never, ever, pull away from the rest of the world....

Source: President Bill Clinton, Remarks on the Observance of the 50th Anniversary of the Korean War, June 25, 2000

**6 Based on these documents, what were *two* effects the Korean War had on the United States?**

**Score of 2 or 1:**

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect the Korean War had on the United States based on these documents

*Examples:* American troops continued to be deployed in South Korea/37,000 American troops continue to stand watch on the border/troops remained in Korea to keep the peace/ United States troops remain deployed in South Korea; the stand America took in Korea was indispensable to our ultimate victory in the Cold War; we have continued to stand with our democratic ally South Korea; it reminded us that our integrated military is our surest hope for victory; it reminded us that our rich diversity is our greatest strength; it reminded us that our freedom/security depends on the freedom/security of others; it reminded us that we can never pull away from the rest of the world; we maintained 325,000 troops in Korea from 1950 to 1953; after 1953, United States troops were reduced to around 50,000

**Note:** To receive maximum credit, two *different* effects the Korean War had on the United States must be stated. For example, *American troops continued to be deployed in South Korea* and *American troops remained in Korea to keep the peace* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

**Score of 0:**

- Incorrect response  
*Examples:* it ended the Cold War; the United States and the Soviet Union became allies; the Korean Peninsula was united
- Vague response  
*Examples:* we have continued; Korea reminded us of lessons
- No response

## Document 7

Just two hours ago, allied air forces began an attack on military targets in Iraq and Kuwait. These attacks continue as I speak. Ground forces are not engaged.

This conflict started August 2nd when the dictator of Iraq invaded a small and helpless neighbor. Kuwait—a member of the Arab League and a member of the United Nations—was crushed; its people, brutalized. Five months ago, Saddam Hussein started this cruel war against Kuwait. Tonight, the battle has been joined....

Our objectives are clear: Saddam Hussein's forces will leave Kuwait. The legitimate government of Kuwait will be restored to its rightful place, and Kuwait will once again be free. Iraq will eventually comply with all relevant United Nations resolutions, and then, when peace is restored, it is our hope that Iraq will live as a peaceful and cooperative member of the family of nations, thus enhancing the security and stability of the Gulf....



President George H. W. Bush

Source: President George H. W. Bush, Address to the Nation Announcing Allied Military Action in the Persian Gulf, January 16, 1991 (adapted)

### 7 According to President George H. W. Bush, what is *one* reason the United States began air strikes in Iraq in January of 1991?

#### Score of 1:

- States a reason the United States began air strikes in Iraq in January of 1991 according to President George H. W. Bush

*Examples:* the dictator of Iraq had invaded a small and helpless neighbor/Kuwait; Kuwait was crushed; Kuwait's people were brutalized; to make Saddam Hussein's forces leave Kuwait; to restore the legitimate government of Kuwait/to free Kuwait; to make Iraq comply with all relevant United Nations resolutions; to restore peace in the Gulf region; to enhance the security/stability of the Gulf; to encourage Iraq to live as a peaceful and cooperative member of the family of nations

#### Score of 0:

- Incorrect response  
*Examples:* Kuwait invaded Iraq; to restore the legitimate government of Iraq; Saddam Hussein was the leader of Kuwait; Iraq's people were brutalized
- Vague response  
*Examples:* the conflict started; the objectives are clear; it is the hope; to enhance the Gulf; to continue the attacks
- No response

## Document 8a

...As a result of servicewomen's performance during Operation Desert Storm, the last of the laws restricting women's service were lifted by the middle of the decade. In 1992, Congress repealed the restriction banning servicewomen from flying in aircraft engaged in combat missions. In 1993, they lifted the restriction banning women from serving aboard combat vessels. By the turn of this [21st] century, women comprised almost 14 percent of active military duty personnel and were reaching the highest levels of the military....

While issues of equal opportunity for women in the military still remained, the distance between the servicewomen of 1999 and the Army nurses of 1901 who served their country before they could even vote was staggering....

Source: Women in Military Service for America Memorial Foundation

## Document 8b

...Although the Persian Gulf War was brief, its impact was no less traumatic than other wars. From the time the Persian Gulf War ended in 1991 to now [2009], veterans have reported a number of physical and mental health problems.

Studies examining the mental health of Persian Gulf War veterans have found that rates of PTSD [Post-Traumatic Stress Disorder] stemming from the war range anywhere from almost 9% to approximately 24%. These rates are higher than what has been found among veterans not deployed to the Persian Gulf....

Source: Matthew Tull, *Rates of PTSD in Veterans*, about.com, July 22, 2009 (adapted)

### 8 Based on these documents, what were *two* effects the Persian Gulf War had on American society?

#### Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect the Persian Gulf War had on American society based on these documents

*Examples:* the last of laws restricting women's service in the military were lifted in the 1990s; in 1992, Congress repealed the restriction banning servicewomen from flying in aircraft engaged in combat missions; in 1993, Congress lifted the restriction banning women from serving aboard combat vessels; the number of women in active military duty personnel increased; women are able to reach the highest levels of the military; more opportunities for women in the military; veterans have reported a number of physical/mental health problems; rates of PTSD stemming from the war are higher among Persian Gulf vets/PTSD

**Note:** To receive maximum credit, two *different* effects the Persian Gulf War had on American society must be stated. For example, *veterans have reported a number of health problems* and *veterans have reported a number of physical/mental problems* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

#### Score of 0:

- Incorrect response  
*Examples:* laws restricted women's service; servicewomen could not fly aircraft; veterans not deployed in the Persian Gulf have higher rates of PTSD; veterans were not deployed
- Vague response  
*Examples:* rates are higher; laws restricted service; military duty
- No response

## Document 9

### *The undefeated Saddam Hussein of 1991*

...The 2003 U.S. invasion and occupation of Iraq can't be viewed in isolation. The chain of events began more than a decade earlier with the botched close of the 1991 [Persian] Gulf War and then it continued in the U.S. effort to contain Saddam Hussein in the years that followed. "I don't think you can understand how OIF"—the abbreviation for Operation Iraqi Freedom, the U.S. military's term for the 2003 invasion and occupation of Iraq—"without understanding the end of the '91 war, especially the distrust of Americans" [by Iraqis] that resulted, said Army Reserve Maj. Michael Eisenstadt, an intelligence officer who in civilian life is an expert on Middle Eastern security issues.

The seeds of the second president Bush's decision to invade [in 2003] were planted by the unfinished nature of the 1991 war, in which the U.S. military expelled Iraq from Kuwait but ended the fighting prematurely and sloppily, without due consideration by the first president Bush and his advisors of what end state they wished to achieve. In February 1991, President Bush gave speeches that encouraged Iraqis "to take matters into their own hands and force Saddam Hussein the dictator to step aside." U.S. Air Force aircraft dropped leaflets on fielded Iraqi units urging them to rebel. On March 1, Iraqi army units in Basra began to do just that....

Source: Thomas E. Ricks, *Fiasco: The American Military Adventure in Iraq*, The Penguin Press, 2006 (adapted)

### 9 According to Thomas E. Ricks, what was *one* effect the 1991 Persian Gulf War had on the United States?

#### Score of 1:

- States an effect the 1991 Persian Gulf War had on the United States according to Thomas E. Ricks  
*Examples:* the United States continued its effort to contain Saddam Hussein; it began a chain of events that led to the United States invasion/occupation of Iraq in 2003; the end of the 1991 war helped lead to Operation Iraqi Freedom because the United States ended the fighting prematurely/sloppily; the United States lost credibility with the Iraqi people who opposed Saddam Hussein; it got us into another war; some thought the United States botched the end of the war, causing problems with Iraq to continue

#### Score of 0:

- Incorrect response  
*Examples:* Kuwait was expelled from Iraq; the United States invaded Kuwait in 2003; Saddam Hussein became a United States ally
- Vague response  
*Examples:* a chain of events; seeds were planted; the view is isolated; President Bush made speeches; the Air Force dropped leaflets; it was botched; without consideration of an end game; no end state
- No response

**United States History and Government**  
**Content-Specific Rubric**  
**Document-Based Essay**  
**June 2016**

**Historical Context:** Throughout the history of the United States, wars have been fought to protect national security and promote the national interest. These wars have affected the United States and American society in many different ways. These wars include the *Spanish-American War (1898)*, the *Korean War (1950–1953)*, and the *Persian Gulf War (1991)*.

**Task:** Select *two* wars mentioned in the historical context and for *each*

- Describe the historical circumstances that led to United States involvement in the war
- Discuss the effects of the war on the United States and/or on American society

**Scoring Notes:**

1. This document-based question has a minimum of *six* components (discussing the historical circumstances that led to United States involvement in *each* of *two* wars and *at least two* effects of *each* war on the United States and/or on American society).
2. The effects of the war may be on the United States, on American society, or on both the United States and American society.
3. The effects of the war on the United States or on American society may be immediate or long term.
4. Although the facts and details will vary, the effects of the war may be the same for both wars, e.g., troops remained in Korea after the Korean War and troops remained in Saudi Arabia after the Persian Gulf War to enforce a no-fly zone in Iraq.
5. The effects of the war may be discussed from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
6. Only two wars should be chosen from the historical context. If three wars are addressed, only the first two wars may be scored.
7. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 2a, 2b, 6a, 6b, 8a, and 8b may be considered as separate documents *if* the response uses specific separate facts from each document.

**All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.**

**Raters should continue to disregard the quality of a student’s handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student’s response.**

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances that led to United States involvement in **each** of **two** wars and discussing **at least two** effects of **each** war on the United States or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Spanish-American War*: connects the long-term strategic and economic interest in Cuba and the yellow journalism coverage of events in Cuba to the postwar challenges of being a colonial power, the national debate over the annexation of the Philippines, and a reappraisal of United States expansionist policies after the Philippine American War; *Korean War*: connects the reasons the United States made the decision to apply the containment doctrine in Korea and President Harry Truman’s decision to fight a limited war to the war ending in an armed truce that provoked a national debate over global containment and led to a continuing American troop presence to defend South Korea and the eventual problem of a potential attack by a nuclear-armed North Korea
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to wars that protect national security and promote the national interest (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Spanish-American War*: Hearst; Pulitzer; conditions in Cuba; USS *Maine*; President William McKinley; Treaty of Paris of 1898; *Korean War*: attack on Republic of Korea by communist forces; violation of United Nations charter; Cold War; 38th parallel; reasons for police action; intervention by China; military stalemate; firing of General Douglas MacArthur
- 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 war more thoroughly than the second war or by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *Spanish-American War*: discusses the influence of yellow journalism on public opinion, the growing support for the war, the shift from the traditional role of the United States as a regional power to world power status, and the challenges of maintaining a naval presence in Asia; *Korean War*: discusses the role the policy of containment played in President Harry Truman’s decision to request United Nations support for military action to defend South Korea and how the stalemate of a limited war undermined President Truman’s popularity and how the maintenance of the 38th parallel border has required a long-term military commitment to defend South Korea from communist North Korea
- Incorporates relevant information from **at least four** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

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

**Note:** If *all* aspects of the task have been developed evenly and in depth for *one* war 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
- 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.

## Spanish-American War

### Key Ideas from Documents 1-3

Historical Circumstances	Effects of the War on the United States
<p><b>Doc 1</b>—Barbarities, bloodshed, starvation, and horrible miseries existing in Cuba Duty to defend neighbor even though Cuba belongs to another nation Need for protection and indemnity for life and property of American citizens in Cuba Need to end conditions that deprived American citizens of legal protection Destruction of property Devastation of island Injuries to commerce, trade, and business of Americans Exhaustion of United States efforts to relieve intolerable conditions in Cuba McKinley’s request for Congress to declare war</p> <p><b>Doc 2</b>—Tradition of expansion (Texas, Louisiana, Alaska, Florida, California, Hawaii, Puerto Rico)</p>	<p><b>Doc 2</b>—Growing anti-expansion movement Debate over expansionism Annexation of the Philippines Negative effects of Philippine annexation (distance from the United States, lack of sympathy with our history or our customs, resentment of our attempt to overthrow their declaration of independence, burden on our military and naval strength, cost of subduing and keeping Philippine people in subjection)</p> <p><b>Doc 3</b>—Transformation of America from a provincial to a world power Declaration of continued independence from European colonial ambitions with Platt Amendment Support by Theodore Roosevelt for expansion and for the limitations imposed by Congress Fulfillment of American strategic interest with taking of Panama Denying Europeans a foothold in Central America Assurance of full mobility for two-ocean navy</p>

### Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Effects of the War on the United States
<p>Long-term interest in Cuba for strategic reasons Sympathy for Cubans struggling for independence from Spain although neutrality initially declared Humanitarian concerns about reconcentration camps of Cuban civilians Sensational reports of Cuban events by American press (Pulitzer, Hearst, yellow journalism) Public anger over publication of De Lôme letter Loss of American lives in explosion of USS <i>Maine</i> Republican Party and business interests in favor of war Influence of political and economic realities on McKinley’s decision to request a declaration of war Idealism of Teller Amendment</p>	<p>Defeat of Spanish fleet by United States Pacific fleet in the Philippines Small percentage of American casualties in battle; most casualties due to other circumstances (diseases, unsanitary conditions, heat) Influence on decision to annex Hawaii Establishment of United States protectorate over Cuba Details about Platt Amendment Placement of Puerto Rico and Guam under United States control as a result of Treaty of Paris of 1898 (strategic importance) Increased economic interest in Asia (Open Door Notes) Philippine-American War Imperialism becoming an issue in 1900 election Commitment to a more aggressive foreign policy (Roosevelt Corollary, Big Stick Policy)</p>

## Korean War

### *Key Ideas from Documents 4-6*

<b>Historical Circumstances</b>	<b>Effects of the War on the United States</b>
<p><b>Doc 4</b>—Attack on Republic of Korea by communist forces</p> <p>Willingness of international communist movement to use armed invasion to conquer independent nations</p> <p>Danger to security of all free nations</p> <p>Outright breach of peace and violation of United Nations Charter</p> <p>Contempt for United Nations founding and its moral principles</p> <p>Direct challenge to efforts of free nations to build free, peaceful world</p> <p>Warning of potential for similar acts of aggression</p>	<p><b>Doc 5</b>—Lack of effect on American cultural consciousness despite brutality of war</p> <p>Death of estimated 33,000 Americans in war</p> <p>Wounding of 105,000 Americans</p> <p>Increase of tensions between the United States and communist world</p> <p>Increase in the division between the United States and communist forces in Asia</p> <p>Increase in tensions with China’s entrance in war as result of American miscalculations</p> <p>Claim of victory by both sides with armed truce</p> <p>Final division of country same as before the war</p> <p>Change in United States strategic vision of Asia</p> <p>Altering of the domestic political equation of the United States</p> <p><b>Doc 6</b>—Relative stability of continued troop deployment (1955–2005)</p> <p>America’s stand in Korea indispensable to its ultimate victory in Cold War (Soviet Union aware that United States would fight for freedom)</p> <p>Continued support for democratic ally, South Korea (United States troops remain)</p> <p>Importance of a fully integrated military</p> <p>Reminder that United States freedom and security depends on that of others</p> <p>Lesson that United States must continue involvement in world affairs</p>

### *Relevant Outside Information*

(This list is not all-inclusive.)

