

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Friday, August 17, 2018 — 8:30 to 11:30 a.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 The geography of the Atlantic Coastal Plain most influenced the southern economy during the period from 1620 to 1865 because it
 - (1) promoted a plantation system of agriculture
 - (2) led to diversified manufacturing
 - (3) encouraged development of the railroad industry
 - (4) resulted in widespread mining of coal
- 2 Which event during the Colonial Era most influenced the concept of freedom of the press?
 - (1) passage of the Navigation Acts
 - (2) trial of John Peter Zenger
 - (3) creation of the Albany Plan of Union
 - (4) establishment of the House of Burgesses
- 3 The social contract theory as applied to the Declaration of Independence most directly reflects the ideas of
 - (1) John Locke
 - (2) Thomas Hobbes
 - (3) Baron de Montesquieu
 - (4) Adam Smith
- 4 A principal reason for calling the Constitutional Convention of 1787 was to
 - (1) strengthen the central government
 - (2) settle land disputes with Canada
 - (3) increase the power of the states
 - (4) weaken the system of checks and balances
- 5 One reason Antifederalist governors of New York and Virginia opposed ratification of the United States Constitution was because it would
 - (1) force them to abandon western land claims
 - (2) weaken the powers of state governments
 - (3) strengthen slavery
 - (4) make the amendment process more difficult
- 6 Political parties, the president's cabinet, and national nominating conventions are considered examples of
 - (1) delegated powers
 - (2) separation of powers
 - (3) the elastic clause
 - (4) the unwritten constitution
- 7 Thomas Jefferson used a loose interpretation of the United States Constitution when he
 - (1) negotiated the purchase of the Louisiana Territory from France in 1803
 - (2) asked Congress to increase the size of the United States Navy
 - (3) ran for a second term as president
 - (4) opposed the reelection of John Adams in 1800
- 8 Between 1820 and 1850, Southern lawmakers consistently opposed protective tariffs because these tariffs
 - (1) decreased trade between the states
 - (2) harmed American shipping
 - (3) increased the cost of imports
 - (4) weakened national security
- 9 In the 1840s, westward expansion was justified by a belief in
 - (1) laissez-faire
 - (2) popular sovereignty
 - (3) cultural pluralism
 - (4) Manifest Destiny
- 10 Which reform movement is most closely associated with William Lloyd Garrison, Frederick Douglass, and Harriet Beecher Stowe?
 - (1) abolitionist
 - (2) labor
 - (3) Populist
 - (4) Progressive

Base your answers to questions 11 and 12 on the statements below and on your knowledge of social studies.

Speaker A: The political union created by the Constitution of the United States is not a temporary compact of the states but rather an unbreakable bond created by the people of the nation.

Speaker B: The reserved powers are clearly indicated and protected in both the original Constitution and in the 10th amendment of the Bill of Rights.

Speaker C: Liberty is best preserved in the hands of the government closest to the people. Union is desirable only if it preserves our liberty.

Speaker D: Nullification! Secession! What miserable words—words that threaten the continuance of both our liberty and our Union.

- 11 Which two speakers express the greatest support for the concept of States rights?
- (1) A and B
 - (2) A and D
 - (3) B and C
 - (4) C and D

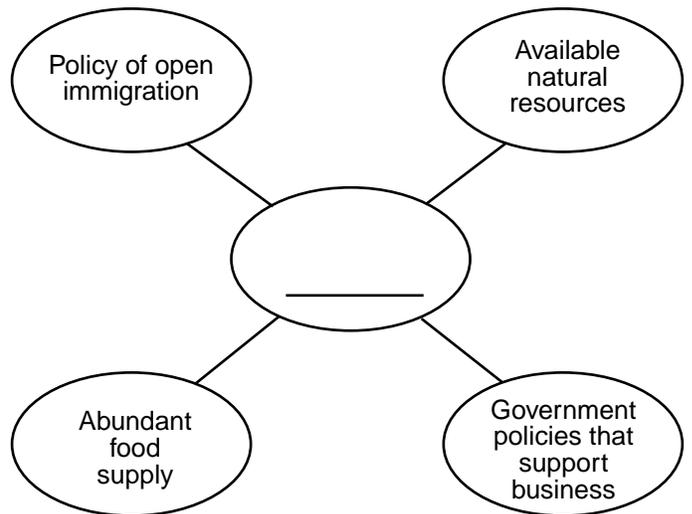
- 12 The political opinions expressed in these statements relate most directly to the start of which war?
- (1) Revolutionary War
 - (2) War of 1812
 - (3) Mexican-American War
 - (4) Civil War
-

- 13 Passage of the Kansas-Nebraska Act (1854) was criticized by Northern newspapers because it
- (1) limited settlement in those territories
 - (2) repealed the 36°30' line of the Missouri Compromise
 - (3) upheld the Supreme Court decision in *Gibbons v. Ogden*
 - (4) admitted Maine to the Union as a free state

- 14 After the Civil War, the most common occupations for freedmen were
- (1) sharecroppers and tenant farmers
 - (2) factory owners and teachers
 - (3) skilled artisans and mechanics
 - (4) miners and soldiers

- 15 Which geographic factor presented a major problem for settlers on the Great Plains?
- (1) limited rainfall
 - (2) dense forests
 - (3) mountainous terrain
 - (4) frequent flooding

Base your answer to question 16 on the graphic organizer below and on your knowledge of social studies.



- 16 Which title is most appropriate for this graphic organizer?
- (1) Rise of Labor Unions
 - (2) Innovations and Technology
 - (3) Vertical Integration of Business
 - (4) Factors Contributing to Industrialization
-

- 17 In the United States, third parties have been influential because they have often
- (1) outspent their political opponents
 - (2) provided the presidential candidate of the major parties
 - (3) suggested reforms later adopted by the two major parties
 - (4) elected majorities in both Congress and state legislatures
- 18 One purpose of the Chinese Exclusion Act (1882) was to
- (1) speed construction of the western railroads
 - (2) encourage settlement of the Pacific Coast
 - (3) expand the civil rights of immigrants
 - (4) protect the jobs of American workers
- 19 The Interstate Commerce Act of 1887 and the Sherman Antitrust Act of 1890 were passed by Congress to
- (1) help regulate the money supply
 - (2) promote investment in manufacturing
 - (3) control business practices that limited competition
 - (4) limit the hours of working women
- 20 Which demographic change resulted from the economic developments of the late 1800s?
- (1) an increase in African American migration from the North to the South
 - (2) an increase in the number of people living in urban areas
 - (3) a decrease in the number of immigrants coming to the United States
 - (4) a decrease in the number of factory workers in the Northeast
- 21 Between 1900 and 1930, United States relations with Latin America were characterized by repeated United States efforts to
- (1) encourage the redistribution of land to the poor
 - (2) deny economic aid to developing nations
 - (3) limit the influence of communist dictators
 - (4) control the internal affairs of many nations in the region
- 22 President Theodore Roosevelt earned a reputation as a trustbuster because he
- (1) favored the conservation of natural resources
 - (2) used court actions to break up business monopolies
 - (3) sided with labor unions against big business
 - (4) opposed the efforts of consumer advocates
- 23 One way in which Ida Tarbell, Upton Sinclair, and Jacob Riis were similar is that each sought to
- (1) end racial discrimination
 - (2) control illegal immigration
 - (3) limit government regulations
 - (4) expose economic and social abuses
- 24 The purpose of the initiative, referendum, and recall was to
- (1) eliminate the two-party system
 - (2) limit participation in state elections
 - (3) increase citizen influence in government
 - (4) strengthen the power of political machines

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

Bibb Mill No. 1, Macon, Ga.



Source: Lewis Hine, January 19, 1909

25 Which conclusion is most clearly supported by this photograph?

- (1) Textile manufacturing was not important to the national economy.
- (2) State and federal governments did not adequately regulate child labor.
- (3) American factories were less productive than factories in other countries.
- (4) Strict federal safety standards were enforced in factories across the nation.

26 During the 1920s, Congress established a quota system for immigration in order to

- (1) ensure that the United States would have enough factory workers
- (2) keep migrant workers out of the country
- (3) reduce immigration from southern and eastern Europe
- (4) assist refugees from war-torn countries

27 Which event is an example of nativism in the 1920s?

- (1) the trial of Sacco and Vanzetti
- (2) the verdict in the Scopes trial
- (3) the Teapot Dome scandal
- (4) the stock market crash

28 • They are suffering because they have little control over the prices for what they produce.

- They have worldwide competition.
- They have difficulty organizing to protect themselves.
- They pay high prices for capital goods.

Which group's economic situation in the 1920s is most accurately described in these statements?

- (1) farmers
- (2) railroad companies
- (3) manufacturers
- (4) factory workers

Base your answers to questions 29 and 30 on the cartoon below and on your knowledge of social studies.

“Yes, You Remembered Me”



Source: C. D. Batchelor, *New York Daily News*, October 11, 1936

- 29 The main idea of this political cartoon from the 1930s is that President Franklin D. Roosevelt
- (1) continued the laissez-faire policies of earlier presidents
 - (2) supported business over labor
 - (3) favored government ownership of major industries
 - (4) extended help to those in need
- 30 The New Deal attempted to carry out the theme of the cartoon by
- (1) restricting labor union membership
 - (2) loaning money to foreign countries
 - (3) funding many public works projects
 - (4) banning the sale of stocks and bonds
-

- 31 The defeat of President Franklin D. Roosevelt's "court packing" plan by Congress is an example of
- (1) federalism
 - (2) checks and balances
 - (3) due process
 - (4) the amendment process

Base your answer to question 32 on the excerpt from the letter below and on your knowledge of social studies.

... This new phenomenon [nuclear chain reaction] would also lead to the construction of bombs, and it is conceivable—though much less certain—that extremely powerful bombs of a new type may thus be constructed. . . .

Yours very truly,
Albert Einstein

— Letter to President Franklin D. Roosevelt from
Albert Einstein, August 2, 1939

- 32 The administration of President Franklin D. Roosevelt reacted to the information contained in this letter by
- (1) declaring war on the Axis powers
 - (2) creating the Manhattan Project
 - (3) proposing the Lend-Lease plan
 - (4) initiating the D-Day invasion of Europe
-
- 33 The internment of Japanese Americans during World War II primarily affected those Japanese Americans who lived
- (1) in the Ohio River valley
 - (2) along the Gulf Coast
 - (3) on the West Coast
 - (4) near the Rio Grande border with Mexico

- 34 After World War II, one important outcome of the passage of the Servicemen's Readjustment Act of 1944 (GI Bill) was that it
- (1) allowed women to serve in combat positions
 - (2) limited suburban growth
 - (3) provided funds for new military bases
 - (4) created educational and housing assistance for veterans
- 35 What was the primary reason for the creation of both the Truman Doctrine and the Marshall Plan?
- (1) to reward the Chinese for their role in the Allied victory over Japan
 - (2) the fear of Soviet communist expansion throughout Europe
 - (3) the need to support colonial independence movements in the developing world
 - (4) the protection of vital United States interests in Middle East oil fields
- 36 The United States responded to the Berlin blockade in 1948 by
- (1) boycotting German-made imports
 - (2) building the Berlin Wall
 - (3) stopping all traffic leaving Berlin
 - (4) airlifting food and supplies into Berlin
- 37 A major significance of the Korean War (1950–1953) is that for the first time
- (1) an atomic bomb was used in warfare
 - (2) Asian and United States troops fought against each other
 - (3) the United Nations used military force to oppose aggression
 - (4) the Soviet Union and the United States supported the same side

38 **“All Federal Employees Required to Take Loyalty Oath”
“Army-McCarthy Hearings Begin”
“Rosenbergs Convicted”**

These newspaper headlines from the decade following World War II are all connected to the

- (1) war crimes trials in Japan
- (2) passage of civil rights legislation in the United States
- (3) fear of communism in the United States
- (4) debate over economic aid to Europe

39 In 1962, President John F. Kennedy responded to the discovery of nuclear missiles in Cuba by

- (1) ordering a naval quarantine of Cuba
- (2) capturing strategic locations in Cuba
- (3) threatening to invade the Soviet Union
- (4) prohibiting travel to the southeastern United States

40 During the 1960s, the actions of Cesar Chavez led to improved conditions for

- (1) coal miners
- (2) migrant farm workers
- (3) autoworkers
- (4) health care workers

41 Which phrase best completes the heading of the partial outline below?

I. Native American Indian _____ A. Occupation of Alcatraz B. Wounded Knee (1973) C. Formation of American Indian Movement (AIM)
--

- (1) Protests Against the Vietnam War
- (2) Demands for Equality
- (3) Attempts to Culturally Assimilate
- (4) Support for the War on Poverty

42 Which document is the result of President Jimmy Carter’s efforts to increase stability in the Middle East?

- (1) Camp David Accords
- (2) Nuclear Test Ban Treaty
- (3) Panama Canal Treaty
- (4) Paris Peace Accords

43 What was the reason the Equal Rights Amendment did not become part of the United States Constitution?

- (1) President Ronald Reagan vetoed it.
- (2) Three-fourths of the states did not ratify it.
- (3) The National Organization for Women (NOW) did not support it.
- (4) The Supreme Court ruled it was unconstitutional.

44 Which combination of factors contributed most directly to the severe recession in the United States economy in 2008?

- (1) immigration restrictions and lack of skilled workers
- (2) cuts in defense spending and social welfare programs
- (3) excessive use of credit and bank speculation in the mortgage market
- (4) tight monetary policy and overregulation of banks

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



Source: Walt Handelsman, *Newsday*, April 26, 2006

- 45 The main idea of this cartoon is that public approval of the president in 2006 was directly linked to the
- (1) cost of gasoline in the United States
 - (2) success in stopping human rights abuses abroad
 - (3) ability to restrict the flow of illegal drugs
 - (4) amount of the budget surplus
-

Base your answer to question 46 on the cartoon below and on your knowledge of social studies.



Source: Jim Morin, *Miami Herald*, May 10, 2015

- 46 The main idea of this cartoon is that telephone surveillance by the National Security Administration (NSA)
- (1) has been troubled by technical difficulties
 - (2) violates some of the protections of the United States Constitution
 - (3) is legal because it protects the privacy of Internet users
 - (4) increases hacking of top-secret government information
-

47 The Alien and Sedition Acts of 1798 were similar to the Espionage and Sedition Acts passed during World War I because they both

- (1) provided for the draft of men into the military
- (2) gave the government greater control over the production of goods
- (3) tried to restrict criticism of and opposition to government policies
- (4) attempted to justify United States involvement in a foreign war

48 Which set of events in United States history is most closely associated with westward expansion?

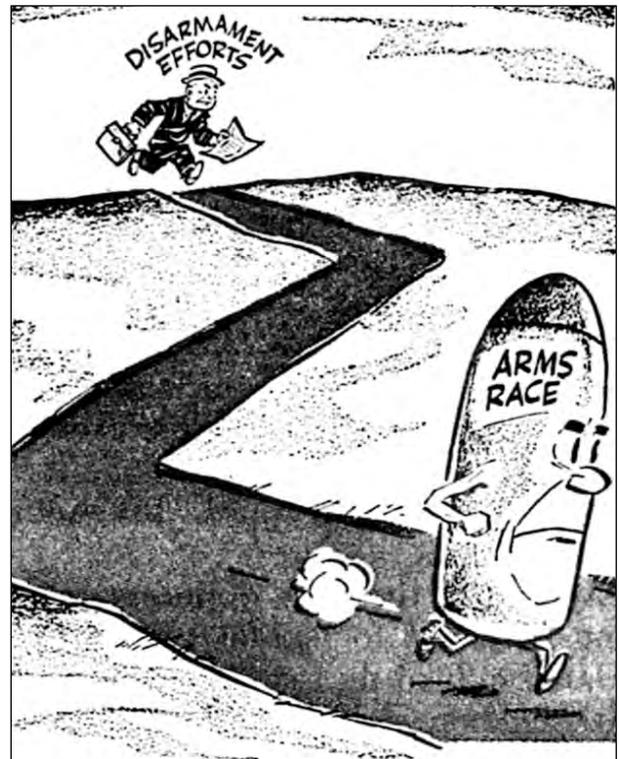
- (1) passage of the Indian Removal Act of 1830 and the Compromise of 1877
- (2) issuing the Emancipation Proclamation of 1863 and creation of the Federal Reserve System in 1913
- (3) passage of the Agricultural Adjustment Act of 1933 and creation of the Tennessee Valley Authority in 1933
- (4) passage of the Homestead Act of 1862 and opening of the transcontinental railroad in 1869

49 The National Association for the Advancement of Colored People (NAACP), the Congress of Racial Equality (CORE), and the Southern Christian Leadership Conference (SCLC) are all associated with which movement?

- | | |
|----------------|----------------------|
| (1) temperance | (3) civil rights |
| (2) abolition | (4) environmentalism |

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

Trying to Close the Gap



Source: Art Bimrose, *Portland Oregonian* (adapted)

50 Which action was an attempt to close the “gap” referred to in the cartoon?

- (1) signing the Yalta Agreement
- (2) passing the Gulf of Tonkin Resolution
- (3) proposing the Strategic Defense Initiative (SDI)
- (4) agreeing to the Strategic Arms Limitation Treaty (SALT)

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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) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **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: Supreme Court Decisions

The United States Supreme Court has issued decisions that have defined the constitutional rights of individuals and groups of people. These decisions by the Court have had a great impact on the nation.

Task:

Select **two** United States Supreme Court cases and for **each**

- Describe the historical circumstances surrounding the case
- Explain the Court’s decision
- Discuss the impact of the Court’s decision on the United States or on American society

You may use any appropriate Supreme Court case from your study of United States history. Some suggestions you might wish to consider include *Worcester v. Georgia* (1832), *Dred Scott v. Sanford* (1857), *Plessy v. Ferguson* (1896), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Engel v. Vitale* (1962), *Miranda v. Arizona* (1966), *Roe v. Wade* (1973), and *New Jersey v. T.L.O.* (1985).

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:

Under the Constitution, Congress has the power to support the armed forces and to declare war, but only the president is authorized to act as commander in chief. Throughout United States history, the president has used his power as commander in chief to respond to many foreign crises. These crises include the *Mexican-American War (1846–1848)* during the presidency of James K. Polk, the *Vietnam War (1964–1975)* during the presidency of Lyndon B. Johnson, and the *Persian Gulf War (1990–1991)* during the presidency of George H. W. Bush.

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* foreign crises listed in the historical context and for *each*

- Describe the historical circumstances that led to the crisis
- Explain an action taken by the president to respond to the crisis
- Discuss an effect of the president's action 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:

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

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



Source: Thomas A. Bailey et al., *The American Pageant*, Houghton Mifflin (adapted)

1 Based on the information provided by this map, state **one** cause of the conflict between the United States and Mexico in 1846. [1]

Score

Document 2

. . . In my message at the commencement of the present session I informed you that upon the earnest appeal both of the Congress and convention of Texas I had ordered an efficient military force to take a position “between the Nueces and the Del Norte [Rio Grande].” This had become necessary to meet a threatened invasion of Texas by the Mexican forces, for which extensive military preparations had been made. The invasion was threatened solely because Texas had determined, in accordance with a solemn resolution of the Congress of the United States [March 1, 1845], to annex herself to our Union, and under these circumstances it was plainly our duty to extend our protection over her citizens and soil. . . .

Source: President James K. Polk, *War Message*, May 11, 1846 (adapted)

2 Based on this document, what action did President James K. Polk take in 1846 regarding Texas? [1]

Score

Document 3a

. . . It was a peculiarity of nineteenth-century politics that more than a year elapsed between the election of a Congress and its initial meeting. The Thirtieth Congress, elected in 1846, assembled in December 1847 to confront the complex questions arising from the Mexican War. Although Democrats in the Senate outnumbered their opponents by almost two to one, the Whig party enjoyed a narrow margin in the House—the only time in his entire legislative career that Lincoln found himself in the majority. Both parties, however, were internally divided, especially on the question of the future expansion of slavery. In August 1846, just as the previous Congress drew to a close, Congressman David Wilmot of Pennsylvania had proposed an amendment to an appropriation bill requiring that slavery be prohibited in any territory acquired from Mexico. The Wilmot Proviso, which passed the House but failed in the Senate, split both parties along sectional lines and ushered in a new era in which the slavery issue moved to the center stage of American politics. . . .

Source: Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery*, W. W. Norton & Company, 2010

3a According to Eric Foner, what issue did the Wilmot Proviso attempt to address? [1]

Score

Document 3b

United States Acquisitions from Mexico, 1848



Source: *Historical Maps on File, Facts on File, 2002* (adapted)

3b Based on the information provided by this map, what was *one* effect of the Mexican-American War on the United States in 1848? [1]

Score

Document 4

WHY ARE WE IN VIET-NAM?

. . . Why are these realities our concern? Why are we in South Viet-Nam?

We are there because we have a promise to keep. Since 1954 every American President has offered support to the people of South Viet-Nam. We have helped to build, and we have helped to defend. Thus, over many years, we have made a national pledge to help South Viet-Nam defend its independence.

And I intend to keep that promise.

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

We are also there to strengthen world order. Around the globe, from Berlin to Thailand, are people whose well-being rests, in part, on the belief that they can count on us if they are attacked. To leave Viet-Nam to its fate would shake the confidence of all these people in the value of an American commitment and in the value of America's word. The result would be increased unrest and instability, and even wider war. . . .

Source: "Peace Without Conquest," President Lyndon B. Johnson,
Address at Johns Hopkins University, April 7, 1965

- 4 Based on this document, state **one** reason President Lyndon B. Johnson believed the United States should continue to assist South Vietnam. [1]

Score

Document 5a

. . . What are our goals in that war-strained land?

First, we intend to convince the Communists that we cannot be defeated by force of arms or by superior power. They are not easily convinced. In recent months they have greatly increased their fighting forces and their attacks and the number of incidents.

I have asked the Commanding General, General Westmoreland, what more he needs to meet this mounting aggression. He has told me. We will meet his needs.

I have today ordered to Viet-Nam the Air Mobile Division and certain other forces which will raise our fighting strength from 75,000 to 125,000 men almost immediately. Additional forces will be needed later, and they will be sent as requested.

This will make it necessary to increase our active fighting forces by raising the monthly draft call from 17,000 over a period of time to 35,000 per month, and for us to step up our campaign for voluntary enlistments. . . .

Source: President Lyndon B. Johnson, "Why We Are in Viet-Nam,"
News Conference, July 28, 1965 (adapted)

5a Based on this document, what was **one** action President Lyndon B. Johnson took in 1965 regarding Vietnam?
[1]

Score

Document 5b

Allied Troop Levels in Vietnam, 1959–1969

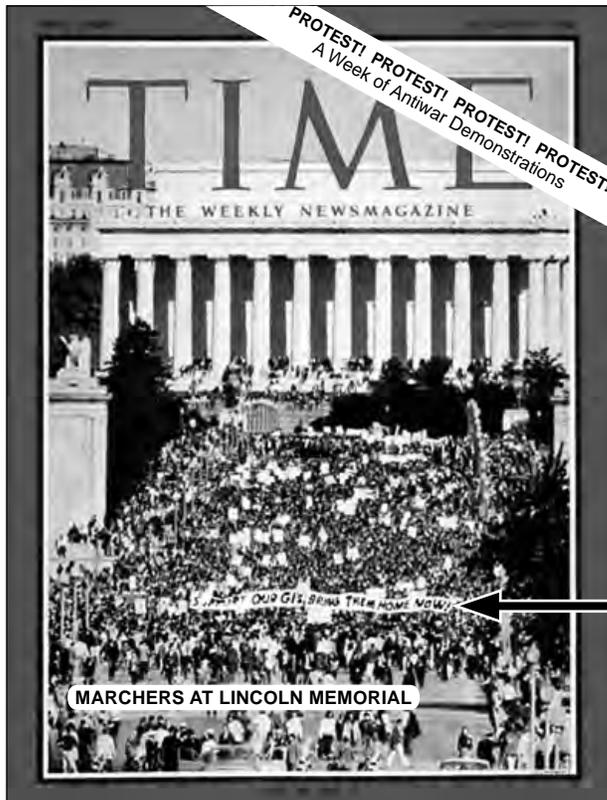
Year	United States	South Vietnam	Australia	Korea	New Zealand	Philippines	Thailand
1959	760	243,000	--	--	--	--	--
1960	900	243,000	--	--	--	--	--
1961	3,205	243,000	--	--	--	--	--
1962	11,300	243,000	--	--	--	--	--
1963	16,300	243,000	--	--	--	--	--
1964	23,300	514,000	198	200	30	20	--
1965	184,300	642,500	1,560	20,620	120	70	20
1966	385,300	735,900	4,530	25,570	160	2,060	240
1967	485,600	798,700	6,820	47,830	530	2,020	2,200
1968	536,100	820,000	7,660	50,000	520	1,580	6,000
1969	475,200	897,000	7,670	48,870	550	190	11,570

Source: Church Committee Report on Diem Coup–1963, Vietnam, War Statistics and Facts 1, 25thaviation.org (adapted)

5b Based on the information in this chart, what was **one** effect of the actions taken by President Lyndon B. Johnson in 1965? [1]

Score

Document 6a



“Support Our GIs, Bring Them Home Now!”

Source: *Time*, October 27, 1967 (adapted)

Document 6b

. . . With America’s sons in the fields far away, with America’s future under challenge right here at home, with our hopes and the world’s hopes for peace in the balance every day, I do not believe that I should devote an hour or a day of my time to any personal partisan causes or to any duties other than the awesome duties of this office—the Presidency of your country.

Accordingly, I shall not seek, and I will not accept, the nomination of my party for another term as your President. . . .

Source: President Lyndon B. Johnson, Address to the Nation Announcing Steps to Limit the War in Vietnam and Reporting His Decision Not to Seek Reelection, March 31, 1968

6 Based on these documents, state **two** effects of the Vietnam War on the United States. [2]

(1) _____

Score

(2) _____

Score

Document 7a

Iraq Deploys Troops Near Kuwait Border Amid Dispute on Oil

WASHINGTON, July 23 — American military officials are closely watching a new deployment of thousands of troops by Iraq along its border with Kuwait, where recent tensions appear to be escalating into a flaunting of strength by the two Persian Gulf countries, Pentagon officials said tonight. . . .