<b>Historical Circumstances</b>	<b>Effects of the War on the United States</b>
<p>Japanese occupation of Korea, 1910–1945</p> <p>Division of Korea at 38th parallel after World War II</p> <p>Occupation of South Korea by United States and of North Korea by Soviet Union after World War II</p> <p>United Nations Security Council resolution to send troops to defend South Korea</p>	<p>Expansion of power of commander in chief (no congressional declaration of war)</p> <p>Disillusionment over many casualties and setbacks</p> <p>Public support for shift in war objectives from containment to reunification</p> <p>Affirmation of civilian control over the military</p> <p>Debate over limited war versus total war</p> <p>Increased cost of global containment</p> <p>Increased fear of domestic communist influence (McCarthyism)</p> <p>Military stalemate and election of Eisenhower</p> <p>Support for civil rights movement from African American war veterans</p> <p>Increased United States interest in Southeast Asia</p> <p>Permanent troop placement along DMZ</p> <p>Potential nuclear threat from North Korea today</p>

## Persian Gulf War

### *Key Ideas from Documents 7-9*

<b>Historical Circumstances</b>	<b>Effects of the War on the United States</b>
<p><b>Doc 7</b>—Invasion of Kuwait by dictator of Iraq, Saddam Hussein</p> <p>Kuwait’s membership in the Arab League and in the United Nations</p> <p>Defeat of Kuwait by Iraq</p> <p>Brutalization of Kuwait’s people</p> <p>Objective to get Saddam Hussein’s forces to leave Kuwait and to restore the legitimate government and freedom to Kuwait</p> <p>Goal to enhance stability and security of Gulf</p>	<p><b>Doc 7</b>—Attack on military targets in Iraq and Kuwait by allied air forces, including United States</p> <p><b>Doc 8</b>—Repeal of restrictions banning servicewomen from flying in aircraft engaged in combat missions or from serving aboard combat vessels</p> <p>Women becoming almost 14% of active military duty personnel by turn of century</p> <p>Women now able to reach highest levels of the military</p> <p>Continuation of equal opportunity issues for women in military</p> <p>Physical and mental health problems of veterans</p> <p>Rates of PTSD for Persian Gulf War veterans range from 9% to approximately 24%</p> <p><b>Doc 9</b>—Distrust of Americans by Iraqis as result of 1991 war</p> <p>Continuation of United States efforts to contain Saddam Hussein after 1991 war</p> <p>Seeds planted for Operation Iraqi Freedom—United States invasion and occupation of Iraq in 2003</p>

### *Relevant Outside Information*

(This list is not all-inclusive.)

<b>Historical Circumstances</b>	<b>Effects of the War on the United States</b>
<p>Negative impact of long war with Iran on Iraq’s financial situation</p> <p>World’s dependence on Middle Eastern oil reserves</p> <p>United States effort to protect Saudi Arabia from potential Iraqi aggression</p> <p>Support for United Nations coalition force from more than 30 nations</p> <p>Economic and financial sanctions against Iraq</p> <p>President George H. W. Bush’s 1990 ultimatum to Iraq</p> <p>Saddam Hussein’s mistreatment of Kurds and other ethnic minorities</p> <p>Potential impact of Iraqi events on Israel, a long-term ally of the United States</p>	<p>Criticism of sanitized press coverage by American media</p> <p>Threat to oil reserves</p> <p>Increased patriotism and support for veterans</p> <p>Effect of chemical weapons/Gulf War syndrome</p> <p>End of the Vietnam syndrome</p> <p>Maintaining no-fly zones over Iraq from bases in Saudi Arabia and Turkey</p> <p>Resentment over continued United States presence in Middle East helping to fuel continued rise of Islamic fundamentalism and terrorist threats</p> <p>Continued embargo against Iraq</p> <p>Hussein’s lack of cooperation with United Nations weapons inspectors</p> <p>Details about Operation Iraqi Freedom</p> <p>Delay in President Obama’s timetable for troop withdrawal over complicated Iraqi political, economic, and religious issues</p> <p>Reintroduction of United States troops into Iraq to fight threats from ISIS</p>

Two wars fought by the United States in the twentieth century are the Korean War, which began in 1950, and the Persian Gulf War in 1991. The Korean War was fought in an effort to keep communist forces out of the Republic of South Korea. The Persian Gulf War was fought by a coalition of United Nations forces, led by the United States, in an attempt to liberate Kuwait from Iraqi forces. Both wars were somewhat flawed attempts at restoring peace and had both positive and negative effects on Americans, and American society.

After World War II ended in 1945, the U.S. and the Soviet Union became super powers locked in a cold war of ideological differences. The Soviet Union was a communist nation that began to spread its control over other small countries in Eastern Europe. In 1950, in light of China becoming a communist nation and the Soviet success in developing an atomic bomb the U.S. issued NSC-68 which recommended the U.S. should increase military spending as a protection against aggressive communist forces as a fear of communism was spreading across the U.S. According to President Harry Truman, North Korean communist forces invaded South Korea on June 25, 1950. President Truman stated the U.S. should be concerned about this act of aggression and should beware of future acts of aggression by communist forces. Appeasement was not a choice but a limited war with a limited objective of reestablishing the 38th parallel was. The Korean War, although never declared a war by the Congress, was organized as a United Nations police action after President Truman made a strong appeal on behalf of "moral principles" to the Security Council. The Korean War ended in 1953 at almost the same exact point where it started, the divide at the 38th parallel after a shift in military

strategy to reunify Korea failed. The U.S. in 3 years of a United Nations police action that was primarily their responsibility lost an estimated 33,000 men, and another 105,000 were wounded according to David Halberstam. Another 415,000 South Koreans were killed and an estimated 1.5 million North Korean and Chinese were killed. The Korean War could be seen by some critics as a loss for the United States, but in a time when conformity was an essential part of American society and when communism was so feared, little was questioned about the U.S. actions in Korea. However, with the intervention of the Chinese and disagreements between the President and General MacArthur, Americans got tired of a war that went on too long with too much loss of life. Truman's decision to accept the frustrating stalemate of a limited war was questioned by more and more people. Also, tensions between the U.S. and other communist nations such as China grew strengthening the cold war. Because the war ended without victory, there were still 37,000 Americans monitoring the 38th parallel 50 years after the war began according to President Bill Clinton. Also, the Heritage foundation has shown that there continued no less than 33,000 troops in Korea, as late as 2005. U.S. troops continue to be deployed and tensions between the U.S. and North Korea have worsened as it has developed nuclear weapons and threatens peace in Asia.

The United Nations played a role in another war that included U.S. forces, Operation Desert Storm in 1991. According to President George H. W. Bush, Iraqi forces, led by Saddam Hussein attacked its neighbor Kuwait on August 2, 1990 in violation of international law. The main reason for Saddam's actions is that Kuwait is a country

with a weak military, and an abundance of oil. Iraq had often complained that Kuwait was a stolen part of Iraq and that Kuwait's oil really belonged to Iraq. When Iraq invaded Kuwait, the U.S. immediately sent planes and troops to Saudi Arabia to keep Saddam from going any further. Kuwait is a member of the United Nations, so allied forces formed a coalition led by the U.S. against Iraq. On January 16, 1991, the attack began with only massive airstrikes, but once Iraq's forces were badly hurt, the coalition deployed its ground forces. The war ended quickly with far fewer American losses than in Korea and independence was restored in Kuwait. Our objective seemed to be achieved. The quick victory led to renewed pride in the military and seemed to put the uncertainty caused by the failure in Vietnam to rest. This was the first major victory since WWII and at first it seemed complete. The Persian Gulf war had a mainly positive influence on the U.S. armed service and American society. According to the "women in military service for America Memorial Foundation," in 1992 restrictions prohibiting women from aircrafts engaged in combat missions were lifted. In 1993 the restrictions banning women from serving on combat vessels were lifted. The lifting of these restrictions on serving in the military greatly increased participation of women in the U.S. military and provided more opportunities for their advancement. The Persian Gulf war and Operation Iraqi Freedom were important transitions to today's military in which all combat jobs are open to women. Although this was a brief war, Persian Gulf veterans were found to have high levels of Post Traumatic Stress Disorder, according to Matthew Tull. This finding was shocking because the war was so brief and loss of coalition life was very low. The troops did not

encounter death camps like WWII war soldiers in Europe and unlike the Korean War it did “penetrate the American cultural consciousness”. However this finding about the Persian Gulf war shows that war is war no matter what society makes it out to be. The Persian Gulf war had a sloppy finish. The coalition did not remove Saddam Hussein from power which meant he could ignore United Nations sanctions and refuse to cooperate with United Nations weapons inspectors. Instead the United States urged Iraqis to remove him. Thomas Ricks stated that President Bush urging Iraqis to take matters into their own hands led to great distrust and helped lead to the US invasion and occupation of Iraq in 2003. Numerous reasons were given for the invasion but nobody knows which is more accurate. Is it because Hussein supposedly had weapons of mass destruction, (he didn't) or Al-Qaeda forces were in Iraq (they didn't seem to be)? Neither of these claims seemed to justify expanding the War on Terror, which was a response to the very real and terrible 9/11 attacks on the U.S. The U.S. has fought a War on Terror in the middle-east for 12 years, with increasing objection from Americans at home. Public opinion has turned against a military action that seems unending and has taken the lives of too many, just like Korea.

The Korean War ended where it began, and to this day tensions at the 38th parallel remain. The US not removing Saddam Hussein out of power at the end of the Persian Gulf war, led to the US invading Iraq again in 2003. To this day U.S. forces are still in Korea and the Middle East with no sign of a future withdrawal of troops. Both wars had some success and some failure. We saved South Korea and we saved Kuwait, but we could not unify Korea and are concerned about

North Korea's nuclear force. We have had to return to Iraq and now fight a new enemy, ISIS.

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**Anchor Level 5-A**

**The response:**

- Thoroughly develops all aspects of the task evenly and in depth for the Korean War and the Persian Gulf War
- Is more analytical than descriptive (*Korean War*: organized as United Nations police action; ended at almost same exact point where it started after a shift in military strategy to reunify Korea failed; could be seen as a loss by some critics but communism was so feared, little questioned United States actions in Korea; tensions between United States and other communist nations such as China grew, strengthening the Cold War; *Persian Gulf War*: coalition led by United States in a military action supported by United Nations; attack began with only massive airstrikes but once Iraq's forces were badly hurt, coalition ground forces were deployed; war ended quickly with far fewer American losses than Korea; lifting of restrictions prohibiting women from engaging in combat missions greatly increased participation of women in military; veterans found to have high levels of Post-Traumatic Stress Disorder; coalition did not remove Saddam Hussein from power which meant he could ignore United Nations sanctions and refuse to cooperate with United Nations weapons inspectors)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Korean War*: appeasement not a choice; limited war with limited objective of reestablishing 38th parallel; never a declared war by United States Congress; with intervention of Chinese and disagreements between President and General MacArthur, Americans got tired of a war that went on too long; Truman's decision to accept the frustrating stalemate of a limited war questioned; United States troops continue to be deployed; tensions between United States and North Korea worsened as North Korea developed nuclear weapons and threatened peace in Asia; *Persian Gulf War*: Kuwait has a weak military and an abundance of oil; Iraq had often complained that Kuwait was a stolen part of Iraq and that Kuwait's oil really belonged to Iraq; when Iraq invaded Kuwait, the United States immediately sent planes and troops to Saudi Arabia to keep Saddam from going any further; quick victory led to renewed pride in the military and seemed to put the uncertainty caused by the failure in Vietnam to rest; neither claim seemed to justify expanding the War on Terror)
- Richly supports the theme with many relevant facts, examples, and details (*Korean War*: United States lost estimated 33,000 men, 105,000 wounded; 415,000 South Koreans killed; estimated 1.5 million North Koreans and Chinese killed; 37,000 American troops still monitoring 38th parallel; *Persian Gulf War*: Operation Desert Storm; dictator of Iraq; independence restored in Kuwait; 9/11 attack on United States; invasion of Iraq in 2003; ISIS)
- Demonstrates a logical and clear plan of organization; includes an introduction that states both the Korean War and the Persian Gulf War were somewhat flawed attempts to restore peace and a conclusion that analyzes the successes and failures of both wars

**Conclusion:** Overall, the response fits the criteria for Level 5. An analytic discussion of historical circumstances is well supported by substantive relevant details. A thoughtful case is made as to why each war was a somewhat flawed endeavor with long-lasting negative impacts.