Source: *New York Times*, July 24, 1990

Document 7b

**IRAQ ARMY INVADES CAPITAL OF KUWAIT
IN FIERCE FIGHTING
EMERGENCY U.N. SESSION**

Casualties Are Called Heavy — Emir’s Palace Besieged as Explosions Jolt City

WASHINGTON, Thursday, August 2 — Iraqi troops crossed the Kuwait border today and penetrated deeply into the country and into Kuwait’s capital city, senior Administration officials said late Wednesday. . . .

Source: *New York Times*, August 2, 1990

Document 7c

Iraq’s Naked Aggression

Without warrant or warning, Iraq has struck brutally at tiny Kuwait, a brazen [bold] challenge to world law. Iraq stands condemned by a unanimous U.N. Security Council and major Western oil purchasers. President [George H. W.] Bush’s taste for bluntness stands him in good stead: “Naked aggression” is the correct term for President Saddam Hussein’s grab at a vulnerable, oil-rich neighbor. . . .

Source: *New York Times*, August 3, 1990

7 Based on these documents, what was **one** cause of the Persian Gulf War? [1]

Score

Document 8

Just 2 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 2d [1990] 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.

This military action, taken in accord with United Nations resolutions and with the consent of the United States Congress, follows months of constant and virtually endless diplomatic activity on the part of the United Nations, the United States, and many, many other countries. Arab leaders sought what became known as an Arab solution, only to conclude that Saddam Hussein was unwilling to leave Kuwait. Others traveled to Baghdad in a variety of efforts to restore peace and justice. Our Secretary of State, James Baker, held an historic meeting in Geneva, only to be totally rebuffed. This past weekend, in a last-ditch effort, the Secretary-General of the United Nations went to the Middle East with peace in his heart—his second such mission. And he came back from Baghdad with no progress at all in getting Saddam Hussein to withdraw from Kuwait.

Now the 28 countries with forces in the Gulf area have exhausted all reasonable efforts to reach a peaceful resolution—have no choice but to drive Saddam from Kuwait by force. We will not fail. . . .



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

8 Based on this document, what was **one** action taken by President George H. W. Bush in response to Iraq's 1990 invasion of Kuwait? [1]

Score

Document 9a

NEWS of success in the ground war has sent America's hardcore peace activists into retreat and prompted citizens from coast to coast to proclaim that, after two decades, the country is finally purging the "Vietnam syndrome".

While families of servicemen waited anxiously, a sense of pride sometimes approaching glee infused the talk on the streets and on the air waves all day on Sunday and early yesterday. Again and again, people voiced the same view: after all the sneering and humiliation of recent years, America has proved it has the will and the might to fight and win a war. . . .

Spot opinion polls yesterday showed that well over 80 per cent of the population supported President Bush's decision to launch the ground war, and 75 per cent believed they should keep fighting until President Saddam Hussein is removed.

Commentators and historians are pointing out that Iraq is reaping all the anger pent up through years of humiliation since the debacle and retreat from Vietnam in the early 1970s. USA Today, the popular national newspaper, said the ground war "held the promise of completion, a chance to get past the anguish of Vietnam, and this time to do it right". . . .

Source: *The Times*, London, February 26, 1991

Document 9b

. . . Tonight the Kuwaiti flag once again flies above the capital of a free and sovereign nation. And the American flag flies above our Embassy.

Seven months ago, America and the world drew a line in the sand. We declared that the aggression against Kuwait would not stand. And tonight, America and the world have kept their word.

This is not a time of euphoria, certainly not a time to gloat. But it is a time of pride: pride in our troops; pride in the friends who stood with us in the crisis; pride in our nation and the people whose strength and resolve made victory quick, decisive, and just. And soon we will open wide our arms to welcome back home to America our magnificent fighting forces. . . .

Source: President George H. W. Bush, Address to the Nation on the Suspension of Allied Offensive Combat Operations in the Persian Gulf, February 27, 1991

9 Based on these documents, what were **two** effects of the Persian Gulf War on the United States? [2]

(1) _____

Score

(2) _____

Score

Part B

Essay

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

Historical Context:

Under the Constitution, Congress has the power to support the armed forces and to declare war, but only the president is authorized to act as commander in chief. Throughout United States history, the president has used his power as commander in chief to respond to many foreign crises. These crises include the ***Mexican-American War (1846–1848)*** during the presidency of James K. Polk, the ***Vietnam War (1964–1975)*** during the presidency of Lyndon B. Johnson, and the ***Persian Gulf War (1990–1991)*** during the presidency of George H. W. Bush.

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

Select ***two*** foreign crises listed in the historical context and for ***each***

- Describe the historical circumstances that led to the crisis
- Explain an action taken by the president to respond to the crisis
- Discuss an effect of the president’s action 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

FOR TEACHERS ONLY

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

UNITED STATES HISTORY AND GOVERNMENT

Friday, August 17, 2018 — 8:30 to 11:30 a.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 1	13 2	26 3	39 1
2 2	14 1	27 1	40 2
3 1	15 1	28 1	41 2
4 1	16 4	29 4	42 1
5 2	17 3	30 3	43 2
6 4	18 4	31 2	44 3
7 1	19 3	32 2	45 1
8 3	20 2	33 3	46 2
9 4	21 4	34 4	47 3
10 1	22 2	35 2	48 4
11 3	23 4	36 4	49 3
12 4	24 3	37 3	50 4
	25 2	38 3	

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 Examination in 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
August 2018

Theme: Supreme Court Decisions

The United States Supreme Court has issued decisions that have defined the constitutional rights of individuals and groups of people. These decisions by the Court have had a great impact on the nation.

Task: Select *two* United States Supreme Court cases and for *each*

- Describe the historical circumstances surrounding the case
- Explain the Court’s decision
- Discuss the impact of the Court’s decision on the United States or on American society

You may use any appropriate Supreme Court case from your study of United States history. Some suggestions you might wish to consider include *Worcester v. Georgia* (1832), *Dred Scott v. Sanford* (1857), *Plessy v. Ferguson* (1896), *Korematsu v. United States* (1944), *Brown v. Board of Education of Topeka* (1954), *Engel v. Vitale* (1962), *Miranda v. Arizona* (1966), *Roe v. Wade* (1973), and *New Jersey v. T.L.O.* (1985).

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (for *each* of *two* Supreme Court cases, discussing the historical circumstances surrounding the case, the decision in the case, and the impact of the decision on the United States or on American society).
2. The historical circumstances surrounding each case may describe either the narrower facts of the particular case or the wider issues of the time period leading up to the case, or a combination of both.
3. The impact of the Court’s decision on the United States may be immediate or long term.
4. The response may discuss the impact of the Supreme Court’s decision from any perspective as long as the position taken is supported by accurate facts and examples.
5. If related cases such as *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka* are chosen, one may be used to discuss the other as long as the response includes additional distinct and separate information for each.
6. If cases with similar issues are chosen, the discussion of their impact may share a general theme, but the discussion must include separate and distinct information for each, e.g., *Gideon v. Wainwright* and *Miranda v. Arizona* both expanded the rights of accused criminals but *Gideon* mandated that counsel be provided to indigent defendants and *Miranda* mandated that suspects be informed of their rights before interrogation.
7. If more than two Supreme Court decisions are discussed, only the first two decisions may be scored.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances surrounding **each** of **two** Supreme Court cases, the decision in **each** case, and the impact of **each** decision on the United States or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Plessy v. Ferguson*: connects the end of Reconstruction, the triumph of Redeemers in the South, and the enactment of Jim Crow laws that ensured white supremacy to the Supreme Court’s decision that established the doctrine of “separate but equal” by ruling that segregated railway cars did not violate “equal protection of the law,” thus legitimizing segregation in public facilities, perpetuating racism, and affirming the second-class status of African Americans; *Brown v. Board of Education of Topeka*: connects “separate but equal” southern schools, the disparity in the education of African American students, and post–World War II activism to the Supreme Court’s decision that overturned “separate but equal” in public schools, citing their inherent inequality and energizing the civil rights movement by initiating federal action to force the integration of schools and other public facilities
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Plessy v. Ferguson*: 14th amendment; withdrawal of federal troops; mixed race; Louisiana; “Colored Only” signs; inferior bathrooms, drinking fountains, schools; Ku Klux Klan; lynching; Booker T. Washington’s Atlanta Compromise; policy upheld until mid–20th century civil rights movement; *Brown v. Board of Education of Topeka*: Jim Crow laws; NAACP; Thurgood Marshall; Chief Justice Earl Warren; judicial activism; unanimous decision; 14th amendment; psychological effects of segregation; “with all deliberate speed”; President Eisenhower; troops to Little Rock, Arkansas; 1964 Civil Rights Act; *Heart of Atlanta Hotel v. United States*; busing to achieve racial balance; de facto vs. de jure segregation; President Barack Obama
- 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 all aspects of the task for one Supreme Court case more thoroughly than the second Supreme Court case *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., *Plessy v. Ferguson*: discusses how the end of Reconstruction led Southern states to enact Jim Crow laws that segregated African Americans, how the Supreme Court decision upheld the constitutionality of segregated railway cars as “separate but equal,” and how the ruling relegated African Americans to inferior facilities and kept them as second-class citizens; *Brown v. Board of Education*: discusses how the “separate but equal” doctrine kept African American children in segregated and inferior schools throughout the South, how the Supreme Court ruled that racial separation in schools was unconstitutional and harmful to minority students, and how the decision led to further federal action to desegregate schools and to the civil rights movement
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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 United States Supreme Court, the highest authority in our nation's judicial branch of government, has played a quiet but decisive role in the legal history of the republic. Ever since the affirmative expansion of the Supreme Court to render a judicial review of legislation in the groundbreaking *Marbury v Madison* case in 1803, the justices of the Supreme Court have issued significant decisions defining the rights of the individual or groups in society. This idea is exemplified by *Worcester v Georgia* in 1832 and *Plessy v Ferguson* in 1896, both concerning the rights of minority groups in American history.

Beginning in the early 1800s, the United States government began a policy of Indian resettlement. The government, after the acquisition of the Louisiana Territory from France, actively tried to remove the Native Americans that had originally inhabited what became the eastern United States. This led to conflict between the Native Americans and the fledgling American republic. Wars and insurrections were fought between these parties, such as in the War of 1812 and the Seminole War. However, the Cherokee tribe, a mostly modern Native American tribe dwelling in Georgia, was different. The Cherokee had adopted many European customs and manners, appearing much like "civilized" whites and had a society similar to American society. When the state of Georgia during Andrew Jackson's presidency, tried to pass laws controlling the Cherokees on their lands, the Cherokee responded by taking the issue to court. In the landmark case, *Worcester v Georgia*, Chief Justice John Marshall declared that states have no power to make laws interfering with treaties between the Cherokees and the United States. Georgia, with Jackson's

encouragement, had violated a treaty with Cherokee leaders. The court decided that the Native American tribes were independent nations in their own right and should be treated fairly with diplomacy. One of the primary reasons for Marshall's decision was that he, a pro Federalist, wanted to promote a strong federal government over the states. He therefore opposed Georgia's actions toward the Cherokee because the Cherokee were under federal, not state rule. This victory was significant for it had been the first time the Native Americans had "a man in the fight" against American citizens, recognizing the Native tribes as nations. However, Andrew Jackson responded to this decision by ignoring the Supreme Court and Jackson's successor sent soldiers to Georgia forcefully removing the Cherokee to Indian territory (Oklahoma). In this famous march known as the "trail of tears" thousands of Cherokee died of hunger or hypothermia. In the long term, despite ruling in favor of the Native Americans, the inability of the Court to stop the President, allowed the United States government to continue its expansion policy in the West, making it a de facto right for the government to order the Native Americans off tribal holdings, leading to the eventual placement of Native Americans to reservations.

In the aftermath of the American Civil War, the United States federal government, with the 13th, 14th and 15th amendment abolished slavery and gave African Americans the right to vote and United States citizenship. In the eyes of the law, they were equal in rights to a white man. However, the people in the South actively refuted the changes by instituting white supremacy laws targeting African Americans, like those limiting their ability to vote via tests. African

Americans were kept from integrating into white society by visits from the Ku Klux Klan and by laws segregating African American facilities from white facilities, known as Jim Crow laws. The issue arose over the practice of Jim Crow laws on railroad cars in *Plessy v Ferguson* in 1896. The ultimate decision of the case, ignited the racial tensions in the American South over the policy of segregation and the Constitution. The court ruled separate but equal did not violate the 14th amendment despite their being isolated from white society. The court decided that laws to segregate the races were a reasonable use of state power. This was negative in the long term for African Americans because it limited them to inferior facilities and made them second class citizens. Although the ruling in *Plessy v Ferguson* was overturned regarding public schools by the 1954 *Brown v Board of Education of Topeka, Kansas*, the damage to African Americans rights in the south left its mark on history by validating discrimination. The government has done little to address defacto segregation and the legacy of racism still troubles the country.

The Supreme Court plays a major role in influencing society through their decisions. *Worcester v Georgia* showed the inability of the court to stop President Jackson's policy on Native Americans while *Plessy v Ferguson* upheld racism in the South and delayed civil rights.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for *Worcester v. Georgia* and for *Plessy v. Ferguson*
- Is more analytical than descriptive (*Worcester*: in the early 1800s, the United States government began a policy of Indian resettlement; the Cherokee had adopted many European customs and manners, appearing much like “civilized” whites and had a society similar to American society; when the state of Georgia, during Andrew Jackson’s presidency, tried to pass laws controlling the Cherokees on their lands, the Cherokee responded by taking the issue to court; Chief Justice John Marshall declared that states have no power to make laws interfering with treaties between the Cherokees and the United States; Court decided that the Native American tribes were independent nations in their own right and should be treated fairly; Jackson responded to this decision by ignoring the Supreme Court and Jackson’s successor sent soldiers to Georgia, forcefully removing the Cherokee to Indian territory; in this famous march, known as the Trail of Tears, thousands of Cherokee died of hunger or hypothermia; allowed the United States government to continue its expansion policy in the West, making it a de facto right for the government to order the Native Americans off tribal holdings, leading to the eventual placement of Native Americans to reservations; *Plessy*: in the eyes of the law they were equal in rights to a white man; people in the South actively refuted the changes by instituting white supremacy laws targeting African Americans; kept from integrating into white society by visits from the Ku Klux Klan and by laws segregating African American facilities from white facilities; Court ruled “separate but equal” did not violate the 14th amendment despite their being isolated from white society; Court decided that laws to segregate the races were a reasonable use of state power; limited them to inferior facilities and made them second-class citizens; although the ruling in *Plessy v. Ferguson* was overturned regarding public schools by the 1954 *Brown v. Board of Education of Topeka, Kansas*, the damage to African American rights in the South left its mark on history by validating discrimination; government has done little to address de facto segregation and the legacy of racism still troubles the country)
- Richly supports the theme with many relevant facts, examples, and details (*Worcester*: Louisiana Territory; fledgling American republic; Seminole War; violated a treaty; pro-Federalist; “a man in the fight”; Oklahoma; *Plessy*: 13th, 14th, and 15th amendments; abolished slavery; right to vote; citizenship; Jim Crow laws; railroad cars)
- Demonstrates a logical and clear plan of organization; includes an introduction that connects the decisions to the precedent of judicial review in *Marbury v. Madison*, and a conclusion that reviews the negative effects of both decisions

Conclusion: Overall, the response fits the criteria for Level 5. The response is well developed and analytical, recognizing the complexities of federal and state relationships and the devastating impact of each decision on two specific minorities.

The decisions of the United States Supreme Court are not frequent, but are extremely influential when they occur. Often, the Supreme Court's decisions define the stance of the nation, and the direction the country is moving in. Two examples of Supreme Court decisions that changed the status of African Americans are *Plessy v. Ferguson* in 1896, and *Brown v. Board of Education of Topeka* in 1954.

Plessy v. Ferguson was a Supreme Court decision made shortly after the period of the Reconstruction of the South. After having lost the Civil War, the South was suffering economically, politically, and socially. Many Southerners blamed their troubles on the blacks, who were now free. "Redeemers" in the Southern states enacted various restrictions and laws to stop blacks from obtaining the civil rights promised to them in the 13th, 14th, and 15th amendments and to keep them in a state of continual suppression. *Plessy v. Ferguson* began with an attempt by a black man, Homer Plessy, to protest the segregation of public facilities, by boarding a whites only railroad car in Louisiana. However the court upheld the South's Jim Crow laws, stating that there could be segregated railroad cars because they were "seperate but equal". The justices claimed that equal protection in the 14th amendment did not mean that facilities must be the same for the races. This effectively set the standard for the next half a century in the south, perpetuating segregation and racial inferiority. Jim Crow laws gained power after the decision and black public facilities deteriorated.

As the black facilities degraded, so did the social power of African Americans. With a lack of education and dangers such as the KKK lynchings of politically active blacks, there was little chance for

improvement. A nearly unanimous Supreme Court had conferred second class citizenship on a whole race of Americans. One institution that suffered dire consequences of segregation was schools in the South. Black schools were severely underfunded, and did not have the same resources as their white counterparts. Eventually a case was brought to the Supreme Court by five black families. One family included Linda Brown, who was forced to walk five miles to a black school, when there was a good white school nearby. The NAACP and attorney Thurgood Marshall chose Linda Brown's case out of many to protest Jim Crow schools. The Supreme Court under Activist judge Earl Warren, ruled in favor of Brown, effectively overturning the Plessy v. Ferguson decision. Warren stated that "seperate but equal" was inherently unequal, and the other justices unanimously agreed that the 14th amendment was violated. This eliminated the legal use of segregated schools in the south, if not the defacto practice even though the justices had mandated that schools must be integrated "with all deliberate speed". The NAACP had won its greatest victory and the Brown decision became a catalyst for a new level of progress in the civil rights movement as segregation was outlawed and Jim Crow laws weakened. During the 1960s black political activists used a variety of methods to finally achieve the rights promised during Reconstruction. What the Brown decision did for public schools, the 1964 Civil Rights Act did for all public facilities in the nation. This was followed the next year by the Voting Rights Act, which finally restored the vote that had been promised by the 15th amendment.

These two decisions made by the Supreme Court on nearly similiar issues demonstrate just how powerful the decisions are. The decisions

changed the entire culture of the South and blacks' lives. These are just two examples of the way Supreme Court decisions influence society.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for *Plessy v. Ferguson* and for *Brown v. Board of Education of Topeka*
- Is more analytical than descriptive (*Plessy*: many Southerners blamed their troubles on blacks, who were now free; Redeemers in the Southern states enacted various restrictions and laws to stop blacks from obtaining the civil rights promised to them in the 13th, 14th, and 15th amendments; began with an attempt by a black man, Homer Plessy, to protest the segregation of public facilities by boarding a whites-only railroad car in Louisiana; Court upheld the South's Jim Crow laws, stating that there could be segregated railroad cars because they were "separate but equal"; the justices claimed that equal protection in the 14th amendment did not mean that facilities must be the same for the races; set the standard for the next half century in the South, perpetuating segregation and racial inferiority; Jim Crow laws gained power after the decision and black public facilities deteriorated; Court had conferred second-class citizenship on a whole race of Americans; *Brown*: one institution that suffered dire consequences of segregation was schools in the South; black schools were severely underfunded and did not have the same resources as their white counterparts; NAACP and attorney Thurgood Marshall chose Linda Brown's case out of many to protest Jim Crow schools; Court, under activist Justice Earl Warren, ruled in favor of Brown, effectively overturning the *Plessy v. Ferguson* decision; Warren stated that "separate but equal" was inherently unequal and the other justices unanimously agreed that the 14th amendment was violated; NAACP had won its greatest victory and the *Brown* decision became a catalyst for a new level of progress in the civil rights movement; during the 1960s black political activists used a variety of methods to finally achieve the rights promised during Reconstruction; what the *Brown* decision did for public schools, the 1964 Civil Rights Act did for all public facilities in the nation)
- Richly supports the theme with many relevant facts, examples, and details (*Plessy*: Reconstruction; lost the Civil War; South was suffering; lack of education; Ku Klux Klan; lynchings; politically active blacks; *Brown*: a black school; de facto practice; "all deliberate speed"; Jim Crow laws weakened; Voting Rights Act)
- Demonstrates a logical and clear plan of organization; includes an introduction that states while Supreme Court decisions are not frequent, they are influential, and a conclusion that emphasizes that the decisions changed the entire culture of the South and the lives of African Americans

Conclusion: Overall, the response fits the criteria for Level 5. The response uses strong analysis of Jim Crow legislation to discuss and connect the cases while including separate and distinct information for each.

The supreme court's rulings impact society, and the roles of it's members. Throughout time, rights have been taken away, or expanded as a result of their decisions. This limitation and expansion of the rights of individuals, in this case Black Americans, is made evident in "Plessy vs. Furgessen" and "Brown v. Board of Education of Topeka".

Post civil war, blacks were now free and equal, at least under law, to the white man, and the main goal of Blacks in the time period was to be assimilated into mainstream culture. However, harsh restrictions were quickly imposed on the lives of blacks including voting limitations and strict segregation.

Plessy vs. Fergessen coined the phrase "seperate but equal" after a Black man was prohibited from riding in a white-only train car. The majority ruled that legal separation did not violate the equal protection clause of the fourteenth amendment. This decision was detrimental to the already crumbling opportunities for blacks of the time. However, the "separate but equal" notion only filled one half of the bargain: separate. Blacks were seperate from whites in every aspect. For every white school there was a black school. For every white bathroom, there was a black bathroom, but the "colored" facility was always inferior in quality, funding and structure. This lead to the widespread belief that blacks were still inferior members of society and to the growing idea of "white supremacy" maintained by the KKK, resuscitated by "Birth of a Nation", and ensured by the practice of lynching.

The ruling in "Plessy vs. Fergessen" was heartbreaking to all the members of the black community, but there was light at the end of the

tunnel. In 1954, the decision was challenged by the Supreme Court decision in "Brown vs. Board of Education of Topeka" which established the concept that "seperate but equal" was not equal as proved by differentials in school funding for white and "colored" schools. The whole Court agreed that separate schools created a sense of inferiority and ordered an end to segregation with all deliberate speed. This decision was the hope blacks were waiting for, and sparked the beginning of a decade of civil rights activism. In 1957, the Little Rock nine were turned away from a school in Little Rock, Arkansas, and were only allowed admission by Eisenhower's use of the military to enforce the Brown decision. In the 1960's, groups such as the SCLC and the SNCC organized protests and sit-ins to preach civil equality, eventually achieved by the Civil Rights act of 1964 and the Voting Rights act of 1965.

Henceforth, supreme court decisions influence individual groups of society greatly. There is not a question about the fact that the decisions in Plessy vs. Fergessen and Brown vs. Board of Ed. influenced the lives of blacks forever.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so unevenly by discussing *Plessy v. Ferguson* more thoroughly than *Brown v. Board of Education of Topeka*
- Is both descriptive and analytical (*Plessy*: blacks were now free and equal, at least under law, to the white man; harsh restrictions were quickly imposed on the lives of blacks, including voting limitations and strict segregation; coined the phrase “separate but equal” after a black man was prohibited from riding in a whites-only train car; majority ruled that legal separation did not violate the equal protection clause of the 14th amendment; decision was detrimental to the already crumbling opportunities for blacks; “separate but equal” notion only filled one half of the bargain: separate; “colored” facility was always inferior in quality, funding, and structure; led to the widespread belief that blacks were still inferior members of society and to the growing idea of white supremacy; *Brown*: established the concept that “separate but equal” was not equal as proved by differentials in school funding for white and “colored” schools; whole Court agreed that separate schools created a sense of inferiority and ordered an end to segregation “with all deliberate speed”; decision was the hope blacks were waiting for and sparked the beginning of a decade of civil rights activism; Little Rock Nine were turned away from a school in Little Rock, Arkansas, and were only allowed admission by Eisenhower’s use of the military to enforce the *Brown* decision; in the 1960s, groups such as the Southern Christian Leadership Conference and the Student Nonviolent Coordinating Committee organized protests and sit-ins to preach civil equality)
- Supports the theme with relevant facts, examples, and details (*Plessy*: post–Civil War; Ku Klux Klan; *Birth of a Nation*; lynching; *Brown*: *Plessy v. Ferguson*; Civil Rights Act of 1964; Voting Rights Act of 1965)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that observe both cases greatly affected black Americans

Conclusion: Overall, the response fits the criteria for Level 4. The response includes good analysis, especially about the impact of the decisions on American society; however, it fails to provide sufficient distinct and separate information in the discussion of the historical circumstances surrounding *Brown v. Board of Education of Topeka*.

The United States Supreme Court impacts many citizens when it makes decisions, as well as individuals. One group of the population that was greatly effected by court decisions through history was African Americans. Especially from the mid Nineteenth century to the mid twentieth century, during times of much racial tension, the court decisions regarding African Americans were very controversial. Dred Scott v. Sanford in 1857 and Brown v. Board of Education of Topeka in 1954 had a huge impact on not just blacks, but the entire nation, in a time of racial hostility and stress.

The Dred Scott case had to do with a slave, Dred Scott, who started as a slave in the south but then moved around with his owners. Scott's arguement was that because some of the places they moved around to were free states or free territory, he should be free. The Supreme Court's decision in this case is one of the most shameful decisions in American history. The Court ruled that because Dred Scott was black he was not a citizen and therefore, could not sue or go to the Supreme Court. Furthermore, the Court said that if a slave was moved to a free state or free territory, the slave was still property and the government cannot take away someone's property. The Court also said that Congress did not have the power to keep slavery out of a territory and that the Missouri Compromise was unconstitutional. This decision obviously effected Dred Scott negatively because he continued to be a slave, but it also greatly upset northerners. According to this decision every state could technically be a slave state. The decision was a major victory for the south and a severe loss for the North. Northerners were faced with the realization that there was no way to ban slavery. Sectional tension between the North and South drastically increased.

It was the biggest step in the march toward the Civil War, three years later.