Since its inception, America has gone to war for many reasons. The main ideas behind the wars, though, can sometimes be traced back to the desires for territory and fights for freedom, or in some cases, both. The Spanish American War of 1898 and the Korean War from 1950–1953 are prime examples of the fights for freedom that had very different outcomes. As a result of each of the wars, the US became even more globally involved than it already had been.

Though Manifest Destiny was technically completed under Polk in the 1840s after the Mexican American War, some Americans were still hungry for more land. Like its European counterparts, the US was now looking beyond its continental borders for new territory. The industrial revolution of the 1800s had increased the demand for raw materials, new markets, and investments so businessmen had invested money in the rich land in Spanish-owned Cuba and others had done the same in Hawaii. Additionally, the sensationalizing of Spanish atrocities in Cuba by yellow journalists like Hearst and Pulitzer, helped change President McKinley's mind about war and drew increased public support and congressional approval for a war against Spain (Doc 1). This was especially true once the USS Maine sank in Havana Harbor, killing over 200 sailors. The public blamed Spain, inflamed by news reports and claims by the US Navy itself. In actuality, the US was not just concerned about protecting and advancing its economic interests but was also concerned about the humanitarian crisis caused by "Butcher" Weyler in a country only 90 miles away. As a result of our victory in the war, Cuba got its independence from Spain. The US also acquired the land expansionists desired with the addition of the Philippines, territory owned by the defeated Spanish, and the annexation of Hawaii during

the war and protected their economic interests as well. The U.S. officially became an imperialistic power (Doc 3). However, there were some unforeseen issues with governing a foreign population (Doc 2). In Cuba, the Platt amendment and, in the Philippines and Puerto Rico, the Insular cases gave the U.S. control over their economies and governments. When the U.S. rejected Filipino demands for independence a 3-year-long revolution, led by Emilio Aguinaldo, broke out in the Philippines. As a result, some Americans (like influential writer Mark Twain and William Jennings Bryan) became staunch anti-imperialists, while others (like Theodore Roosevelt and Henry Cabot Lodge) supported America's expansion of power in a divisive argument that affected America for many years.

Over fifty years later, the U.S. was experiencing a different political climate, one concerned primarily with communism and how to stop it from spreading. As the U.S. emerged from WWII, it entered into the Cold War, a nearly half-century long, armed stand off with the Soviet Union. Harry Truman, the first Cold War president, promoted containment in his namesake doctrine even asking Congress for money to give to Turkey and Greece to stave off communist forces. U.S. attention was originally focused on keeping communism away from Europe (Marshall Plan, NATO) but it also became an issue in Asia. So, when the communist North Koreans invaded South Korea, the U.S. foreign policy of containment indicated that American troops could be deployed to fight for democracy. This was consistent with the key lesson learned from the start of WWII in Europe (appeasement of aggression would only lead to more aggression). Truman had learned this lesson as well as anyone and ordered troops to help defend South Korea as part of a United Nations action. Nearly 350,000 troops

fought each year of the 3-year conflict. After pushing the North Koreans back and seeming to be near victory, the US went too far and China intervened. The war became a bloody fight with each side winning small gains only to lose them again. This limited war made Truman very unpopular and was finally ended with a ceasefire by President Eisenhower in 1953. Since then American troops have remained to help ensure the safety of South Korea from their still-communist neighbors (Doc 6). Since the 38th parallel remains the dividing line, the South has continued to worry about their security. It was at this point, at the start of the Korean War that the US recognized that it could never bow out of world affairs, especially because Truman believed that more communist invasions were possible. (Doc 4). Presidents who followed Truman (Eisenhower, Kennedy, and Johnson) would have their own containment problems elsewhere, especially in Southeast Asia. After we helped South Korea, these presidents made later commitments to stop communism in Southeast Asia. This expansion is one of the biggest effects of the Korean War on the US because it started a difficult and costly path to our ultimate defeat in Vietnam. America has not yet stepped off of the world stage.

In summary, the Spanish American War and the Korean War put the US on display as a world power, by entering into conflicts based on its ideologies and self-interests. Still today, the effects of these wars on America continue, with its continued presence in Puerto Rico and Guam, (gained from the Spanish American War), South Korea, and now over a decade spent in Iraq and Afghanistan.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Spanish-American War and the Korean War
- Is more analytical than descriptive (*Spanish-American War*: United States looking beyond its continental borders for new territory; businessmen had invested money in the rich land in Spanish-owned Cuba and others had done the same in Hawaii; United States concerned about protecting and advancing economic interests; Cuba gained independence from Spain; United States became imperialistic power; United States rejected Filipino demands for independence; *Korean War*: United States experiencing a political climate concerned with communism and how to stop it from spreading; key lesson learned from the start of WWII in Europe was that appeasement of aggression would only lead to more aggression; Truman ordered troops to help defend South Korea as part of United Nations action; nearly 350,000 American troops fought in three-year conflict; after seeming to be near victory, the United States went too far and China intervened; American troops have remained in South Korea to help ensure South Korea's safety from their communist neighbors)
- Incorporates relevant information from documents 1, 2, 3, 4, and 6
- Incorporates substantial relevant outside information (*Spanish-American War*: Manifest Destiny technically completed under Polk after Mexican American War; sensationalizing of Spanish atrocities in Cuba by yellow journalists changed President McKinley's mind about war and drew increased public support and congressional approval for war against Spain; Butcher Weyler caused a humanitarian crisis in a country only 90 miles away; the Platt Amendment and Insular Cases gave United States control over Cuban, Philippine, and Puerto Rican economies and governments; Emilio Aguinaldo led a three-year revolution in the Philippines; *Korean War*: Harry Truman promoted containment in his namesake doctrine asking Congress for money to give to Turkey and Greece; United States attention originally focused on keeping communism away from Europe, but became issue in Asia; limited war made Truman very unpopular; presidents who followed Truman would have their own containment problems; later commitments to stop communism in Southeast Asia)
- Richly supports the theme with many relevant facts, examples, and details (*Spanish-American War*: Hearst and Pulitzer; USS *Maine*; Havana Harbor; Mark Twain; William Jennings Bryan; Theodore Roosevelt; Henry Cabot Lodge; *Korean War*: Cold War; Marshall Plan; NATO; 38th parallel as dividing line; Eisenhower, Kennedy, Johnson; Vietnam)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. Historical details and well-placed analytic statements support effective document usage. A thorough discussion of the effects of both wars demonstrates a good understanding that wars create unforeseen postwar issues and commitments with continuing effects on the United States.

Given the taxing, brutal nature of wars, it is no surprise that the United States has generally gotten involved in Foreign conflicts in the past only when she felt she had legitimate reasons. In some cases, self-interest and the desire to protect the U.S. economy were the prime motivations for war. Two such instances were the Spanish American war and the Persian Gulf war. In both conflicts, the United States became involved in response to human rights abuses and also in efforts to protect U.S. economic interests. The end result was that the United States was drastically altered, whether on the domestic side or in the realm of world affairs.

The Spanish-American war, initiated in 1898 under the presidency of William McKinley, is an early example of the United States becoming involved in a war to promote her economic interests. Though some of the publicly proclaimed motives for the war seemed to suggest that a prime reason for U.S. involvement was a desire to help the Cuban peoples there were also other reasons for declaring war. Putting an end to human rights abuses of the Spanish against the Cuban people was important because bad conditions in barbed-wire camps were killing thousands. Bloodshed, starvation, and horrible miseries were being reported in the yellow press. They were also reporting stories of ongoing devastation of property owned by Americans and the difficulties faced by American businessmen. (Document 1) These circumstances were also considered legitimate reasons to go to war especially at a time when many Americans thought it was important to establish and strengthen a U.S. economic presence in the Caribbean. After defeating the Spanish, the government ignored the Teller Amendment opening the door for the introduction of the Platt

Amendment (1901), so that American interests would be protected in Cuba. These advantages came at a cost. Through the Spanish-American war, the United States acquired the Philippines and Guam and thus the United States was elevated, according to Richard H. Collin, to the status of an “ambitious industrialized” world power (Doc. 2). Unfortunately, the transformation of the United States into an imperializing world power did have major ramifications.

Although becoming an imperial power may sound alluring, the United States’ taking over the Philippines would ultimately have some devastating effects. Namely, the United States came to be perceived as an unwanted foreign power by the Filipino people, who wanted their independence. This circumstance would help to encourage the Filipino people to rebel against the U.S. after the war. The ensuing conflict would cost more in military strength and American lives than the Spanish-American war did while also taking the lives of many thousands of Filipinos. Although the U.S. built hospitals and schools in the Philippines after the conflict and finally gave them independence after WWII, this unfortunate occurrence cannot be forgotten.

Another example of a war that was motivated in part by a desire to protect U.S. economic interests is the Persian Gulf war of 1991. This conflict, like the Spanish-American war was also seen as a mission to provide relief to the “brutalized” people of a foreign country. In violation of international law, Saddam Hussein invaded Kuwait which was a major oil exporter to United States allies. Although George H.W. Bush does not specifically mention oil in his address, he does imply that success in this war will promote U.S. economic interests in

the Middle East by “enhancing the security and stability” of the region (Doc. 7). President Bush hoped that an effective response to the brutal invasion of Kuwait by Iraqi forces could protect oil supplies and create a secure environment in the historically unstable area. That being said, the immediate result of the war was not as desirable as George H.W. Bush had hoped. Although the Saudi Kingdom was protected through the conflict, Saddam Hussein was not removed from his position of power. The “unfinished” nature of this conflict would thus help encourage the later development of the highly expensive and long war in Iraq (Doc. 9). Although President Obama finally withdrew troops from Iraq, other extremist groups in Iraq have meant that some American soldiers and advisors have returned and are still there more than 10 years after the 2003 invasion. Still, the Persian Gulf war did have some positive effects on American society particularly for women. It encouraged the removal of laws restricting women’s participation in the military that had been present throughout all of American history (Doc. 8a). Americans were proud of the U.S. victory in the Persian Gulf war after not winning in Vietnam. Favorable public opinion about the short and successful Persian Gulf war began to end U.S. reluctance to become involved in foreign conflicts. Thus, this conflict made it clear that war can have both positive and negative effects on American society.

Throughout its history, the U.S. has become involved in a number of foreign conflicts out of a desire to protect her economic interests. Two such conflicts were the Spanish-American war and Persian Gulf war. Ultimately, these wars would have transformational effects on the U.S. and American society, often both positive and negative in nature.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task somewhat unevenly by discussing the Spanish-American War in more depth than the Persian Gulf War
- Is both descriptive and analytical (*Spanish-American War*: early example of United States becoming involved in a war to promote economic interests; publicly proclaimed motives for war seemed to suggest prime reason for United States involvement was the desire to help the Cuban people; ongoing devastation of property owned by Americans and difficulties faced by American businessmen; American interests protected in Cuba with Platt Amendment; elevated United States to status of ambitious and industrialized power; United States taking over Philippines had some devastating effects; *Persian Gulf War*: mission to provide relief to brutalized people of a foreign country; George H. W. Bush implies that success in war will promote United States economic interests in Middle East by enhancing security and stability of region; Saddam Hussein not removed from power; encouraged removal of laws restricting women's participation in the military)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Spanish-American War*: bad conditions in barbed-wire camps were killing thousands; government ignored Teller Amendment; Filipino rebellion against United States cost more in military strength and American lives than war while also taking lives of thousands of Filipinos; United States built hospitals and schools in Philippines after conflict and finally gave Philippines independence after World War II; *Persian Gulf War*: Kuwait, a major oil exporter to United States allies; helped encourage the later expensive and long war in Iraq; President Obama withdrew troops from Iraq; other extremist groups in Iraq have meant some American soldiers and advisors have returned and are still there; favorable public opinion about short and successful war began to end United States reluctance to become involved in foreign conflicts after Vietnam)
- Supports the theme with relevant facts, examples, and details (*Spanish-American War*: initiated in 1898; President McKinley; yellow press; economic presence in Caribbean; United States acquired Guam; *Persian Gulf War*: Saddam Hussein in violation of international law; 2003 invasion)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the United States became involved in the Spanish-American War and the Persian Gulf War in response to human rights abuses and to protect United States economic interests and a conclusion that restates the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. Relevant outside information not only supports document information but also the premise that circumstances leading to each war were similar in nature. Some additional development concerning the effects of the Persian Gulf War would have strengthened the response.

Protecting the national security and the freedom of the United States and other countries has been the motive to enter war throughout our history. Two of these include the Spanish-American War and the Korean War. Both of these not only protected security and national interest in specific countries, but it also had a major effect on the United States and American society.