Almost one hundred years after the Dred Scott decision, African Americans still did not have equal rights in America. Plessy v Furgison had established "seperate but equal" by upholding Jim Crow laws in the south that restricted black equality. Brown v. Board of Education of Topeka in 1954 can be seen as a turning point. Brown, as well as many other students, put up an arguement that segregated schools were not actually equal and that the black schools provided much worse education with inferior conditions. African American children got old textbooks, untrained teachers and crumbling school buildings. This was true for many of the seperate-but-equal establishments such as trains, restaurants and bathrooms too. The Court's decision was to order the desegregation of schools and say that seperate-but-equal was illegal. The integration of schools however, was easier said than done. Just a few years later, black students going to a white highschool for the first time were greeted with such violence that President Eisenhower sent the military in to escort and protect them. Many schools closed, and then reopened as private schools so blacks couldn't attend. Also, because of suburbanization the races in certain school district were not very diverse; Blacks in the inner city and whites in the suburbs. Because of this, the government established laws to bus children from both white and black familys to go to different schools and the reaction by white Americans was anger and violence. Brown v. Board of Education made segregation by law illegal but where people live usually determines how diverse their childrens' schools will be and so segregation continues today.

Dred Scott v. Sanford and Brown v. Board of Education show that Supreme Court decisions have had an impact on African Americans.

Anchor Level 4-B

The response:

- Develops all aspects of the task for *Dred Scott v. Sanford* and for *Brown v. Board of Education of Topeka*
- Is both descriptive and analytical (*Dred Scott*: Scott’s argument was that because some of the places they moved around to were free states or free territory, he should be free; decision in this case is one of the most shameful decisions in American history; ruled that because Dred Scott was black he was not a citizen and therefore could not sue; said that if a slave was moved to a free state or free territory, the slave was still property and the government cannot take away someone’s property; Court also said that Congress did not have the power to keep slavery out of a territory and that the Missouri Compromise was unconstitutional; according to this decision, every state could technically be a slave state; Northerners were faced with the realization that there was no way to ban slavery; biggest step in the march toward the Civil War; *Brown: Plessy v. Ferguson* had established “separate but equal” by upholding Jim Crow laws in the South that restricted black equality; Brown, as well as many other students, put up an argument that segregated schools were not actually equal and that the black schools provided much worse education with inferior conditions; African American children got old textbooks, untrained teachers, and crumbling school buildings; decision was to order the desegregation of schools and say that “separate but equal” was illegal; integration of schools, however, was easier said than done; just a few years later, black students going to a white high school for the first time were greeted with such violence that President Eisenhower sent the military in to escort and protect them; where people live usually determines how diverse their children’s schools will be and so segregation continues today)
- Supports the theme with relevant facts, examples, and details (*Dred Scott*: started as a slave; major victory for the South; severe loss for the North; sectional tension increased; *Brown*: almost 100 years after; trains, restaurants, and bathrooms; reopened as private schools; suburbanization; blacks in the inner city and whites in the suburbs; bus children; anger and violence)
- Demonstrates a logical and clear plan of organization; includes an introduction that states both decisions were controversial and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 4. The historical circumstances surrounding *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka* are not fully developed, but the remainder of the discussion is analytical and insightful.

The two Supreme Court cases of *Dred Scott vs. Sanford* and *Korematsu vs. United States* have historical roots that are tied to heightening political tension in each period. Though in separate time frames of American history both cases targeted individual races and resulted in verdicts of oppression.

The *Dred Scott vs. Sanford* case in 1857, was the culmination of bad blood between the pro-slavery south and the anti-slavery North that was evident during the Constitutional debates and had spiked as the nation expanded west. The case revolves around the slave Dred Scott who traveled to Northern territories with his owner and established his claim for emancipation and freedom under the notion that he was a free man because he had lived in an area designated as free by the Missouri Compromise. At this time, Southern judges outnumbered Northern judges on the Supreme Court. Therefore, the Supreme Court of the United States disagreed with Dred Scott's claim and argued that slaves were merely property of his/her owner. The Court also established that African Americans were not citizens and thus the basic rights and freedoms bestowed upon "American" citizens were unavailable to them. This decision by the Supreme Court in *Dred Scott vs. Sanford* was prominently pro-slavery. In this period in United States history, the antebellum era, the decision further pushed the nation towards the brink of Civil War by angering the abolitionists in the Northern States. However it is also to be noted that after the Union's victory over the Confederacy in the Civil War, the passage of the 14th amendment to the constitution basically overturned the Supreme Court decision in *Dred Scott vs. Sanford* by defining citizenship and providing for equal treatment.

Similar to the oppression of African Americans in *Dred Scott vs. Sanford* of 1857, the supreme court case of *Korematsu vs United States* 1944 was aimed at a particular race, except this time Japanese Americans. The difference however was that in the case of *Korematsu vs. United States*, the verdict was based on fear of espionage by Japanese Americans because Japan had become an axis power in World War II and had attacked our naval base at Pearl Harbor. *Korematsu* was a Japanese American, who appealed to the Supreme Court about Japanese American relocation to military camps. *Korematsu* claimed that this action by the National Government was in clear violation of his constitutionally protected right to due process. The Court, however, reached the decision that the government internment policy was constitutional because during times of war or crisis the government could limit civil rights amongst the people. This was similar to how Lincoln suspended habeas corpus during the Civil War, to prevent sabotage and resistance against the Union war effort. The verdict reached by the court was later criticized because of its racial targeting of Japanese Americans who were subjected to unfair government authority during the Second World War, but later they were even given money for their losses and discrimination. However, even today individual rights can be limited for national security.

Anchor Level 4-C

The response:

- Develops all aspects of the task for *Dred Scott v. Sanford* and for *Korematsu v. United States*
- Is both descriptive and analytical (*Dred Scott*: culmination of bad blood between the pro-slavery South and the anti-slavery North that was evident during the constitutional debates and had spiked as the nation expanded west; Scott who traveled to Northern territories with his owner and established his claim for emancipation and freedom under the notion that he was a free man because he had lived in an area designated as free by the Missouri Compromise; at this time, Southern judges outnumbered Northern judges on the Supreme Court; disagreed with Dred Scott's claim and argued that slaves were merely property; basic rights and freedoms bestowed upon American citizens were unavailable to them; decision further pushed the nation toward the brink of civil war; 14th amendment to the Constitution basically overturned the decision by defining citizenship and providing for equal treatment; *Korematsu*: was aimed at a particular race, except this time Japanese Americans; Japan had become an Axis power in World War II and had attacked our naval base at Pearl Harbor; Korematsu was a Japanese American who appealed to the Supreme Court about Japanese American relocation to military camps; claimed that this action by the national government was in clear violation of his constitutionally protected right to due process; reached the decision that the government internment policy was constitutional because during times of war or crisis the government could limit civil rights amongst the people; later criticized because of its racial targeting of Japanese Americans; were even given money for their losses and discrimination; even today individual rights can be limited for national security)
- Supports the theme with relevant facts, examples, and details (*Dred Scott*: slave; antebellum era; abolitionists; Union's victory; *Korematsu*: fear of espionage; Lincoln suspended habeas corpus, Civil War)
- Demonstrates a logical and clear plan of organization; includes an introduction that states both cases oppressed racial groups and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The response discusses important points for each case but lacks the analysis and detail of a higher level paper.

Throughout American history there have been many Supreme Court cases that were controversial and very significant to society. They have changed American laws and practices in many ways. Two very famous Supreme Court cases are Dred Scott vs. Sanford and Schenck v. United States. These judicial battles altered history and are still important to American Society.

Dred Scott was a slave for a majority of his life, however at one point his owner moved him to a free state. Eventually Dred Scott moved back to a slave state with his owner, however Scott believed that he should now be a free man since he had resided in a land where slavery did not exist. Scott took his case to court where they ruled he was still considered an enslaved man. He then appealed his case to the Supreme Court in hopes of getting a different ruling. At this point in history the debate over whether slavery should be abolished or not was gaining popularity, so the ruling of this case was going to be significant either way. Sadly, Dred Scott received the same verdict, that he was still a slave even though he once lived in a free land. Chief Justice Taney explained further that Dred Scott was a slave and therefore considered to be property. Taking him away from his owner would violate the fifth amendment, meaning abolishing slavery should not be permitted because it was a violation of citizens rights. Taney went on to say that Scott had no right to even bring a case to court since he was property and not technically a citizen. At the time the Supreme Court's ruling was very beneficial to pro-slavery states, and it did contribute to the continuation of slavery in the U.S. However, it made the Supreme court seem very pro-slavery, upsetting many and helping to lead to the Civil War. The case was later used as a

basis for many abolitionist movements and contributed to the passage of the 13th & 14th amendments which abolished slavery. Eventually the ruling was overturned.

Schenck v. United States was a court case that occurred during WWI. Schenck was spreading word of how the capitalist government was essentially evil and hurting America. He gave speeches and wrote about his lack of support for the current U.S. government and the war, all while promoting socialism as the answer to the troubles facing American society. He specifically targeted the draft, handing out pamphlets urging young men to oppose the draft. His actions about the draft were deemed a threat. Schenck was arrested for his actions against the United States. His trial was a very controversial one, because the first amendment which grants all citizens the right to freedom of speech was brought into question. Schenck argued that he had every right under the first amendment to say what he wanted. The court however, ruled against him. It was decided that during times such as war, rights of citizens may be suspended or limited in order to protect national security. Schenck's actions were viewed as a threat to the United States during a time of war. This ruling was used in support for other serious court cases, such as *Korematsu v. United States*, where it was again decided the rights of individuals may be suspended to protect national security.

All Supreme court cases are important, however some have a longer lasting impact than others. *Dred Scott v. Sanford* contributed to the passing of the 13th & 14th amendments, which abolished slavery. *Schenck v. United States* established a guideline that rights may be suspended to protect national security, this guideline is still in effect

Anchor Paper – Thematic Essay—Level 3 – A

today. Both cases altered American Society greatly and are important to this day.

Anchor Level 3-A

The response:

- Develops all aspects of the task for *Dred Scott v. Sanford* and for *Schenck v. United States*
- Is both descriptive and analytical (*Dred Scott*: Scott believed that he should now be a free man since he had resided in a land where slavery did not exist; debate over whether slavery should be abolished or not was gaining popularity, so the ruling of this case was going to be significant; Scott was a slave and therefore considered to be property; taking him away from his owner would violate the fifth amendment; Scott had no right to even bring a case to court since he was property and not technically a citizen; made the Supreme Court seem very pro-slavery, upsetting many and helping to lead to the Civil War; contributed to passage of the 13th and 14th amendments; *Schenck*: gave speeches and wrote about his lack of support for the current United States government and the war; promoting socialism as the answer to the troubles facing American society; targeted the draft, handing out pamphlets; his actions about the draft were deemed a threat; trial was a very controversial one because the first amendment, which grants all citizens the right to freedom of speech, was brought into question; Court, however, ruled against him; decided that during times such as war, rights of citizens may be suspended or limited in order to protect national security; used in support for other serious court cases, such as *Korematsu v. United States* when it was again decided the rights of individuals may be suspended to protect national security)
- Includes some relevant facts, examples, and details (*Dred Scott*: appealed his case; Chief Justice Taney; *Schenck*: World War I; capitalist government; arrested)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that observes both cases altered American society

Conclusion: Overall, the response fits the criteria for Level 3. The response discusses important highlights of each decision with some good analytical statements but would have been strengthened by additional facts and explanations.

History has shown that the United States Supreme Court has made rulings that have changed the face of the nation. Different cases have dealt with trade, racism, slavery, freedom of speech, segregation, legal process, and personal rights. Perhaps two of the most important cases the Court has decided have been the Plessy vs. Ferguson case of 1896, and the Brown vs. Board of Education of Topeka case of 1954.

To begin discussion of the Plessy vs. Ferguson case, the circumstances and background of the issue must first be described. Every Southern state had passed Jim Crow laws to keep the races separate. Plessy was of African American descent and wished to sit in a front train car on a train journey. He was told to move away from the white passengers and to the back of the train. Plessy did not comply, and the case was brought before the Supreme Court. The decision that was made by the Court would deeply scar the face of the U.S. as a nation: The Court ruled in favor of Ferguson, citing that African Americans and whites could thus be treated as "separate but equal." Furthermore, the "one drop" policy was enacted. This stated that if an individual was $1/16^{\text{th}}$ African American or greater, they were to be treated as African Americans and segregated. The Court reasoned that as long as African Americans were treated "equally" but separately, it did not impose on their given rights. This case allowed for slavery by another name. Racism was kept alive and thriving through segregation laws that made sure whites were superior and got the best treatment. The segregation laws kept the African American race from advancing in the U.S. The white population feared the differences of this other race, and made sure they could not become a threat through advances. This Supreme Court case defined the nation

as officially racist. And it remained legally racist for over 50 years.

The segregation laws brought on by *Plessy vs. Ferguson* thrived and grew in the nation. Segregation came to a climactic “beginning of an end” with the Supreme Court case of *Brown vs. Board of Education of Topeka* of 1954. The background of the case is a simple one: schools were segregated and very unequal. Brown (a young African American girl) had to cross very dangerous train tracks on her journey to and from school. Her family worried for her safety, and wished for her to be allowed to attend the better white school that was far closer to her home. The question of her attendance was taken to the U.S. Supreme Court. Their decision was one to finally change the nation in a positive way: the Court saw the injustice in segregated schools and ruled in favor of Brown’s new attendance. The Court decided that “separate but equal” was not equal at all, and that it had to be changed. This monumental decision began the reversal of the segregating decision in *Plessy vs. Ferguson*. It opened the door for national change, and caused enormous headway in the Civil Rights Movement. This decision began the desegregation of the U.S. It meant that children of both white and African American descent would learn and grow together, and that these children would learn the wrongs of racism, and hopefully to love one another based on character, not skin tone.

In conclusion, it is clear that the decisions in *Plessy vs. Ferguson* and *Brown vs. Board of Education of Topeka* were polar opposites. They were alike in their subject matter, but opposite in their outcome. *Plessy vs. Ferguson* kept the nation as one of inequality and segregation. *Brown vs. Board of Education of Topeka* brought the nation to one of

Anchor Paper – Thematic Essay—Level 3 – B

change and hope. The cases decided the rights of African Americans as a people in different time periods. They changed the Constitutional rights and ways of the U.S. The nation would not be what it is today without their lasting impacts.

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

- Develops all aspects of the task in some depth for *Plessy v. Ferguson* and for *Brown v. Board of Education of Topeka*
- Is both descriptive and analytical (*Plessy*: every Southern state had passed Jim Crow laws to keep the races separate; *Plessy* was of African American descent and wished to sit in a front train car on a train journey; would deeply scar the face of the United States as a nation; ruled in favor of *Ferguson*, citing that African Americans and whites could thus be treated as “separate but equal”; racism was kept alive and thriving through segregation laws that made sure whites were superior and got the best treatment; white population feared the differences of this other race and made sure they could not become a threat through advances; remained legally racist for over 50 years; *Brown*: schools were segregated and very unequal; wished for her to be allowed to attend the better white school that was far closer to her home; Court saw the injustice in segregated schools and ruled in favor of *Brown*’s new attendance; Court decided that “separate but equal” was not equal at all and that it had to be changed; opened the door for national change and caused enormous headway in the civil rights movement; began the desegregation of the United States); includes faulty analysis (*Plessy*: the “one drop” policy was enacted)
- Includes some relevant facts, examples, and details (*Plessy*: segregated; defined the nation as officially racist; *Brown*: young African American girl; reversal of the segregating decision; laws brought on by *Plessy v. Ferguson*)
- Demonstrates a satisfactory plan of organization; includes an introduction that lists a variety of topics considered by the Supreme Court and a conclusion that notes the rulings decided the rights of African Americans in different time periods

Conclusion: Overall, the response fits the criteria for Level 3. The response shows an understanding of the problems facing African Americans during different time periods. The response includes some good analysis, but it would have been strengthened by additional facts and details.

The Supreme Court has always seemed like the “good guy” of the government, striking down unconstitutional laws and keeping citizens safe from a government that could easily get out of control. But not all of the Supreme Court’s decisions have had positive effects on the lives of citizens. Both *Schenck vs United States* and *Korematsu vs United States* are examples of decisions made by the Court that had negative consequences, arguably infringing on the rights of American citizens.

Schnck vs United States set the stage for many other Court decisions. Schnck was a Socialist, eventually arrested for his writings denouncing the government’s capitalist ways and its use of the draft. After appealing to the Court, on the grounds that he had been exercising his freedom of speech, Schnck was given a negative verdict. He was forced to remain in prison, as the government had the right to do whatever it had to in order to “protect the nation.” At the time, the US was involved in WWI, and Schnck’s writings were seen as detrimental to the war effort. “Desperate times called for desperate measures” because he had created a “clear and present danger.” The Court decision allowed the government to limit citizens rights during wartime. This same general result was upheld in *Korematsu vs United States* and other cases about civil liberties during times of crisis. *Korematsu* was a Japanese-American forced to leave his home & job to live in a Japanese internment camp during WWII. The bombing of Pearl Harbor had made Americans suspicious of Japanese-Americans on the west coast. When he appealed to the Supreme Court, claiming his right to a fair and speedy trial had been infringed upon, he was denied his freedom even though he was not convicted of a crime. The

Supreme Court showed the idea made in *Schnuck vs United States* when giving their verdict: it was a time of war, and personal liberties could be infringed upon in order to better protect national security. *Korematsu*, and thousands of others' only offense was their race, because it was believed they would turn against the United States.

Both decisions had a cyclopean impact on the lives of not just those involved in the cases, but upon American Society in general. By claiming the government could do whatever it had to in order to "protect" the nation from threats, whether real or imaginary, the Supreme Court gave the government the go-ahead to strike down all sorts of personal liberties. In the future, it is uncertain as to what the government will next decide to take away from citizens in a time of war. The past has shown they can take away freedom of speech and arrest whomever they so please. *Korematsu* and *Shneck* both show sides of the Supreme Court most are unaccustomed to, and teach valuable lessons we must learn from.

Anchor Level 3-C

The response:

- Develops most aspects of the task in little depth for *Schenck v. United States* and for *Korematsu v. United States*
- Is more descriptive than analytical (*Schenck*: arrested for his writings denouncing the government's capitalist ways and its use of the draft; after appealing to the Court on the grounds that he had been exercising his freedom of speech, Schenck was given a negative verdict; Schenck's writings were seen as detrimental to the war effort; he had created a "clear and present danger"; decision allowed the government to limit citizens' rights during wartime; same general result was upheld in *Korematsu v. United States* and other cases about civil liberties during times of crisis; *Korematsu*: bombing of Pearl Harbor had made Americans suspicious of Japanese Americans on the west coast; he was denied his freedom even though he was not convicted of a crime; personal liberties could be infringed upon in order to better protect national security; *Korematsu* and thousands of others' only offense was their race because it was believed they would turn against the United States)
- Includes some relevant facts, examples, and details (*Schenck*: socialist; remain in prison; World War I; *Korematsu*: internment camp; World War II; *Schenck v. United States*)
- Demonstrates a satisfactory plan of organization; includes an introduction that states both cases infringed on the rights of citizens and a conclusion that suggests in the future the government could continue to take away rights of citizens in time of war

Conclusion: Overall, the response fits the criteria for Level 3. The response provides limited historical circumstances for both cases and lacks a discussion of the impact of *Korematsu v. United States*. The overall response would have been strengthened by additional analysis.

Throughout American History, the Supreme Court has made many decisions that changed American History. Two of the most influential would be Plessy v. Ferguson in 1896, and Brown v. Board of Education of Topeka in 1954. Plessy upheld the constitutionality of “separate but equal” facilities in the South, and Brown desegregated schools.

The 14th amendment, since it’s passage in the Reconstruction era up until now, has been tested in the Supreme Court. Plessy v. Ferguson essentially nullified the 14th amendment in the South, because the segregation of the freedmen and other African Americans could continue as long as facilities were “separate but equal.” Prior to the case, the conditions for African Americans in the South were declining quickly. “Redeemer” democrat leaders passed Jim Crow laws, segregation, and just made it difficult for African Americans to make any political social or economic progress. They were disenfranchised by the poll taxes and individual acts of violence by racist white people. Also, the New Orleans slaughterhouse cases set the stage for Plessy by weakening the 14th amendment. When the 1/8 African American Plessy got on that train, he could not have realized what would actually happen. Segregation would continue for the better part of the 20th century.

Brown v. Board of Education was also a very influential case. It desegregated schools in America. In Arkansas, the “Little Rock 9” tried to attend what had previously been an all white school after the passage of Brown. They were met by angry white people who didn’t want them to go to school. President Eisenhower called in federal troops to stop these angry white people from killing the innocent black people.

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In the end, they went to school. Charles Hamilton Houston had been winning minor court cases in the 1930's-1940's before the passage of Brown, setting the stage for it. After Brown, MLK was able to work for more civil rights progress.

Brown v. BOE and Plessy v. Ferguson were two very influential court cases. They both had to do with civil rights and segregation. Thankfully after Brown segregation was ended in American schools.

Anchor Level 2-A**The response:**

- Develops some aspects of the task in some depth for *Plessy v. Ferguson* and for *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Plessy*: 14th amendment, since its passage in the Reconstruction era up until now, has been tested in the Supreme Court; segregation of the freedmen and other African Americans could continue as long as facilities were “separate but equal”; Redeemer Democrat leaders passed Jim Crow laws, segregation, and just made it difficult for African Americans to make any political, social, or economic progress; New Orleans Slaughterhouse cases set the stage for *Plessy* by weakening the 14th amendment; *Brown*: Little Rock Nine tried to attend what had previously been an all-white school; President Eisenhower called in federal troops to stop these angry white people from killing the innocent black people; Charles Hamilton Houston had been winning minor court cases in the 1930s–1940s; after *Brown*, Martin Luther King Jr. was able to work for more civil rights progress)
- Includes few relevant facts, examples, and details (*Plessy*: essentially nullified the 14th amendment in the South; disenfranchised; poll taxes; violence; train; *Brown*: desegregated schools); includes an inaccuracy (*Brown*: the passage of *Brown*)
- Demonstrates a general plan of organization; includes an introduction that mentions one aspect of each case and a conclusion that overstates the impact of the *Brown* decision

Conclusion: Overall, the response fits the criteria for Level 2. The response contains several good details but they are not well integrated and only two aspects of the task are fully developed: the historical circumstances surrounding *Plessy v. Ferguson* and the impact of *Brown v. Board of Education of Topeka*.

Throughout the history of the United States, Supreme Court cases have always played a major role. Two cases in particular, Plessy v. Ferguson and Brown v. Board of Education of Topeka, Kansas, are especially prominent. These two cases defined segregation, which means they defined how many minorities such as African-Americans were or were not to be discriminated against.

In 1896, Plessy v. Ferguson made it to the Supreme Court. Plessy was an African-American man who had purchased a first-class ticket to ride a train. However, the railroad company refused to allow him to be seated in first-class, and they moved him to a coach car. Infuriated, Plessy sued Ferguson on the grounds that he cannot be discriminated against from sitting in first-class if he had a first-class ticket. Chief Justice Tanney ruled that segregation was legal in “separate but equal” facilities. Ferguson had argued that first-class and coach cars were no different. This case allowed for the legislation of Jim Crow laws and other discriminatory actions by citizens, defining the racial differences in the South and trying to maintain them as they had been, as much as possible, before the Civil War.

It was 58 years later that the Plessy v. Ferguson ruling was reversed. In 1954, Brown sued the Board of Education of Topeka, Kansas for denying his daughter’s enrollment in their neighborhood school. Instead, she had to travel a great distance in order to attend a school that was not as strong as the one that denied her. The decision in Plessy v. Ferguson was now overturned when it was decided that “separate is inherently unequal.” It led to the integration of schools and the eventual end to segregation, with the passage of the Civil Rights Act of 1964, which outlawed discrimination in privately-

Anchor Paper – Thematic Essay—Level 2 – B

owned facilities that were open to the public.

In *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka, Kansas*, the Supreme Court ruled on segregation. One established it, the other led to its demise. Thus Supreme Court cases have always been extremely important in United States history, but these two rise above the rest.

Anchor Level 2-B**The response:**

- Minimally develops all aspects of the task for *Plessy v. Ferguson* and for *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Plessy*: African American man who had purchased a first-class ticket to ride a train; railroad company refused to allow him to be seated in first class; ruled that segregation was legal in “separate but equal” facilities; case allowed for the legislation of Jim Crow laws and other discriminatory actions by citizens, defining the racial differences in the South; *Brown*: sued the Board of Education of Topeka, Kansas, for denying his daughter’s enrollment in their neighborhood school; had to travel a great distance in order to attend a school that was not as strong as the one that denied her; decision in *Plessy v. Ferguson* was now overturned when it was decided that separate is “inherently unequal”; led to the integration of schools and the eventual end to segregation with the passage of the Civil Rights Act of 1964, which outlawed discrimination in privately-owned facilities that were open to the public)
- Includes few relevant facts, examples, and details (*Plessy*: sued Ferguson; Civil War; *Brown*: 58 years later); includes an inaccuracy (*Plessy*: Chief Justice Taney)
- Demonstrates a satisfactory plan of organization; includes an introduction stating that the two cases defined segregation and a conclusion that notes one case established segregation and the other ended it

Conclusion: Overall, the response fits the criteria for Level 2. The response shows understanding of the tasks but limited information weakens the overall quality of the essay. The discussion of *Plessy* lacks historical circumstances, while the discussion of *Brown* assumes historical circumstances without elaborating beyond the *Plessy* ruling.

The Supreme Court has played a major role in the history of the United States. The Supreme Court has made decisions that have had an extraordinary impact on the history of the United States. Two of the most impacting Supreme Court cases are Dred Scott v. Sanford and Plessy v. Ferguson. The decisions made in these court cases had a lasting impact on the treatment of African Americans.