For any nation to enter a war, there has to be some reason for it. For the Spanish American war, the United States entered the war to protect the security and freedom of Cuba and the United States. According to President William McKinley, we had to save the Cubans from the “barbarities, bloodshed, starvation and miseries,” while also saying that the problems in Cuba will hurt the economy of the United States because of American business ties we have in Cuba. (Doc. 1). Another reason for the US to declare war was that the US had for a long time seen the Spanish-occupied Cuba, 90 miles away from the coast of Florida, as a threat to the Western Hemisphere and a violation of the spirit of the Monroe Doctrine. Harbors such as Havana and Cuba’s nearness to a possible canal route made it strategically important. We had tried to negotiate a purchase but Spain was never interested in selling Cuba to the United States.

The Korean situation also presented motives for our participation in that war. We supported this UN action because, according to President Harry S. Truman, it showed that the communist North was willing to attack an independent South Korea at will with no instigation in order to spread communism. So, by this logic, what is going to stop the Communists from attacking other United States interests, including even the United States. After watching what had happened

to the world as dictators came to power in the 1930s, it seemed important to stand up to what we saw as Soviet aggression in the 1950s. (Doc 4). Also, during the mid 20th century, the foreign policy of the US was containment of Communism, so we felt compelled to halt the communists from taking control over the entire Korean peninsula and used the spirit of the Truman Doctrine to support our action.

These wars had major effects on the United States. First, the Spanish American war had split the country into Imperialists and Anti Imperialists (Doc 2a). Although this split had been around before the war it became worse when we decided to take so much territory from Spain after the United States won the war. There were those who wanted to extend the American empire economically and politically (Imperialists) and those who opposed any colonial holdings because it was more in line with our nation's history. (Anti-Imperialists). This would become the primary topic in the Presidential election of 1900 when the Anti-imperialist William Jennings Bryan lost to President William McKinley. Also, the war did make the United States a world power, by giving them control of the Philippines (Doc 3) as did the passing of the Platt amendment which gave us the right to intervene in Cuban affairs. Those decisions made the world take notice of United States' intentions of becoming more important in world affairs. Another effect was the birth of a war Hero, Teddy Roosevelt, an imperialist who would become president. In foreign policy, he used the "Big Stick" in the Caribbean and Latin America which increased our power in the Western Hemisphere. This changed America because his other progressive policies marked a drastic change from Laissez-faire

economics to government regulated business in the United States.

The Korean war also changed the United States. First, it heated up the cold war tensions between the US and the communists, and because of the war, American domestic policies began to change in response to the changes in views of communism. (Doc 5) The McCarthy Era also arose, when state department officials were fired or resigned due to being accused of being a communist. Also, the Korean war changed the US economically. Because the war never officially ended and protecting South Korea from the North Koreans continues to be important for our national security, the US pays to keep thousands of troops there to keep a new war from starting and to defend South Korea if one does (Doc 6a). It also showed how the United States' freedom and security depends on the security of other nations (Doc 6b). The experience in Korea encouraged the United States to help the French in their fight with the Vietnamese. The French lost and when the US joined the South Vietnamese, we lost too. Korea was a much more successful stand against communism.

Because of this commitment to the freedom and security of other nations, the US will support wars and will enter into security agreements to protect countries from aggressive nations. Hence, the US entered the Korean war and the Spanish-American war to protect national security and promoted national interest. In doing so, these wars changed America and American Society.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task for the Spanish-American War and the Korean War
- Is both descriptive and analytical (*Spanish-American War*: United States entered war to protect security and freedom of Cuba and United States; problems in Cuba will hurt United States economy because of American business ties in Cuba; split between imperialists and anti-imperialists worsened by United States decision to take so much territory from Spain after war; *Korean War*: communist North willing to attack an independent South Korea to spread communism; communists could attack other United States interests including even the United States; because of commitment to freedom and security of other nations, United States will support wars and will enter into security agreements to protect countries from aggressive nations)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Spanish-American War*: Cuba, ninety miles away from coast of Florida, seen as a threat to Western Hemisphere and a violation of the spirit of the Monroe Doctrine; nearness to a possible canal route made it strategically important; United States tried to negotiate a purchase of Cuba, but Spain was never interested in selling; imperialism became primary topic for election of 1900 when anti-imperialist William Jennings Bryan lost to William McKinley; Theodore Roosevelt used “Big Stick” in Caribbean and Latin America; *Korean War*: after watching what happened to world as dictators came to power in the 1930s, it seemed important to stand up to what United States saw as Soviet aggression in 1950s; United States felt compelled to halt communists from taking control over entire Korean peninsula; state department officials were fired or resigned after being accused of being a communist; United States pays to keep thousands of troops in South Korea; encouraged the United States to help the French in their fight with the Vietnamese)
- Supports the theme with relevant facts, examples, and details (*Spanish-American War*: harbor of Havana; nearness of Cuba; Platt Amendment; *Korean War*: containment; Truman Doctrine; Cold War tensions; McCarthy Era)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion of both wars is supported by relevant outside information and good document information. Analytic conclusions about the effects of each war would have benefited from further development.

Throughout United States' history, wars have been fought to protect National Security, and promote national interest. The Spanish-American War and the Korean War are wars that were fought for those reasons. The idea of National Security and interest are both very different in each of the wars, but both were still fought for those purposes. Those two wars also had their effects on American Society, some of them positive, others were negative.

The Spanish-American war began in 1898 after a mysterious explosion on the Battleship U.S.S Maine and Spain's refusal to give Cuba its independence. These were not, however, the only reasons for going to war. Reasons for going to war were complicated by expansionists with Imperialist views. European countries had long been carving their spheres of influence around the globe, most notably in Africa and Asia. Expansionists in the United States wanted in on the action and going to war with Spain, a world power in decline, might mean a victory that would get Cuba its independence and also lead to getting colonial possessions, such as the Phillipines, from Spain. The Phillipines' close proximity to China could give the United States an expanding role on the world stage and the chance to become a power in Asia. The sinking of the U.S.S Maine was the perfect excuse to fight Spain. Other reasons included how the United States had the duty to protect the Cubans, who were suffering under Spanish rule as President William McKinley put it in his war message to Congress. President McKinley also stated that American economic interests in Cuba were being threatened by Spain and American planters living there were threatened by the "wanton destruction and devastation of the Island". The end result was that the United States won the war,

established a protectorate over Cuba and took control of the Philippines, after Dewey's victory at Manila Bay. The Philippines gave the United States a window into China and much of the Pacific, which was good for the economy because it allowed for greater trade and helped lead the United States to announce the Open Door Policy. Some senators questioned the annexation of the Philippines before the Treaty of Paris of 1898 was ratified as it would take an even larger navy to fortify the island and its people would be difficult to control. When Aguinaldo began a rebellion against United States colonial rule, it was decided the island was in chaos and the United States needed to stabilize the situation. Independence would come but would be far in the future. Another effect of the Spanish-American War were the casualties taken, even though less than 400 soldiers were killed in combat, thousands of other died from tropical diseases.

Events leading up to the Korean War began before the North invaded the South, on the other side of the globe when the Soviets took over Eastern Europe and their forces refused to pull out of Germany after World War II. The Soviet Union's refusal to pull out of those countries created concern about their intentions and a Cold War began. Cold War fears hit the breaking point when North Korea, which was under Soviet influence, invaded South Korea, with the intention of unifying the two countries. In response to the invasion, the United Nations sent a coalition of forces to stop the North's advance. The reason for the United States getting involved, as put forth by President Truman, was that if one communist country attacks one free nation, other free nations are in danger too. The effects of this longer than expected limited war to keep communists out of the South

were staggering, with about 33,000 American fatalities, followed by 415,000 South Korean fatalities and according to American officials roughly 1 and a half million fatalities by North Korea and China. China's involvement in the war was unexpected and influenced the United States to agree to settle the conflict at the original parallel. After the war many Americans began to think that the war was not worth the lives lost. There was not a victory over communism as North Korea remains communist today and South Korea still needs help with defense from the United States.

Throughout United States' history, wars have been fought to protect national security and interests. The Spanish-American War was fought on the grounds that National security was threatened by the sinking of the U.S. Maine, and that American planters and interests in Cuba were threatened by Spain's practices. The Korean War was fought on the grounds that National security was threatened because if one communist country invades, the others will too. So the Korean War was fought to show the Communists, at least according to Clinton, that America will always take drastic measures to defend freedom if it becomes necessary.

## Anchor Level 4-C

### The response:

- Develops all aspects of the task somewhat unevenly by discussing the Spanish-American War more thoroughly than the Korean War
- Is both descriptive and analytical (*Spanish-American War*: going to war with Spain might mean a victory that would get Cuba independence and lead to colonial possessions; United States had the duty to protect Cubans; American economic interests in Cuba threatened by Spain; Philippines gave United States a window into China and much of Pacific, allowing for greater trade; *Korean War*: North Korea invaded South Korea with intention of unifying two countries; limited war to keep communists out of South Korea was longer than expected; many Americans began to think the war was not worth the lives lost)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Spanish-American War*: began after a mysterious explosion on USS *Maine* and Spain's refusal to give Cuba independence; Philippines' close proximity to China could give United States a chance to become a power in Asia; a protectorate established over Cuba; helped lead to United States announcing Open Door Policy; some senators questioned annexation before Treaty of Paris ratified; Aguinaldo began a rebellion against United States colonial rule and United States needed to stabilize situation; less than 400 soldiers killed in combat; thousands died from tropical diseases; *Korean War*: events began when Soviets took over Eastern Europe and refused to pull out of Germany after World War II; United Nations sent coalition of forces to stop North Korea's advance; China's involvement unexpected and influenced United States to settle conflict at original parallel; no victory over communism as North Korea remains communist today and South Korea continues to need help with defense from the United States)
- Supports the theme with relevant facts, examples, and details (*Spanish-American War*: began in 1898; wanton destruction and devastation of island; Dewey's victory at Manila; *Korean War*: Cold War; about 33,000 American fatalities; 415,000 South Korean fatalities; roughly one and a half million fatalities from North Korea and China)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that is slightly beyond a restatement

**Conclusion:** Overall, the response fits the criteria for Level 4. Recognizing that reasons for war and the effects of war are complicated, the response establishes a historic context that is supported by relevant outside information and good analytic statements. Although good conclusions are reached about the effects of the Korean War, the discussion is primarily focused on document information.

Throughout its early history the United States wanted to assume a role of isolationism from foreign conflicts but as the years passed it has never really been able to do so. The Korean War of the 1950's, and the Persian Gulf War of the 1990's are two examples of wars that the United States became involved in despite not being directly threatened themselves.

The Korea War was a result of the fear of the spread of communism. By this point in time Soviet communism had taken over a large portion of eastern Europe and it didn't appear to be slowing down. As stated in document 4, President Truman viewed the communist move against South Korea as a threat to free nations everywhere and wanted the UN to support efforts to crush it before it expanded. The aid America provided was in the billions and the number of troops it provided to UN forces was more than any other country but this was a difficult fight. In the beginning public opinion supported the war and so did Congress even though they were not asked to declare war. With increasing casualties and miscalculations that could have led to World War III questions and doubts about the war and Truman's presidency were raised. The war resulted in the continued separation of Korea into the free South and the communist North. Though as shown in Document 6a, America had sent many troops at the peak of the conflict during the early 1950's and they continued to send troops long after the conflict had ended becoming more involved in Korea than they originally intended to be with no end in sight. The U.S. commitment to stop communist North Korea and China from taking over South Korea had effects in other places. By the mid-1950's the Americans had a theory concerning south East Asia called the

Domino theory stating if one country became communist others would too, communism would gain power and eventually would make its way to the U.S. This led to U.S. long involvement in Vietnam which ended in failure.

The Gulf war was another example of another region of the world that made it impossible for us to be isolationist. This war began when the nation of Iraq lead by the dictator Saddam Hussein invaded and occupied the small nation of Kuwait. America and other Allied nations became involved in the war for moral reasons according to document 7, to help liberate Kuwait and restore peace to the middle east. Peace in the middle east has been an important objective of U.S. foreign policy since World War II when its oil became an important energy source. The oil embargo of the 1970s drove up oil prices and the same thing could have happened again if Saddam Hussein took over Kuwait's oil wells. This would have been especially bad for nations such as Japan who relied on imports of Kuwaiti oil. Though American involvement helped to liberate Kuwait quickly using advanced weapons it did not come without negative effects. For one as explained in 8b the troops returning from Iraq like the troops returning from Vietnam fell victim to numerous physical and mental health problems including PTSD. Agent Orange in Vietnam and pollutants from burning oil wells in Kuwait left soldiers with lingering health problems. This seemed like a high price to pay for a foreign conflict. In addition the United States involvement in the Persian Gulf war and its botched finish led the United States to become involved in another conflict with Iraq. Economic sanctions and UN weapons inspections were not enough to keep Operation Iraqi Freedom from happening

setting up the United States for more conflicts in the future.

In conclusion the Korean War and the Persian Gulf War were similar because they were conflicts the U.S. joined into without being directly attacked. For the most part U.S. involvement was a response to an oppressive situation or a tyrant that the U.S. wanted to stop. The U.S. invested a lot of soldiers and money into these foreign wars and though sometimes America was successful in the short term like in the case of Kuwait, in other conflicts we had to compromise leaving the country divided like in Korea. In the end it is debatable whether these wars were beneficial or harmful to American society. Some viewed these wars as the U.S. taking a stand for the freedom of other nations, others could say they were an unnecessary loss of American lives which only opened up doors to longer conflicts in the regions we were trying to aid. Beyond being just "good" or "bad" these wars had an important impact on American society.

### Anchor Level 3-A

#### **The response:**

- Develops all aspects of the task with some depth for the Korean War and the Persian Gulf War
- Is more descriptive than analytical (*Korean War*: President Truman viewed the communist move against South Korea as threat to free nations; America sent many troops at peak of conflict and continued to send troops long after it ended; United States more involved in Korea than originally intended; *Persian Gulf War*: Saddam Hussein invaded and occupied Kuwait; America and other Allied nations involved in war for moral reasons to liberate Kuwait and restore peace to Middle East; American involvement helped to liberate Kuwait; soldiers left with lingering health problems; involvement in war and its botched finish led United States to become more involved in another conflict with Iraq)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Korean War*: America provided aid in billions and more troops to United Nations forces than any other country; in beginning, public opinion supported war and so did Congress even though not asked to declare war; with increasing casualties and miscalculations that could have led to World War III, questions and doubts about war and Truman's presidency raised; domino theory stated if one country became communist others would too; led to long involvement in Vietnam which ended in failure; *Persian Gulf War*: peace in Middle East an important objective of United States since oil is an important energy source; oil embargo of 1970s drove up oil prices and same thing could happen if Saddam Hussein took over Kuwait's oil wells; bad for nations who relied on imports of Kuwaiti oil; troops returning from Vietnam fell victim to Agent Orange; pollutants from burning oil wells in Kuwait; economic sanctions and United Nations weapons inspections not enough to keep Operation Iraqi Freedom from happening)
- Includes some relevant facts, examples, and details (*Korean War*: continued separation of Korea into free South and communist North; *Persian Gulf War*: Post-Traumatic Stress Syndrome)
- Demonstrates a satisfactory plan of organization; includes an introduction that states the United States wanted to assume a role of isolationism early in its history and a conclusion that is beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. Although good relevant outside information is included in the response, document information frames the treatment of both wars. Elements of comparison and some analytic statements about the wars are made in the conclusion but are not well supported in the discussion.

In order to maintain a sense of safety, security, and protection in the nation, the United States has participated in wars that threatened peace. Some wars that the United States has entered that could possibly threaten or jeopardize peace include the Korean War of the 1950's and the Persian Gulf War of 1991. The United States believed both of these wars "required" American interference, which led to outcomes which are still affecting the world and us today.

Both the Korean War and the Persian Gulf War did not initially involve the United States being attacked. The U.S. was not directly attacked by Korea nor Iraq. However, the U.S. government did feel that the free world was threatened by communist expansion and that it was important to stand up to them in Korea. Iraq's actions in Kuwait violated international law and could interrupt the flow of oil and endanger other Middle Eastern nations. These circumstances are what led America to enter each of these wars. On July 19, 1950, President Harry Truman made an address to the American people on the situation in Korea by radio and television (Doc. 4). He had to make a strong case for sending U.S. troops to Korea when America was just recovering from World War II because communism was threatening U.S. security. In this announcement, President Truman explains how on June 25th, communist forces had attacked the Republic of Korea which we were not expecting. The U.S., and much of the world, saw the attack upon South Korea as a breach of peace and a violation to the Charter of the U.N. The world had high hopes that the U.N. would be able to keep the peace and help stop aggression that could lead to wider wars. This fear of the spread of communism and the need for containment led to the U.S. entering the Korean War and fighting

along with U.N. forces to save South Korea. Similar to this was the Persian Gulf War. On January 16th, 1991, President George H.W. Bush made an announcement to the nation about allied military action in the Persian Gulf (Doc. 7). Similar to Korea, the U.N. played a role in the decision to support Kuwait. Iraq had invaded a smaller and weaker neighbor country: Kuwait and would not leave as demanded by the U.N. and the U.S. President Bush wanted Saddam Hussein's forces to retreat from Kuwait or they would be expelled, and this led to the U.S. entering the Persian Gulf War.

Both the Korean war and the Persian Gulf war had major effects on the United States and American society. About 33,000 Americans had died in the Korean war (Doc 5). The Korean war actually turned the cold war of words between the United States and the Soviet Union hot for a brief time. Also, the number of U.S. troops deployed in South Korea decreased drastically after the war (Doc 6). However, America kept peace between North Korea and South Korea by keeping American troops stationed on the border between the Koreas (Doc 6). Also, communism scared many Americans at home as well. Many American citizens had been frightened by the possible spread of communism in the United States as shown by their reaction to McCarthyism and the Rosenberg Trial. The effects of the Persian Gulf war were that the U.S. did expell Iraq from Kuwait, however problems with Saddam Hussein did not end. Trouble with Saddam Hussein continued in the 1990s and worries about him having weapons of mass destruction led to Operation Iraqi Freedom in 2003. (Doc. 9). Eventually, Saddam Hussein was captured and put to death. The tensions between Iraq and America have led to continuing concerns of

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

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terrorism and unfair stereotypes of people of mid-eastern descent. However, laws restricting women's services in the military were gradually changing due to the outstanding devotion of women in the military participating in the Persian Gulf War. They proved they could do just as good a job in the military as men. Unfortunately about 9-24% of returning troops from this war suffered from post traumatic stress disorder (Doc. 8). Higher rates of suicide and other mental health problems among veterans of Middle Eastern deployments are still being studied.

Wars that America has been a part of have been fought to secure out national interests. The Korean War was entered to protect South Korea from communism, and the Persian Gulf War was fought to protect America's economic interests and free Kuwait.

## Anchor Level 3-B

### The response:

- Develops all aspects of the task with some depth for the Korean War and the Persian Gulf War
- Is more descriptive than analytical (*Korean War*: did not initially involve United States being attacked; United States government felt free world threatened by communist expansion; United States saw attack on South Korea as breach of peace and violation of United Nations charter; turned Cold War of words between United States and Soviet Union hot for a brief time; America kept peace by keeping American troops stationed on border between the Koreas; many American citizens frightened by possible spread of communism in United States; *Persian Gulf War*: United States not directly attacked by Iraq; Iraq's actions in Kuwait violated international law; United Nations played a role in decision to support Kuwait; Iraq would not leave as demanded by United Nations and United States; laws restricting women's service in military gradually changing due to outstanding devotion of women participating in war; higher rates of mental health problems among veterans of Middle Eastern deployments)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Korean War*: President Truman had to make a strong case for sending troops to Korea when America was just recovering from World War II; America not expecting attack on South Korea; world had high hopes that United Nations would keep peace and stop aggression that could lead to wider wars; containment led United States to fight along with United Nations forces to save South Korea; *Persian Gulf War*: Iraq's actions in Kuwait could interrupt flow of oil and endanger other Middle Eastern nations; worries about weapons of mass destruction led to Operation Iraqi Freedom in 2003; Saddam Hussein put to death; tensions between Iraq and United States have led to continuing concerns of terrorism and unfair stereotypes of people of Middle Eastern descent)
- Includes some relevant facts, examples, and details (*Korean War*: Republic of Korea; about 33,000 Americans died; McCarthyism; Rosenberg trial; *Persian Gulf War*: about 9 percent to 24 percent of returning troops suffered from Post-Traumatic Stress Disorder; higher rates of suicide)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that summarizes reasons for the Korean War and the Persian Gulf War

**Conclusion:** Overall, the response fits the criteria for Level 3. The strength of the response is in a few well-placed comparative statements. Outside information supports document information in a descriptive discussion; however, additional facts and details would have strengthened the effort.

Throughout history, the wars that the United States has chosen to take part in have had a profound impact on the nation. One such war was the Spanish-American war in 1898. The United States was drawn into the war by Spanish brutalities but continued its involvement in Cuba and some other former Spanish colonies. While for a different reason, the Korean war in the mid 20th century also had a significant impact on the United States. The root cause of it was the containment of communism, but it helped shape American foreign policy for other parts of the world. As can be seen in the Spanish-American War and the Korean War, wars have greatly influenced the United States.

There were just as many effects of the Spanish-American War as reasons for involvement. As President McKinley stated in a message to Congress, the barbarities in Cuba were too alarming to ignore. (Doc 1) Many Cubans were taken to camps and mistreated so they couldn't help the rebels fight the Spanish. The United States had a moral as well as economic duty to intervene. Blowing up the Maine was also a reason to fight Spain. The war also sparked interest in expansion beyond the United States. Soon, as indicated by Richard Collins' statements about Theodore Roosevelt, the United States began becoming involved elsewhere, showing that it was a capable world power (Doc 3). Imperialists had advocated for the annexation of territories such as Hawaii for a long time. Hawaii was finally annexed during the war and we took control of the Philippines. The war sparked imperialistic opinions and some anti-imperialistic opinions in the nation. The Spanish-American war has clearly shown that wars have a lasting impacts on the United States because in becoming a world

power we increased our presence in Latin America and Asia.

Like the Spanish-American war, the Korean war was an influential war on American history. North Korean forces attacked the Republic of South Korea. This led to political leaders such as Harry Truman to call to arms the American military to join UN forces and help prevent the spread of communism into South Korea. Believing the Soviets were behind the attack and were interested in world domination, Korea was a good place to stand our ground. (Doc 4). At the time, McCarthyism was fervent and many Americans advocated and supported President Truman's containment policy to help ensure communism would not reach the United States. As a result, troops were sent to help stabilize the peninsula, drive North Korea out of the South, and restore the original boundary. This was successful but we were not able to take over North Korea because China sent troops. After its involvement in Korea, the United States has come to a realization that it had a duty in Asia to stop the communist influence from spreading. The United States believed it had the potential of making a difference in the world and fighting in Korea reinforced that idea (Doc 6b). Even though communism was not eliminated in North Korea and has continued to be a force in the world, the war showed that we would help others defend their freedom and security. Its impact on the United States influenced how the United States would deal with future wars involving communism in Asia such as the Vietnam War. It was not until after the Vietnam War that we began to question global military containment and its costs to the country.

Wars in United States history have had a variety of causes and effects, as evidenced by the Spanish-American War and the Korean

war. The root cause for involvement in both wars was the brutality of another nation, such as Spain or North Korea. While the two wars had different purposes, to stop brutality and prevent the spread of communism, they had the same underlying effect on the United States. After both wars, the United States believed it needed a more involved foreign policy. While wars have different settings and reasons, it is evident that they nevertheless have a profound impact on the involved country such as the United States.

### Anchor Level 3-C

#### The response:

- Develops all aspects of the task with little depth for the Spanish-American War and the Korean War
- Is more descriptive than analytical (*Spanish-American War*: barbarities in Cuba were too alarming to ignore; sparked interest in expansion beyond the United States; United States a capable world power; sparked imperialistic opinions and anti-imperialistic opinions in nation; *Korean War*: helped shape American foreign policy; United States troops sent to help stabilize peninsula, drive North Korea out of South, and restore original boundary; United States believed it had potential of making a difference; war showed we would help others defend their freedom and security)
- Incorporates relevant information from documents 1, 2, 3, 4, and 6
- Incorporates relevant outside information (*Spanish-American War*: many Cubans taken to camps and mistreated; blowing up the *Maine* was a reason to fight Spain; imperialists advocated for annexation of territories; increased our presence in Latin America and Asia; *Korean War*: United States believed Soviets behind attack and interested in world domination; McCarthyism was fervent and many Americans supported President Truman's containment policy to help ensure communism did not reach the United States; United States realized it had a further duty in Asia to stop communist influence from spreading; not until after Vietnam War did we began to question global military containment and its costs)
- Includes some relevant facts, examples, and details (*Spanish-American War*: Theodore Roosevelt; Hawaii; control of Philippines; *Korean War*: North Korean forces attacked Republic of South Korea)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that compares and contrasts causes and effects of the Spanish-American War and the Korean War

**Conclusion:** Overall, the response fits the criteria for Level 3. Relevant document and outside information are strung together and show an understanding of the task, but this information is not well integrated. The discussion of each war's effects includes some thoughtful conclusions about the expanded role of the United States in world affairs.

The United States has gone to war numerous times in its history. These wars have proved to be costly but were necessary to protect American interests. The Spanish-American War and the Korean War are two examples of these types of wars.

In 1898 the Spanish were in control of the island of Cuba. When the Cuban natives rebelled against their rule, the Spanish responded harshly. They began to torture and starve the natives. These “barbarities, bloodshed, starvation and horrible miseries” (Doc 1) were one of the reasons that we entered Cuba. This was also having an effect on our commerce because of the lack of trade with Cuba. Then, the sinking of the U.S. Maine was the final straw. This event was exaggerated through the use of yellow journalism but we were now at war. We quickly destroyed the Spanish Navy and rescued the Cubans from the grips of the Spanish. Before peace could be achieved the U.S. had some demands. We required the Island of Puerto Rico, and the Phillipines. (Doc 2a) But for us to remain in control of the Phillipines we had to fight a rebellion against the Phillipinos. (Doc 2b) This war put U.S. on the global stage as a great power. (Doc 3)

The Korean War was a bloody and brutal war. When communist forces invaded the Republic of Korea. This showed how they are willing to use violent aggression to spread their views of Communism. (Doc 4) This war that “began at the 38th parallel and ended at the 38th parallel” (Doc 6b) resulted in 33,000 U.S. deaths and 105,000 U.S. soldiers wounded. (Doc 5)

This war showed that the communists are willing to take aggressive action to spread their beliefs. This war resulted in the split of North and South Korea. There are 37,000 U.S. soldiers maintaining that armistice as of 2005.