The Dred Scott versus Sanford case took place in 1857. At this time, an increasing number of states were becoming free states. These free states were mainly in the North and they allowed slaves to be free. Dred Scott was a slave whose owner moved from a slave state to a free state. With this migration Scott argued that he should be freed. Dred Scott believed in this so greatly that he took his argument to Court. With this, the Dred Scott versus Sanford case was born. The decision made by the Supreme Court in this case truly defined the rights of African Americans in the late 1800s. The ruling made by the Court stated that Dred Scott could not be freed. Scott and all other slaves were considered property. This decision became known as the Dred Scott decision. This ruling defined African American's rights and also labeled their place in society. Along with this, the Dred Scott decision made it more difficult for slaves to become free. It showed that just because a slave entered a free state, that did not mean that they were free.

Plessy versus Ferguson was another case that defined the rights of African Americans. Plessy was an African American that wanted to ride in a train car designated to whites only. Plessy was denied access to this train car. Though there was also a designated train car for blacks, Plessy wanted equality. This case was taken to the Supreme

Anchor Paper – Thematic Essay—Level 2 – C

Court and the decision defined the constitutional rights of African Americans. The Supreme Court decided that blacks were separate but equal and that this was completely constitutional. This truly defined the constitutional rights of African Americans. This decision also allowed restaurants, bathrooms, and even water fountains to be segregated. Under this Supreme Court ruling, any public place could be considered separate but equal. This decision also showed that even though African Americans were free of slavery, they were not free of racism.

The Supreme Court has made many impacting decisions that shaped American history. Two major cases were Dred Scott versus Sanford and Plessy versus Ferguson. The decisions made in these cases defined the constitutional rights of African Americans and also labeled their place in society.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for *Dred Scott v. Sanford* and for *Plessy v. Ferguson*
- Is primarily descriptive (*Dred Scott*: slave whose owner moved from a slave state to a free state; with this migration Scott argued that he should be freed; Court stated that Dred Scott could not be freed; Scott and all other slaves were considered property; made it more difficult for slaves to become free; showed that just because a slave entered a free state, that did not mean that they were free; *Plessy*: African American that wanted to ride in a train car designated to whites only; there was also a designated train car for blacks; Court decided that blacks were separate but equal and that this was completely constitutional; decision also allowed restaurants, bathrooms, and even water fountains to be segregated; even though African Americans were free of slavery, they were not free of racism)
- Includes few relevant facts, examples, and details (*Dred Scott*: defined African American rights; *Plessy*: denied access; constitutional rights)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that repeats the idea that both decisions defined the constitutional rights of African Americans

Conclusion: Overall, the response fits the criteria for Level 2. The response includes several important generalizations but lacks the detail and development usually found in a higher level paper.

The Supreme Court of the United States has made decisions that have had a great impact on the nation. They have defined the constitutional rights of individuals and groups of people. The Dred Scott v. Sanford (1857) and Plessy v. Ferguson (1896) cases have had an impact on American society.

In the Dred Scott v. Sanford (1857) case, the Supreme Court based its decision on African-Americans. The court ruled that African Americans were not and could not become citizens. Dred Scott was a slave & wanted some rights for himself and the rest of the African American people. However, the Supreme Court ruled against them. The decisions made by the Supreme Court lead to effects of the African Americans. African Americans didn't have much right & had to work as slaves almost their entire life. No one accepted them and no one would allow them to be citizens of the United States. We as Americans did not accept the slaves because the Supreme Court considered them property. This brought all the African Americans together, however. This turned around the Missouri Compromise.

On the flip side, the Plessy v Ferguson case of 1896 also had an impact on American society. This case was made because Homer Plessy did not agree with the blacks being different & separated from everyone else. This brought up the argument of "separate but equal". This means that blacks and whites can still be separated but they would all have equal rights. Plessy didn't like the idea that slaves were being treated as property. Therefore, the idea of "separate but equal". This would become the 14th Amendment. African Americans were in favor of this and so were most Americans. However, some Americans were not because they didn't like the idea that African Americans

Anchor Paper – Thematic Essay—Level 1 – A

would be treated the same as them. This Supreme court case gave more civil rights to African Americans and then was overruled by *Brown v. Board of Education*.

The cases of *Dred Scott v. Sanford* (1857) and *Plessy v. Ferguson* (1896) have defined the constitutional rights of individuals and groups of people. These decisions by the court have had a great impact on the nation as a whole.

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

- Minimally develops some aspects of the task for *Dred Scott v. Sanford* and for *Plessy v. Ferguson*
- Is descriptive (*Dred Scott*: Court ruled that African Americans were not and could not become citizens; Court ruled against them; considered them property; *Plessy*: did not agree with blacks being different and separated; brought up the argument of “separate but equal”); includes faulty analysis (*Plessy*: Plessy did not like the idea that slaves were being treated like property; this would become the 14th amendment; this Supreme Court case gave more civil rights to African Americans)
- Includes few relevant facts, examples, or details (*Dred Scott*: Missouri Compromise)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response briefly addresses each decision but fails to provide any accurate historical circumstances. Faulty analysis weakens the explanations.

Throughout our history there have been many court cases that have impacted our country. Some of these court cases have made it to be what it is today. *Brown v. Board of Education of Topeka* and *Dred Scott v. Sanford* are just two of them.

In *Brown v. Board of Education of Topeka*, the law that was in question was if segregation in schools should be constitutional. During this time many events were taking place in our country. Lots of racism was taking place. In schools there was segregation. A black person could not go to a white school. This caused an incident called the Little Rock Nine. The Little Rock nine were nine black students trying to enter a white school and were being stopped by the military. The students did get into the school with police escorts. This incident brought about the court case of *Brown v. Board of Education*. This case declared that segregation in schools was unconstitutional. This affected the United States in that segregation was abolished. *Brown v. Board of Education of Topeka* had an impact on the United States.

In *Dred Scott v. Sanford* the issue that was in question was if a slave moved out of state for 2 years when they came home were they still a slave. Dred Scott had this issue and he decided to take it to the court. He got all the way to the Supreme Court with this issue to find out that he couldn't even use the court system because he was a slave. This resulted in slavery being abolished. Many Abolitionist like Frederick Douglas and Nat Turner did everything they could to abolish slavery. This court case impacted our country in a major way.

Brown v. Board of Education of Topeka and *Dred Scott v. Sanford* were just two of the many court cases that impacted our country.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for *Brown v. Board of Education of Topeka* and for *Dred Scott v. Sanford*
- Is descriptive (*Brown*: law that was in question was if segregation in schools should be constitutional; black person could not go to a white school; case declared that segregation in schools was unconstitutional; *Dred Scott*: got all the way to the Supreme Court with this issue to find out that he could not even use the court system because he was a slave); includes faulty analysis (*Brown*: this incident brought about the court case of *Brown v. Board of Education*; *Dred Scott*: this resulted in slavery being abolished)
- Includes few relevant facts, examples, or details (*Brown*: racism; *Dred Scott*: Frederick Douglass; Nat Turner)
- 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 minimally addresses the decision in each case. The discussion of the Little Rock Nine includes some correct information but is incorrectly mentioned as a cause of *Brown v. Board of Education*, rather than an impact.

Thematic Essay—Practice Paper – A

Throughout history there have been many circumstances in which people have had their rights violated. These circumstances have had a large impact on the nation.

Brown v. Board of Education was a situation where blacks were not allowed in white schools. These people revolted and had protests to change this problem. The Supreme Court finally came to the conclusion that blacks should be allowed in white schools.

Another circumstance where peoples rights were violated was when *Roe v. Wade* happened. This was when a woman was raped and couldn't get an abortion so she protested.

The Supreme Court came to the decision that people can have an abortion within 3 months of pregnancy with it being their choice. But after that only if its endangering the mother.

As you can see many circumstances have impacted peoples rights and Supreme court changed that for them.

The U.S. Supreme Court defines constitutional rights. They make the final call, the last decision on issues concerning, and sometimes questioning, the constitution. Sometimes the decision made by the Supreme Court can have a positive impact on America. But sometimes they made decisions that scarred and blemished the face of American History.

One such negative case is *Korematsu v. United States*. During World War II Japan made a surprise attack on Pearl Harbor and everyone was afraid of the Japanese in the U.S. Because of that fear the U.S. grossly overreacted. There were many Japanese Americans living peacefully on the West Coast of the United States. The government, being paranoid and fearing that the Japanese-Americans were secretly working for the Japanese and spilling American secrets, decided to contain them. And contain them they did, putting all the Japanese-Americans together in internment camps far from the coast and run by the military. These Japanese-American people had not been proven to do anything wrong, and yet their writ of habeas corpus was suspended, and they were carted off. They lost everything, without even a trial. *Korematsu* was a Japanese American sent to an internment camp. He challenged this, saying it was unconstitutional, and it got all the way to the Supreme Court. The Supreme Court ended up ruling against *Korematsu*. These camps are one of the biggest stains on American history. In our hysteria we would do something as horrid as locking up our own people, people who came here to be free and pursue the American Dream, not people who came here to be persecuted. And the vast majority were even citizens by birth. This shameful act and shameful decision made by the Supreme Court is a regret that will

forever live on in American history because it ruled that the government can take away the rights of citizens during a national crisis.

On the other hand, the United States Supreme Court does make accurate and responsible rulings most of the time. One court case that had a positive effect was *Brown v Board of Ed. of Topeka Kansas*. This case was brought on by segregation, the concept of “separate but equal” as coined in *Plessy v. Ferguson*. Only, it didn’t turn out very equal, especially in the education system. Black children were undereducated. While white children got new textbooks and workbooks, clean classrooms, & government that actually cared about their education, black children had to use tablets and chalk, in dirty run down schools. *Brown v. Board of Ed* dismissed the “separate but equal” decision of the Supreme court in *Plessy v. Ferguson*. They said that if children are separated by race and are not educated the same, minority children will feel inferior. The Supreme Court ruled in favor of *Brown*, ending the “separate but equal” segregation, at least in schools. This was a huge upside in American history because it was the first big step in ending racial segregation in the U.S. This decision led to gradual changes, and although it took a lot of struggles and strife, the Civil Rights movement prevailed, and segregation allowed by laws was no more. This was a shining light on US history because even though integration did not happen overnight, the Civil Rights movement gave African Americans hope that their children could grow up to be President like Barack Obama.

The Supreme Court holds the fate of the country in its hands. One decision can impact the path of the nation, good or bad.

Under the decisions of the Supreme Court, various groups of people and individuals' constitutional rights have been defined. These decisions have a definite effect on the nation. Two United States Supreme Court cases that prove this are *Brown v. Board of Education of Topeka* 1954, and *Gideon v. Wainwright* 1963.

In *Brown v. Board of Education of Topeka*, Brown wanted to take his daughter to an all white school because it was closer to them than the all black schools. Eventually with the aid of the NAACP the case was taken up. American psychologist Kenneth Clark was able to prove that segregation caused psychological damage to African-American children. Those children felt inferior to white people. This proved that the 14th Amendment was violated and the court ruled in Brown's favor.

This case helped intergration take place between African-Americans and whites. The case also aided as a spark of the historic Civil Rights movement. American society was forever changed with the Civil Rights movement, backed up by Brown's case.

In 1963 *Gideon v. Wainwright* occurred. The Florida man Gideon was accused of breaking and entering. Gideon was too poor to find a lawyer. Capitol cases provided for lawyers but this wasn't his situation. The case ruled that the 6th Amendment was violated under the context that he wasn't provided assistance in defense. That decision has affected numerous individuals who have not been able to successfully seek a lawyer due to being lower class members.

In conclusion, the United States Supreme Court's decisions have a great impact on individual or groups of people's rights. *Brown v. Board of Education of Topeka* and *Gideon v. Wainwright* are just two of many cases that have affected our nation as a whole's expression of rights.

Thematic Essay—Practice Paper – D

The judicial branch of the United States, known as the Supreme Court, has the ability to check the powers of the other two branches of government. The Court does this by declaring certain laws as constitutional or unconstitutional. Many of the decisions made by the Supreme Court have greatly altered the constitutional rights of the people. Two landmark Supreme Court decisions were *Brown vs. Board of Ed* and *National Federation of Individual Businesses v. Sebelius*. Both of these decisions have dramatically changed the rights of Americans.

One of the most famous Supreme Court cases was *Brown vs. Board of Ed*. In the mid 20th century, segregation in the South was strictly enforced throughout public places such as schools, parks and even water fountains. When the Brown family attempted to enroll one of their children into a public school in Topeka, the school denied the child because the child was African American. The family brought a lawsuit against the Board of Ed of Topeka, a lawsuit which eventually made its way to the Supreme Court. The Court ruled that schools could not separate students based on race, stating that segregation in public schools was unconstitutional. The Court made this decision because it felt that separate schools could never be equal. Ever since the Brown decision was made by the Supreme Court, segregation based on race in schools essentially disappeared. Today, all children, regardless of race, are given an equal opportunity to attend the same school without legal discrimination. In addition, the Brown decision paved way for the end of segregation as a whole. After the Brown case, segregation by law was slowly wiped out in the United States. The Brown case profoundly affected the lives of all American children and proved to be the first domino to fall in the fight for Civil Rights.