## Anchor Level 2-A

### The response:

- Minimally addresses all aspects of the task for the Spanish-American War and the Korean War
- Is primarily descriptive (*Spanish-American War*: when Cuban natives rebelled against Spanish rule, the Spanish responded harshly by torturing and starving natives; affected United States commerce; United States rescued Cubans from grips of Spanish; to remain in control of Philippines, United States had to fight a rebellion against the Filipinos; *Korean War*: communist forces showed they are willing to use violent aggression; 37,000 United States soldiers maintaining armistice as of 2005)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*Spanish-American War*: sinking of USS *Maine* exaggerated through use of yellow journalism; United States quickly destroyed Spanish navy)
- Includes few relevant facts, examples, and details (*Spanish-American War*: Spanish in control of Cuba; United States on global stage; *Korean War*: bloody and brutal war; 38th parallel; 33,000 United States deaths; 105,000 United States soldiers wounded)
- Demonstrates a general plan of organization; includes an introduction that is slightly beyond a restatement of the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Document information and limited outside information are used to address the Spanish-American War. General statements address all aspects of the task for the Korean War; however, they are not developed.

Wars, even if fought on foreign soil, affect the United States. Two of these wars were the Korean War (1950–1953) and the Persian Gulf War (1991). No matter what circumstances led to the start of the war, both negative and positive effects on the United States are a result.

After WWII, tensions between the USSR and the United States continued to rise, beginning the cold war. When communists invaded Korea the US saw it as a threat to democracy. It was believed that “the international communist movement is willing to use armed invasion to conquer independent nations”. (Doc. 4) Believing in the domino theory, that if one nation falls to communism their neighbors will as well the US stepped into war. This communist attack was seen as “a very real danger to the security of all free nations”. (doc. 4). As a result, 33,000 American lives were lost as well as another 105,000 Americans injured. (doc. 5) In the end there was an “armed truce” where “both sides claimed victory” and “the final division of the country was no different”. (doc. 5). The only positive outcome of the Korean war for Americans was the re-enforcing values and lessons taught. The US is a super power in the world, “our freedom and security depends on the freedom and security of others” (doc. 6b). With clear goals and values the US was able to win the Korean war but with a price to pay for its own nation.

In January of 1991 the Persian Gulf War began with air strikes from the United States onto Iraq. Five months previous, “Saddam Hussein started his cruel war against Kuwait” (doc. 7). After an oil embargo was put in place against the US and the invasions to helpless countries the US stepped in with clear and promising goals. The first was that “the legitimate government of Kuwait will be restored to its

rightful place" (doc. 7). With the belief that the U.S. could provide aid troops were sent into Iraq. As a result of the Persian Gulf War, women gained more status in the military. "The last of the laws restricting woman's service were lifted by the middle of the decade." (doc. 8a). Women's rights were increasing in the military as they were now allowed to become more involved, and more were joining in. But one serious effect came out from the war as well. PTSD or post traumatic stress disorder now effected a "range anywhere from almost 9% to approximately 24%" and was much higher than previous wars. (doc. 8b). With clear goals the U.S. came out of the Persian Gulf war with many consequences.

Under many circumstances wars are started and fought. The Korean war and the Persian Gulf war are both prime examples in showing how Americans are then effected by the war. Either positive or negative, consequences to wars do arise.

## Anchor Level 2-B

### **The response:**

- Minimally develops all aspects of the task for the Korean War and the Persian Gulf War
- Is primarily descriptive (*Korean War*: after World War II, tensions between USSR and United States continued to rise; when communists invaded Korea, the United States saw it as a threat to democracy; communist attack seen as a very real danger to security of all free nations; both sides claimed victory in an armed truce; final division of country no different; *Persian Gulf War*: goal of United States to restore legitimate government of Kuwait; women gained more status in military; more women joined; Post-Traumatic Stress Disorder much higher than in previous wars)
- Includes limited relevant information from documents 4, 5, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Korean War*: Cold War; 33,000 American lives lost; 105,000 Americans injured; *Persian Gulf War*: United States air strikes on Iraq; American troops sent into Iraq); includes inaccuracies (*Korean War*: believing in domino theory that if one nation falls to communism neighbors will as well; *Persian Gulf War*: oil embargo put in place against United States)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state wars have positive and negative effects on the United States

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion of both wars is dominated by relevant document information that is strung together. Without additional facts to connect and to explain the quoted material, the response lacks cohesion.

Throughout United States history, wars have been fought to protect national security and promote national interest. These wars and their outcomes have affected the U.S. as well as American society. Two wars that have had an affect on society was the Korean War from 1950-1953 as well as the Persian Gulf War in 1991. Both wars have violated a countries national security, as well as their society they live in.

During the Korean War from 1950-1953, South Korea's national security was threatened. South Korea was democratic, and North Korea was communist. Communism was on the rise during this time period in countries such as the Soviet Union and China. As Document 4 states, the attack on South Korea by North Korea prompted then President Harry Truman to issue a statement saying, "An act of aggression like this creates a real danger to the security of all free nations." This led to Congress declaring war on North Korea and sending in troops. Document 5 explains how tensions between the United States and Communist forces in Asia heightened because of the war going on in Korea. The United States forces invaded North Korea and that prompted China to get involved. This eventually led to about an estimated 1.5 million Americans killed or wounded. Also, the country divided at the 38th parallel. Document 6a briefly states that the U.S sent about 325,000 troops to Korea between 1950-1953. This war affected American society because of the massive amount of casualties sustained by American forces.

Another war that affected the United States and its society was the Persian Gulf War in 1991. Saddam Hussein and Iraq invaded the country of Kuwait because Iraq wanted to possess the oil reserves that

Kuwait owned. As Document 7 explains, the United States sent in air support because Kuwait was in the United Nations and if a nation got attacked, others were supposed to come and help. Also, the document states that our mission was to get Saddam and his forces to leave the nation of Kuwait and will be peaceful and cooperative. As Document 9 shows, the invasion of Kuwait by Iraqi forces in 1991 led to a decade long chain of events along with attempts to contain Saddam Hussein. This eventually led to the Iraq army being expelled and pushed out of Kuwait. President George H. W. Bush made a speech saying that the Iraqi's should "force Saddam Hussein the dictator to step aside." This affected American Society by sending air support to Kuwait.

In conclusion, wars have been fought throughout US history to protect national security of nations. The wars have affected the history and society of the United States in many ways. The Korean War from 1950-1953 prevented the spread of communism from North Korea, into South Korea. During the Gulf War in 1991, we aided Kuwait in helping to stop Iraq from taking over their natural resources. This affected America by showing we are willing and able to help weak nations in a time of crisis.

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## Anchor Level 2-C

### **The response:**

- Develops some aspects of the task for the Korean War and the Persian Gulf War
- Is primarily descriptive (*Korean War*: tensions between United States and communist forces in Asia heightened because of war; invasion of North Korea by United States forces prompted China to get involved; *Persian Gulf War*: United States sent in air support because Kuwait is in United Nations, and if a nation was attacked, others were supposed to come and help; led to a decade-long chain of events; Iraqi army expelled and pushed out of Kuwait); includes weak application (*Korean War*: South Korea democratic; *Persian Gulf War*: affected American society by sending air support to Kuwait)
- Includes limited relevant information from documents 4, 5, 6, 7, and 9
- Presents little relevant outside information (*Persian Gulf War*: Iraq wanted to possess Kuwait's oil reserves)
- Includes few relevant facts, examples, and details (*Korean War*: North Korea communist; President Truman; 38th parallel; United States sent about 325,000 troops to Korea between 1950 and 1953; *Persian Gulf War*: Saddam Hussein); includes inaccuracies (*Korean War*: Congress declared war on North Korea; communism on the rise in Soviet Union; estimated 1.5 million Americans killed; massive amount of casualties sustained by American force; *Persian Gulf War*: invasion of Kuwait by Iraqi forces in 1991)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. Document information about historical circumstances is strung together with brief explanations. However, the effects on American society are only briefly stated, and in some cases, inaccurate.

Throughout United States history, we have fought many wars with the intention of protecting other nations. These wars have both harmed and benefitted the United States in many ways.

One reason President William McKinley asked Congress to declare war was because he wanted to offer safety and security to citizens in Cuba. Another reason McKinley wanted to declare war was because he wanted to end horrible miseries in Cuba as well.

President George H.W. Bush began air strikes in Iraq in January of 1991 to help protect Kuwait from Saddam Hussein's forces. Kuwait was/is a member of the United Nations. In return of the start of the Persian Gulf war, Iraqis now strongly distrust America.

Because of the Spanish American war America lost too many men, too much money, and also America went from a provincial to a world power.

Many of the wars that the United States has been part of in history is in cause of the intention to protect other nations. This is both harmful and beneficial to the United States of America.

## Anchor Level 1-A

### **The response:**

- Minimally addresses some aspects of the task for the Spanish-American War and the Persian Gulf War
- Is descriptive (*Spanish-American War*: President McKinley wanted to offer safety and security to our citizens in Cuba; America lost too many men, too much money, and went from a provincial to a world power; *Persian Gulf War*: President George H.W. Bush wanted to help protect Kuwait from Saddam Hussein's forces); includes faulty application (*Persian Gulf War*: in return of the start of the Persian Gulf War, Iraqis now strongly distrust America)
- Includes minimal information from documents 1, 2, 3, 7, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Spanish-American War*: horrible miseries in Cuba; *Persian Gulf War*: began air strikes in Iraq in January 1991; Kuwait, a member of the United Nations)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state wars have both harmed and benefited the United States in many ways

**Conclusion:** Overall, the response fits the criteria for Level 1. A minimal understanding of the task is demonstrated by the use of single unexplained statements. Only one effect of the Persian Gulf War is stated and it reflects some confusion about document 9.

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

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Throughout the history of the United States, wars have been fought to protect National Security and Promote the national interest. These wars have affected the United States and American society in many different ways. Lets Examen this in the following essay.

One war that affected the United States Dramatically was the Korean War. As stated in Doc 4, the United States were concerned about the attacks on the Republic of Korea by the communist. It was a warning that there might be similar acts of aggression on them as well. Americans didn't take the chance of another attack occurring.

The after effects of the Korean war was a Disaster. As stated in Doc 5, 33,000 Americans Died and another 105,000 were wounded. The Americans officials Put their losses at Roughly 1.5 million men killed. This war made the U.S. strategic vision of Asia change and its Domestic Political equation had been greatly altered.

**Anchor Level 1-B****The response:**

- Minimally addresses all aspects of the task for the Korean War
- Is descriptive (*Korean War*: United States concerned about attacks on Republic of Korea by communists; a warning there might be similar attacks of aggression)
- Includes minimal information from documents 4 and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Korean War*: 33,000 Americans died; 105,000 Americans wounded); includes an inaccuracy (*Korean War*: American officials put their losses at roughly 1.5 million men killed)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Although only the Korean War is addressed, a limited understanding of that war is demonstrated. Relevant statements from the documents are chosen to address all aspects of the task.

Throughout United States' history, there have been wars fought to preserve freedoms and American interests. Two wars that played major roles in American foreign policies were the Korean War (1950-1953) and the Persian Gulf War (1991). Both wars impacted American society and American history.

The Korean War, first declared in 1950, was a war in the Korean Peninsula over the border between Communist North Korea and non-Communist South Korea. George Kennan's theory of containment and the domino-effect theory led to our involvement in that war to contain Communist forces and to preserve a non-Communist government in South Korea. Fighting occurred, mostly in South Korea by U.N. forces, mostly comprised of American soldiers. Under Douglas MacArthur, the tide of war shifted toward the American cause and to going above the initial border which eventually had the North Koreans backedpeddled up to China. China then became involved in the war pushing UN forces back and bringing the border down to the 38th parallel – where it was before. This fighting to roll back Communism, however, proved to be MacArthur's undoing but instrumental towards the American cause since it proved to Communist forces that the United States was willing to fight for its cause! to stop the spread of Communism. The Korean War has also had a lasting impact on foreign affairs; the security and freedom of the United States depend on the securities and freedoms of the rest of the world. This has helped produce the globalization of United States commitment, a foreign policy heavily dependent on United States engagement with the world, many overseas bases, and billions of dollars in military spending. Not everyone agreed with globalization and thought the

United States should scale back its involvement in world affairs. Containment itself was questioned after a long and unsuccessful war in Vietnam.

The oil reserves in the Middle East have always been central to United States foreign policy in that region. During the Cold War, the United States was concerned about communism spreading into the Middle East. At the end of the Cold War, the United States was concerned about the growing power of dictators such as Saddam Hussein whom we had helped when circumstances were different. The Persian Gulf war of 1991, much like the Korean War, was fought to preserve freedom. After an invasion by Saddam Hussein's forces of Iraq into Kuwait, President George H. W. Bush began airstriking Iraq. This war was fought to enhance the security and stability of the Gulf, a Middle-Eastern region vital to the American economy and to the world. This war ended prematurely, leading to continued violations of UN principles by Saddam Hussein who stayed in power. This unfinished business would require a second invasion by the United States in Iraq under George W. Bush. The Persian Gulf War led to the Iraq War which impacted the US, not only by increasing its Middle-Eastern military occupation, but also by causing more Islamic opposition to our presence. This opposition continues to impact United States foreign policy and American society. Americans who were part of the first Gulf War were impacted as well. Women were finally permitted on aircraft engaged in combat missions. Although this event was positive, there were also some negative effects such as the growing reported physical and mental health problems by veterans of the Persian Gulf War.

Despite George Washington's call to avoid political entanglements in his famous farewell address, the United States has sometimes found itself involved in conflicts with other nations. First associated with the superpower Great Britain, we as a country have advanced ourselves to superpower status. This status started to build in the late 1800s during a period of expansion and continued with events such as the fall of the Berlin wall. The Spanish American war of 1898 began a period of expansion that made the United States an imperial power, while our intervention in the Korean War of 1950 to 1953, ultimately led to our victory in the Cold War, according to President Clinton.

The Spanish American war began for a number of reasons and embroiled the United States in many debates surrounding its stance on ethical matters of freedom. Coming to the close of the 19th century, the US had entered a gilded age financed by powerful robber barons. Spain had been on the decline for many years and its control over its colonies was dwindling. As the Cubans revolted against Spanish control, both sides launched bloody campaigns against the other. Conditions in reconcentration camps led to a humanitarian crisis that could not be ignored especially when American newspapers started to publish exaggerated details of the situation. In his April 11, 1898 address to Congress, humanitarian aid was one of the main reasons President McKinley proposed a declaration of war against Spain (Doc. 1). Another reason was the belief that as a free country, it was our duty to aid those kept from their natural liberties. McKinley also mentioned the threat the problems between Spain and Cuba posed to American business, and that is one of the chief reasons for the

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**Document-Based Essay—Practice Paper – B**

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Spanish American War. With much money invested in Cuban sugar plantations, the U.S. intervened to repair the disruption of commerce. Newspapers also exaggerated the "destruction" of the U.S.S. Maine which blew up in Havana. Hundreds of United States sailors died and Spain was blamed. This event helped inflame public opinion and paved the way for U.S. intervention. In the end, the United States won the war against Spain, despite their being woefully unprepared for war with wool uniforms and contaminated canned food. But with the surrender of Spain, the U.S. acquired the Philippines, and refused to give them their independence. The U.S. became an imperial power almost overnight. Some Americans raised questions about whether the U.S. should do what was democratic and allow the Philippines to rule themselves. William Jennings Bryan argued that the faraway Philippines possessed their own customs that were entirely unrelated to ours and they were too different to be annexed. Also, as an anti-imperialist, he points out, how much money and military power would be needed to keep 8 million people subdued (Doc. 2b)? Some critics of expansion accused the U.S. of rejecting its own history and traditions and being instead governed by selfish ambition. The U.S. did keep the Philippines under their control by fighting a three-year war to do so. The Spanish American war promoted the U.S. to the position of an imperial power on the world stage with property 6000 miles away in Asia (Doc 2b). Also, the Spanish American war paved the way for a well known American – Teddy Roosevelt, who first became a Rough Rider war hero and then took office as McKinley's vice-president in 1900. As president he would come to strengthen the U.S.'s new position on the world's stage (Doc 3) with the building of the Panama Canal.

The Spanish American war had many causes and many effects.

With the looming threat of communism, the Korean war had many causes and greatly impacted the future United States. After WWII, the US and the Soviet Union became fierce adversaries with many social, political, and economic differences of opinion. What became dangerous about this rivalry was that in the 1950s each side possessed atomic weapons. The United States sought to contain the possible spread of communism and after the failure to keep China from falling to communism, the US saw Korea as an opportunity to prove that their policy of containment could work and stop communist aggression in Asia. As Truman said in his 1950 radio broadcast, the US feared communism threatening other free nations (Doc. 4). Under Soviet influence, communist North Korea invaded South Korea and the South Korean government knew the North was seeking to unite the two under communism. With the support of the United Nations Security Council, UN troops and the US, the South pushed North Korea back almost to the Chinese border. But with the support of the USSR and the intervention of the Chinese army, the North was successful in moving the division back to the 38th parallel. A war with limits in which a "draw" might be as good as you might get was not what Americans were used to. Truman's popularity dropped dramatically and ended any chance of his running for reelection in 1952. This rather costly war did not appear to accomplish much, as David Halberstom acknowledges in *The Coldest Winter: America and the Korean War*. However communism was contained to the North and it demonstrated that the UN would take action when a member nation was being threatened by aggression. The Korean War was a key event

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**Document-Based Essay—Practice Paper – B**

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in the cold war, a time in which the US and USSR came close to actual fighting and directly did so through proxies (Doc. 5). This war led to a continuation of the cold war. It would be years and many other events before the US's eventual victory in the cold war. We sent a clear message that the US would fight for freedom, as indicated by Bill Clinton in his 2000 remarks about the legacy of the Korean War (Doc. 6b). However, because Korea remains divided at the 38th parallel, the US still has troops stationed there to defend our democratic ally with whom we have close economic and political ties. North Korean threats of unification and animosity continue today and stand as a reminder of the many causes and effects of the Korean war.

The Spanish American War and the Korean War both presented new challenges, created new opportunities, and contributed to our status as a world power. There can be no turning back to the advice given by George Washington in his Farewell Address.

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Throughout the History of the United States, it has gotten involved in wars to support both its national securities agenda and its national interests. The society of America has been affected in different ways by these wars. The Spanish American war of 1898 was focused on national interests and changed Americans to a more imperialistic country. While the Korean war from 1950-1953 was fought for both national security and national self interests. The war was a factor in making America's society increasingly anti-communist.

America got involved in the Spanish-American war because of National interests. President McKinley did not want to go to war over Cuba but he believed "we owe it to our citizens in Cuba to afford them that protection of life and property which no government there can or will afford" (Doc 1). America needed to get involved in the war to protect it's citizens lives from dangers of the Cuban Rebellion. Then America would also want to get involved for economic national interests, such as the destruction of sugar plantations and other American investments by both sides in the fighting. High tariffs meant that America bought less sugar which in turn made the situation of the island worse. America had become an increasingly imperialistic nation and more involved in foreign affairs. Since they achieved manifest destiny all the way to California they were looking for other areas for national expansion. (Doc 2a) America transformed into a world power after the war when America decided to keep the Philippines and not give them independence. (Doc 3) Americans increasingly supported the idea of expanding America's international power and authority, with President Roosevelt sending our navy, the "great white fleet", around the world. America also had a thirst for

fulfilling a new “manifest destiny”. Some Americans wanted to spread its values and ideas to the less fortunate and take up the “White Man’s Burden” in territories such as the Philippines. The Spanish American war made Americans more nationalistic and helped give them the confidence they needed to do this. Unfortunately, it would be some time before America would give their new territories such as the Philippines their independence to be democratic nations on their own.

America became engaged in the Korean war for interests of both national security and national interest. America became involved to help stop the spread of communism to free nations which in turn would help keep America safer because there would be fewer communist countries and less influence and power for the Soviet Union. This policy was called containment, and it was endorsed through the Marshall Plan and the Truman doctrine with both economic and military backing. It seemed that as America pushed containment, the Soviet Union pushed communism. America would support free nations, such as South Korea who was opposing communist rule. Not trusting the Soviet Union, America believed they were behind many of the world’s trouble spots and there were probably more to come.

America’s domestic policy as the Korean war began drastically changed. (Doc 5) When North Korea attacked South Korea without warning, fears about communism made some people worry about America’s internal security. America became increasingly anti-communist as Americans started to worry about communists inside the government. The famous McCarthy hearings would be held as a response from fear of the infiltration of communists in the

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**Document-Based Essay—Practice Paper – C**

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government and would dominate the news. After the Korean war ended in a "draw", Americans were relieved that it was over and were tired of McCarthy. Another way in which American society was affected by the Korean war was that it led to intergration of the military. (Doc 6b) Returning African American vets were now determined to improve their rights. This would help pave the way for the civil rights movements of the 1950s and 1960s.

America throughout its history has gotten involved in wars for a variety of reasons and these wars have affected the society of the nation at that time. Wether it was the Spanish-American war to protect national interests such as economic gains or the Korean war to stop the spread of communism through the policy of containment. And wether it would be that the American society would increasingly become imperialistic, like it did after the Spanish-American war or somewhat more tolerant after the Korean war. America has for ever been shaped by the wars it has gotten involved in and will continue to be shaped with future wars to come.

Throughout the history of the United States, the country has been involved in different wars. These conflicts were entered both to protect national security and national interests, but affected the United States and American society in other ways as well. The effects of war on the United States can be seen clearly in the Spanish-American war and in the Korean war. Each of these affected the post-war society in the United States due to the conflict the country had been in.

The Spanish-American war was the result of long-standing tensions between the United States and Spain. The biggest focal point of these tensions was the island of Cuba, which was controlled by Spain in the years leading up to the war. Document 1 summarizes the three most significant grievances the United States had against the Spanish in Cuba. As McKinley says, they disapprove of the "barbarities, bloodshed, starvation and horrible miseries now existing there." That is, the brutal treatment of the Cuban people by the Spanish government. The American people wanted to help the Cubans overthrow their colonial rulers and gain independence, as the Americans had. McKinley also makes note of the necessity for the United States to protect its people living in Cuba. All of the violence there bred a very unsafe environment for American planters and businessmen residing in Cuba, and the U.S. government wanted to ensure their safety by seeking an end to the violence. Finally, American economic interests were in jeopardy. The U.S. traded with Cuba, as well as having institutions there such as plantations that brought in money, plantations that were put in danger by violence on the island. It was in American best interests to bring stability. Yellow journalism played a role as well. Newspapers wanted to print exciting news so

more people would read it, so they often stretched the truth. The media was hoping for a war, and printed news that made the public believe one was imminent, or that would make them call for one, such as reporting that the Spanish blew up the U.S.S. Maine. These factors combined to cause the United States to go to war with Spain.

The end of the Spanish-American war made apparent the effects it had on the United States. Document 2b shows one of those effects—the U.S. acquisition of the Philippines. America gained the Philippines, as well as other territories, in the treaty that ended the war. By acquiring foreign territory as Document 3 describes, the United States elevated itself to the status of a world power. It had soundly beaten the Spanish and had acquired and retained control of overseas holdings. The United States became a power in other parts of the world as well, such as with its construction of the Panama Canal not long after the end of the war. By forcing the Spanish out of the Americas, the United States not only again adopted expansionist policies, but it also set a precedent for intervention in Latin America, which would become increasingly common in the early 20th century. Theodore Roosevelt's encouraging the Panamanian Revolt against Columbia and strengthening the Monroe Doctrine made the United States an important regional power in the Western Hemisphere.

The Spanish-American War was not the only war which had effects on the United States—the Korean War did as well, although the circumstances leading to American entrance were different. Following World War II, the United States began to become concerned about the expansion of communism in the world, and so adopted a policy of containment, hoping to prevent its spread. The invasion of South

Korea by North Korea was communism threatening to spread, so the United States entered "containment mode," moving in with armed forces approved by the United Nations in order to prevent communism from taking over South Korea. Also, Document 4 describes the reaction of President Truman to the North Korean invasion in which he expresses his concerns over communist countries using force to further their cause. If the United States just let the North Koreans conquer the South, then it could set a precedent, leading to more communist conquests around the world. The United States had to move in to show that such aggression wouldn't be allowed in Asia anymore than it would be allowed in Europe.

At the closing of the Korean War, the conflict had wrought changes on the United States. One effect is described in Document 6b—the strengthening of the U.S. position in the Cold War. By stopping the advance of the North Koreans, the U.S. showed that it was serious in its policy of containment, and was willing and able to use military force to secure that policy. The U.S. response to Korea showed the Soviet Union that the U.S. was serious, and that any sort of aggressive action would be responded to in kind. Also mentioned in Document 6b is the fact that the end of the Korean war required the United States to keep troops at the 38th parallel, in order to keep the peace, and ensure the conflict doesn't start again. Document 5 tells of another effect. Due to Korea, the United States was forced to alter its foreign policy regarding communism. Now that it had been seen that communists were willing to use force the U.S. had to be prepared to fight, not just spend money. However, it also had to watch its step in Asia to avoid inciting a full-scale war with China. China had intervened when

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**Document-Based Essay—Practice Paper – D**

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General MacArthur attempted to take over all of North Korea. Wars have been fought throughout American history, in order to protect national security and further national interest. Wars, however, always have an effect on the United States—after they are finished, and the Spanish-American and Korean wars were no exceptions. The Spanish-American war brought America into the light as a global power while setting a precedent for intervention. The Korean War strengthened the US position in the Cold War, showing it was willing to use force to contain Communism, while also increasing tensions in Asia, especially with China.

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Throughout the history of the United States, wars have been fought to protect national security and promote national interest. These wars have affected the United States and American society in many ways. These wars include the Spanish-American War, the Korean War and the Persian Gulf War.

The United States became involved in the Korean War to stop the spread of communism. Communist leaders invaded the free South Korea in an attempt to take control. In document 4, Truman was afraid that this would lead to more communist countries attacking free nations. Truman believed in the domino theory, if one country fell to communism, more would follow. The Korean War had many effects on American society. In document 5, America and North Korea both believed they won the war. North and South Korea was now divided at the 38th parallel. The United States was not the same: its strategic vision of Asia had changed, and its domestic political equation had been greatly altered. The Korean War also had positive effects. In document 6, America had proven that they would fight for freedom. Another positive is that South Korea is still a democratic ally. These are the effects of the Korean War on America.

The Persian Gulf War also was started to help a weaker nation. Saddam Hussein and Iraq invaded neighboring country Kuwait. In document 7, Bush began airstrikes on Iraq in response to the invasion of Kuwait. America hoped that Iraq would pull out of Kuwait and go back to a neutral state. In document 8, the Persian Gulf War affected America in many ways. Women had proved themselves in the conflict and the law restricting women in the military had been lifted. It negatively affected veterans as many soldiers came home with post

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**Document-Based Essay—Practice Paper – E**

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traumatic stress disorder. Those are the ways the Persian Gulf war affected American society.

In conclusion, the United States have been involved in many conflicts to protect national security as well as other peoples rights. The war affected American security in many ways both negatively and positively. America is a stronger nation as a whole.

**Practice Paper A—Score Level 3****The response:**

- Develops all aspects of the task with some depth for the Korean War and the Persian Gulf War
- Is more descriptive than analytical (*Korean War*: proved to communist forces the United States was willing to fight to stop spread of communism; security and freedom of the United States depends on security and freedom of rest of world; *Persian Gulf War*: fought to enhance security and stability of the Gulf, a Middle Eastern region vital to American economy and world; unfinished business would require a second invasion by United States; increased United States Middle Eastern military occupation; women finally permitted on aircraft engaged in combat missions; growing physical and mental health problems reported by war veterans)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Korean War*: George Kennan’s theory of containment led to our involvement to contain communist forces; United Nations forces were mostly comprised of American soldiers; under Douglas MacArthur, tide of war shifted to American cause and to going above initial border; had North Koreans backpedaling to China; China pushed United Nations’ forces back; fighting to roll back communism proved to be MacArthur’s undoing; produced the globalization of United States commitments, a foreign policy dependent on United States engagement with world, many overseas bases, and billions of dollars in military spending; some thought United States should scale back its involvement in world affairs; containment questioned after war in Vietnam; *Persian Gulf War*: oil reserves in Middle East central to United States foreign policy in region; United States concerned about communism spreading into Middle East; United States concerned about growing power of dictators)
- Includes some relevant facts, examples, and details (*Korean War*: Korean peninsula; communist North Korea; noncommunist South Korea; 38th parallel; *Persian Gulf War*: Cold War; Saddam Hussein; George H. W. Bush; airstrikes against Iraq; Islamic opposition); includes an inaccuracy (*Korean War*: domino-effect theory led to our involvement in Korea)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The discussion of historical circumstances leading to United States involvement in both wars is framed by document information and relevant outside information. The treatment of effects for both wars produces some good conclusions; however, additional facts and details would have supported these conclusions.

## Practice Paper B—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Spanish-American War and the Korean War
- Is more analytical than descriptive (*Spanish-American War*: embroiled United States in many debates surrounding its stance on ethical matters of freedom; Spain’s control over its colonies was dwindling; some Americans raised questions about whether United States should do what was democratic and allow Philippines to rule themselves; Bryan argued that Philippines possessed own customs entirely unrelated to ours; promoted United States to position of an imperial power on the world stage; *Korean War*: after World War II, United States and Soviet Union were fierce adversaries; United States feared communism would threaten other free nations; South Korean government knew North seeking to unite the two under communism; costly war did not appear to accomplish much; war contained communism to North and demonstrated United Nations would take action when a member nation was threatened by aggression; United States eventual victory in the Cold War; sent a clear message that United States would fight for freedom)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Spanish-American War*: conditions in reconcentration camps could not be ignored; American newspapers published exaggerated details of situation; belief that our duty to aid those kept from their natural liberties; money invested in Cuban sugar plantations; United States kept Philippines under their control by fighting a three-year war; *Korean War*: after failure to keep China from falling to communism, United States saw Korea as opportunity to prove policy of containment could stop communist aggression in Asia; with support of United Nations and United States, South Korea pushed North Korea back almost to the Chinese border; with support of USSR and intervention of Chinese army, North Korea successful in moving division back to 38th parallel; Truman’s popularity dropped dramatically and ended any chance of his running for reelection; animosity and threats of unification still come from North Korea)
- Richly supports the theme with many relevant facts, examples, and details (*Spanish-American War*: President McKinley; USS *Maine*; hundreds of United States sailors died; property 6,000 miles away; Theodore Roosevelt; *Korean War*: contain spread of communism; war, a “draw”; President Clinton; United States troops still stationed in South Korea)
- Demonstrates a logical and clear plan of organization; includes an introduction that states despite Washington’s Farewell Address, the United States has sometimes found itself in conflicts and a conclusion that states there can be no turning back to this advice because of our world power status

**Conclusion:** Overall, the response fits the criteria for Level 5. Relevant outside information supports document information in the discussion of historical circumstances for both wars. A critical appraisal of the effects of each war demonstrates a good understanding of the task.

### Practice Paper C—Score Level 3

#### The response:

- Develops all aspects of the task with some depth for the Spanish-American War and the Korean War
- Is more descriptive than analytical (*Spanish-American War*: President McKinley did not want to go to war over Cuba but believed we owed it to our citizens in Cuba; America was transformed into a world power; America had a thirst for fulfilling a new manifest destiny; made Americans more nationalistic; *Korean War*: America’s society increasingly anti-communist; America became involved to help stop spread of communism to free nations; would help keep America safer because fewer communist countries and less influence and power for Soviet Union; America pushed containment as Soviet Union pushed communism; fears about spread of communism made some people worry about America’s internal security)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Spanish-American War*: America involved for economic national interests such as destruction of sugar plantations and other American investments; high tariffs meant America bought less sugar, which made situation on island worse; since Manifest Destiny achieved to California, America was looking for other areas for national expansion; America wanted to spread its values to the less fortunate and take up “White Man’s Burden” in territories such as Philippines; would be some time before America would give new territories their independence; *Korean War*: America did not trust Soviet Union and believed they were behind many of world’s trouble spots; McCarthy hearings held as a response from fear of infiltration of communists in government; war led to integration of military; helped pave way for civil rights movement of 1950s and 1960s)
- Includes some relevant facts, examples, and details (*Spanish-American War*: America decided to keep Philippines; *Korean War*: Marshall Plan; Truman Doctrine; ended in a draw; returning African American vets)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state effects of the Spanish-American War and the Korean War

**Conclusion:** Overall, the response fits the criteria for Level 3. An understanding of both wars is demonstrated through good historical references that are not supported by additional facts and details. The discussion of the outcome of both wars is strengthened by the inclusion of both short- and long-term effects.

## Practice Paper D—Score Level 4

### The response:

- Develops all aspects of the task for the Spanish-American War and the Korean War
- Is both descriptive and analytical (*Spanish-American War*: Americans wanted to help Cubans overthrow colonial rulers and gain independence; American economic interests in jeopardy; plantations in danger because of violence on the island; it was in America's best interest to bring stability; by acquiring foreign territory, United States elevated itself to status of a world power; United States not only adopted expansionist policies but also set a precedent for intervention in Latin America which was increasingly common in early 20th century; *Korean War*: United States moved into South Korea with armed forces approved by United Nations to prevent communism from moving into South Korea; if United States let North Koreans conquer South, it could set a precedent leading to more communist conquests; strengthened United States position in Cold War; United States showed it was serious about containment and willing to use military force to secure policy; Korea made United States alter its foreign policy; United States had to watch its step in Asia and not incite a full-scale war with China)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Spanish-American War*: plantations brought in money; yellow journalism played a role as newspapers wanted to print exciting news so truth was often stretched; media hoping for a war and printed news that made public believe war was imminent; newspapers reported Spanish blew up USS *Maine*; *Korean War*: United States adopted a policy of containment hoping to prevent spread of communism; United States had to show aggression was not allowed in Asia any more than it was allowed in Europe)
- Supports the theme with relevant facts, examples, and details (*Spanish-American War*: United States acquired Philippines; Panama Canal; Monroe Doctrine; *Korean War*: President Truman; United States troops at 38th parallel after war; General MacArthur)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that summarizes the effects of the Spanish-American War and the Korean War

**Conclusion:** Overall, the response fits the criteria for Level 4. Document information is used to frame the response and serves as support for outside historical references. Although insightful analytic statements indicate a good understanding of the issues surrounding each war, the response lacks the details needed for a higher score.

## Practice Paper E—Score Level 2

### The response:

- Minimally develops all aspects of the task for the Korean War and the Persian Gulf War
- Is primarily descriptive (*Korean War*: communist leaders invaded free South Korea in an attempt to take control; Truman afraid invasion would lead to more communist countries attacking free nations; America and North Korea both believed they had won war; America had proven they would fight for freedom; South Korea is still a democratic ally; *Persian Gulf War*: started to help a weaker nation; America hoped Iraq would pull out of Kuwait; women had proven themselves and law restricting women in military lifted; negatively affected veterans as many soldiers came home with Post-Traumatic Stress Disorder)
- Includes limited relevant information from documents 4, 5, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Korean War*: divided at 38th parallel; *Persian Gulf War*: Saddam Hussein; Bush began air strikes); includes an inaccuracy (*Korean War*: Truman believed in domino theory, which said if one country fell to communism more would follow)
- Demonstrates a general plan of organization; includes an introduction that copies the historical context and a conclusion that is slightly beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. A methodical presentation of document information is the basis of a discussion that demonstrates a basic understanding of the task. However, the discussion of the Persian Gulf War lacks supporting facts and details.

# United States History and Government Specifications June 2016

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Reform Movements; Civic Values; Citizenship; Places and Regions; Environment; Economic Systems	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Presidential Decisions and Actions; Foreign Policy; Places and Regions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

### *Notes:*

Part I and Part II scoring information is found in Volume 1 of the Rating Guide.

Part III scoring information is found in Volume 2 of the Rating Guide.

**The *Chart for Determining the Final Examination Score for the June 2016 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> 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 – June 2016**  
 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 6 and a total Part I and Part IIIA score of 44 would receive a final examination score of 80.

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	0	0	3	6	9	12	16	19	23	27	31	36
	1	1	4	7	10	13	17	21	25	29	33	37
	2	2	5	8	11	14	18	22	26	30	34	39
	3	3	6	9	12	16	19	23	27	31	36	40
	4	4	7	10	13	17	21	25	29	33	37	41
	5	5	8	11	14	18	22	26	30	34	39	43
	6	6	9	12	16	19	23	27	31	36	40	44
	7	7	10	13	17	21	25	29	33	37	41	46
	8	8	11	14	18	22	26	30	34	39	43	47
	9	9	12	16	19	23	27	31	36	40	44	49
	10	10	13	17	21	25	29	33	37	41	46	50
	11	11	14	18	22	26	30	34	39	43	47	52
	12	12	16	19	23	27	31	36	40	44	49	53
	13	13	17	21	25	29	33	37	41	46	50	55
	14	14	18	22	26	30	34	39	43	47	52	56
	15	16	19	23	27	31	36	40	44	49	53	57
	16	17	21	25	29	33	37	41	46	50	55	59
	17	18	22	26	30	34	39	43	47	52	56	60
	18	19	23	27	31	36	40	44	49	53	57	62
	19	21	25	29	33	37	41	46	50	55	59	63
	20	22	26	30	34	39	43	47	52	56	60	65
	21	23	27	31	36	40	44	49	53	57	62	66
	22	25	29	33	37	41	46	50	55	59	63	67
	23	26	30	34	39	43	47	52	56	60	65	68
	24	27	31	36	40	44	49	53	57	62	66	70
	25	29	33	37	41	46	50	55	59	63	67	71
	26	30	34	39	43	47	52	56	60	65	68	72
	27	31	36	40	44	49	53	57	62	66	70	74
	28	33	37	41	46	50	55	59	63	67	71	75
	29	34	39	43	47	52	56	60	65	68	72	76
	30	36	40	44	49	53	57	62	66	70	74	77
	31	37	41	46	50	55	59	63	67	71	75	78
	32	39	43	47	52	56	60	65	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	33	40	44	49	53	57	62	66	70	74	77	81
	34	41	46	50	55	59	63	67	71	75	78	82
	35	43	47	52	56	60	65	68	72	76	80	83
	36	44	49	53	57	62	66	70	74	77	81	84
	37	46	50	55	59	63	67	71	75	78	82	85
	38	47	52	56	60	65	68	72	76	80	83	86
	39	49	53	57	62	66	70	74	77	81	84	87
	40	50	55	59	63	67	71	75	78	82	85	88
	41	52	56	60	65	68	72	76	80	83	86	89
	42	53	57	62	66	70	74	77	81	84	87	90
	43	55	59	63	67	71	75	78	82	85	88	91
	44	56	60	65	68	72	76	80	83	86	89	92
	45	57	62	66	70	74	77	81	84	87	90	93
	46	59	63	67	71	75	78	82	85	88	91	94
	47	60	65	68	72	76	80	83	86	89	92	95
	48	62	66	70	74	77	81	84	87	90	93	96
	49	63	67	71	75	78	82	85	88	91	94	97
	50	65	68	72	76	80	83	86	89	92	95	97
	51	66	70	74	77	81	84	87	90	93	96	97
	52	67	71	75	78	82	85	88	91	94	97	98
	53	68	72	76	80	83	86	89	92	95	97	98
	54	70	74	77	81	84	87	90	93	96	97	98
	55	71	75	78	82	85	88	91	94	97	98	98
	56	72	76	80	83	86	89	92	95	97	98	98
	57	74	77	81	84	87	90	93	96	97	98	99
	58	75	78	82	85	88	91	94	97	98	98	99
	59	76	80	83	86	89	92	95	97	98	98	99
	60	77	81	84	87	90	93	96	97	98	99	99
	61	78	82	85	88	91	94	97	98	98	99	99
	62	80	83	86	89	92	95	97	98	98	99	99
	63	81	84	87	90	93	96	97	98	99	99	99
	64	82	85	88	91	94	97	98	98	99	99	100