Thematic Essay—Practice Paper – D

Another landmark case came from a recently passed law known as the Affordable Care Act. President Obama proposed the law to provide health care to over 30 million uninsured Americans. He believed that it was wrong that many families had no access to doctors or hospitals in such a wealthy nation. The ACA mandated that all individuals get healthcare insurance or pay a penalty. The constitutionality of the individual mandate was immediately questioned, and the case went to the Supreme Court known as *National Federation of Individual Businesses vs. Sebelius*. In the Court's opinion, Chief Justice John Roberts upheld the constitutionality of the ACA because the penalty was technically a tax, and Congress has the right to tax according to the Constitution. The Court's opinion allowed the ACA to continue, and as a result, the ACA became one of the most sweeping health reforms in US history since Lyndon Johnson's Great Society. The full effects of the Affordable Care Act have yet to be seen, however, this decision is guaranteed to be one of the most important decisions the Court has made in recent years.

Many Supreme Court cases have greatly affected the rights of Americans. Two prominent examples were the *Brown vs. Board of Ed* and *National Federation of Individual Businesses vs. Sebelius*. Both of these decisions have changed the structure of American society.

The United States Supreme Court has greatly impacted the rights of African Americans, through landmark cases. For instance, the case of *Dred Scott v. Sanford* ensured the existence of slavery in the U.S. and the belief that slaves were nothing more than property. In contrast, the case of *Brown v. Board of Education of Topeka* started the process of desegregation. These two cases show that the Supreme Court has the power to influence the nation through decisions affecting the rights of African Americans.

The decision of *Dred Scott v. Sanford* by Chief Justice Taney led to the perpetuation of slavery and the viewing of African Americans as a lesser race. This case took place during the Antebellum period, a time when slavery was a major social and political issue. Scott's white owner, Sanford, had moved into a free territory and brought his slaves with him. During this time, Scott had a child with another slave. Upon their return to the South, Scott sued Sanford for his family's freedom on the grounds that he was free when he entered the free territory and that his child was born free. The Supreme Court ruled against Scott on the grounds that he was property and would remain the property of Sanford regardless of where they moved. The same would be true for his family. Furthermore, as a slave, he had no right to sue and the case shouldn't have reached the Supreme Court. This decision guaranteed that slaves would remain slaves because they would be property no matter where they are in the U.S. They based the decision on the 5th amendment clause that no citizen can be deprived of property without due process. Additionally, it reinforced the idea that African Americans were not citizens and had no constitutional rights. This decision was followed within a decade by the Civil War, proving that this decision was extremely unpopular with Republicans.

who wanted to stop the spread of slavery. Anti-slavery northerners defiantly rejected this pro-slavery decision because it made slavery legal in all territories. Southerners celebrated the decision and only a bloody war could finally end slavery. Overall, the case is a good example of how a decision by the Supreme Court can have a huge impact on the U.S. and society.

A second Supreme Court case was significant to the rights of African Americans, especially in the South. The decision of *Brown v. Board of Education of Topeka* by chief Justice Warren initiated the process of desegregation. This case took place in the early post-WWII civil rights era in 1954. Brown wished for his daughter to attend the white school only a few blocks away rather than have to catch a bus to ride halfway across town to attend the Black school. This case was taken up by Thurgood Marshall and the NAACP in order to achieve a victory and start desegregation. The U.S. court ruled in favor of Brown and that schools can't be segregated. The main basis for this was that segregated schools were inherently unequal and had a profound psychological impact on students. This case showed how psychological evidence can be conclusive and that separate but equal facilities were by nature unequal and violated the equal protection clause of the 14th amendment. The decision was extremely unpopular with white southerners. It caused an ugly backlash in Little Rock, Arkansas, when enraged citizens fought to prevent nine African American students from entering the high school. Federal troops had to be sent to protect them from mob violence. The trend to desegregate public schools spread to major state universities in the South where students faced similar hatred. In other words, desegregation won its

Thematic Essay—Practice Paper – E

first major case when the court ordered the desegregation of public schools "with all deliberate speed." This case shows that the Supreme Court can change and match its decisions to public concern and alter the lives of others.

Overall, the U.S. Supreme Court has greatly changed the rights of African Americans and other minorities in different ways throughout time. The decision in the *Dred Scott v. Sanford* case reaffirmed traditional feelings of many southerners. The decision in the *Brown v. Board of Education* case initiated a change in society. The combination of these cases shows how one Supreme Court varies from another and that each set of justices affect society in different ways. Therefore, the Supreme Court is a dynamic force in shaping U.S. policy and American society.

* * * * *

Practice Paper A—Score Level 1**The response:**

- Minimally develops some aspects of the task for *Brown v. Board of Education of Topeka* and for *Roe v. Wade*
- Is descriptive (*Brown*: situation where blacks were not allowed in white schools; Court finally came to the conclusion that blacks should be allowed in white schools; *Roe*: Court came to the decision that people can have an abortion within three months of pregnancy, with it being their choice); includes faulty analysis (*Brown*: these people revolted and had protests to change this problem; *Roe*: this was when a woman was raped and could not get an abortion so she protested)
- Includes no relevant facts, examples, or details
- Demonstrates a general plan of organization; includes a brief introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response consists of only a few general statements that are correctly related to the tasks.

Practice Paper B—Score Level 3

The response:

- Develops most aspects of the task in some depth for *Korematsu v. United States* and for *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (*Korematsu*: during World War II, Japan made a surprise attack on Pearl Harbor and everyone was afraid of the Japanese in the United States; contain them they did, putting all the Japanese Americans together in internment camps far from the coast and run by the military; they lost everything without even a trial; Court ended up ruling against *Korematsu*; it ruled that the government can take away the rights of citizens during a national crisis; *Brown*: case was brought on by segregation; did not turn out very equal, especially in the education system; dismissed the “separate but equal” decision of the Supreme Court in *Plessy v. Ferguson*; said that if children are separated by race and are not educated the same, minority children will feel inferior; first big step in ending racial segregation in the United States; even though integration did not happen overnight, the civil rights movement gave African Americans hope)
- Includes some relevant facts, examples, and details (*Korematsu*: living peacefully; writ of habeas corpus was suspended; hysteria; citizens by birth; *Brown*: tablets and chalk; dirty, run-down schools; Barack Obama)
- Demonstrates a clear plan of organization; includes an introduction and a conclusion that state the Supreme Court can decide the fate of the country, for good or for bad

Conclusion: Overall, the response fits the criteria for Level 3. The response lacks a full discussion of the impact of each decision. It does, however, exhibit understanding of the historical circumstances, especially the inequality of African American schools before the *Brown* decision.

Practice Paper C—Score Level 2

The response:

- Minimally develops all aspects of the task for *Brown v. Board of Education of Topeka* and for *Gideon v. Wainwright*
- Is primarily descriptive (*Brown*: wanted to take his daughter to an all-white school; eventually, with the aid of the NAACP, the case was taken up; those children felt inferior to white people; proved that the 14th amendment was violated and the Court ruled in *Brown*’s favor; case helped integration take place between African Americans and whites; also aided as a spark of the historic civil rights movement; *Gideon*: accused of breaking and entering; too poor to find a lawyer; ruled that the sixth amendment was violated under the context that he was not provided assistance in defense)
- Includes few relevant facts, examples, and details (*Brown*: psychologist Kenneth Clark; segregation; psychological damage; *Gideon*: Florida man; capital cases; lower class)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are little more than a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response clearly identifies the constitutional basis of each case. However, the remainder of the task lacks development, especially the impact of *Gideon v. Wainwright*.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth for *Brown v. Board of Education of Topeka* and for *National Federation of Independent Businesses v. Sebelius*
- Is more descriptive than analytical (*Brown*: in the mid–20th century, segregation in the South was strictly enforced throughout public places; when the Brown family attempted to enlist one of their children in a public school in Topeka, the school denied the child because the child was African American; Court ruled schools could not separate students based on race, stating that segregation in public schools was unconstitutional; felt that separate schools could never be equal; paved way for the end of segregation as a whole; segregation by law was slowly wiped out in the United States; proved to be the first domino to fall in the fight for civil rights; *National Federation*: President Obama proposed the law to provide health care to over 30 million uninsured Americans; American Care Act mandated that all individuals get health care insurance or pay a penalty; constitutionality of the individual mandate was immediately questioned; Chief Justice John Roberts upheld the constitutionality of the American Care Act because the penalty was technically a tax and Congress has the right to tax according to the Constitution; allowed the American Care Act to continue; became one of the most sweeping health reforms in United States history since Lyndon Johnson’s Great Society); includes faulty analysis (*Brown*: segregation based on race in schools essentially disappeared)
- Includes some relevant facts, examples, and details (*Brown*: schools, parks, and even water fountains; lawsuit; *National Federation*: no access to doctors; wealthy nation)
- Demonstrates a satisfactory plan of organization; includes an introduction that notes the Supreme Court can rule on the constitutionality of laws and labels the cases as landmarks, and adds a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Although all aspects of the task are addressed, the discussion of *Brown v. Board of Education* is more general than *National Federation of Independent Businesses v. Sebelius* and would be strengthened by additional facts and details.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task for *Dred Scott v. Sanford* and for *Brown v. Board of Education of Topeka*
- Is both descriptive and analytical (*Dred Scott*: took place during the antebellum period, a time when slavery was a major social and political issue; Scott’s white owner, Sanford, had moved into a free territory and brought his slaves with him; sued Sanford for his family’s freedom on the grounds that he was free when he entered the free territory and that his child was born free; he was property and would remain the property of Sanford regardless of where they moved; as a slave, he had no right to sue and the case shouldn’t have reached the Supreme Court; based the decision on the fifth amendment clause that no citizen can be deprived of property without due process; reinforced the idea that African Americans were not citizens and had no constitutional rights; anti-slavery Northerners defiantly rejected this pro-slavery decision because it made slavery legal in all territories; Southerners celebrated the decision and only a bloody war could finally end slavery; *Brown*: case took place in the early post–World War II civil rights era; Brown wished for his daughter to attend the white school only a few blocks away; case was taken up by Thurgood Marshall and the NAACP in order to achieve a victory and start desegregation; “separate but equal” facilities were by nature unequal; decision was extremely unpopular with white Southerners; caused an ugly backlash in Little Rock, Arkansas, when enraged citizens fought to prevent nine African American students from entering the high school; trend to desegregate public schools spread to major state universities in the South where students faced similar hatred; desegregation won its first major case when the Court ordered the desegregation of schools “with all deliberate speed”); includes faulty analysis (*Brown*: rather than have to catch a bus to ride halfway across town)
- Supports the theme with relevant facts, examples, and details (*Dred Scott*: Chief Justice Taney; Civil War; Republicans; *Brown*: Chief Justice Warren; psychological impact; violated the equal protection clause; 14th amendment; federal troops; mob violence)
- Demonstrates a logical and clear plan of organization; includes an introduction that maintains the two cases included landmark decisions and a conclusion that says the Supreme Court is a dynamic force in shaping American society

Conclusion: Overall, the response fits the criteria for Level 4. The response shows understanding of relevant constitutional provisions and some important impacts of each decision. However, the historical circumstances surrounding each case are not fully developed, and additional facts concerning the *Dred Scott* decision would have strengthened the response.

United States History and Government Specifications August 2018

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Supreme Court Decisions; Constitutional Principles; Civic Values; Citizenship; Individuals, Groups, Institutions	Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government
Document-based Essay	Presidential Decisions and Actions; Foreign Policy; Places and Regions; Constitutional Principles; Interdependence	Standards 1, 2, 3, and 5: United States and New York History; World History; Geography; 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 August 2018 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

Friday, August 17, 2018 — 8:30 to 11:30 a.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 Examination in United States History and Government*.

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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 Scaffolding
Document-Based Question
August 2018

Document 1

United States and Mexico, 1846



Source: Thomas A. Bailey et al., *The American Pageant*, Houghton Mifflin (adapted)

1 Based on the information provided by this map, state *one* cause of the conflict between the United States and Mexico in 1846.

Score of 1:

- States a cause of the conflict between the United States and Mexico in 1846 based on this map
Examples: the same land was claimed by Mexico and Texas; disagreement over boundaries; disputed land claims; Mexico claimed part of Texas; whether the boundary of Mexico/Texas was at the Nueces River/at the Rio Grande; United States annexed Texas and part of it was claimed by Mexico; Manifest Destiny

Score of 0:

- Incorrect response
Examples: both nations claimed Oregon; Mexico wanted to annex the unorganized territory; Texas wanted the Pacific Ocean as its western boundary
- Vague response
Examples: land was claimed; Oregon country; the Gulf of Mexico; the Nueces River; independence; annexation
- No response

Document 2

. . . In my message at the commencement of the present session I informed you that upon the earnest appeal both of the Congress and convention of Texas I had ordered an efficient military force to take a position “between the Nueces and the Del Norte [Rio Grande].” This had become necessary to meet a threatened invasion of Texas by the Mexican forces, for which extensive military preparations had been made. The invasion was threatened solely because Texas had determined, in accordance with a solemn resolution of the Congress of the United States [March 1, 1845], to annex herself to our Union, and under these circumstances it was plainly our duty to extend our protection over her citizens and soil. . . .

Source: President James K. Polk, *War Message*, May 11, 1846 (adapted)

2 Based on this document, what action did President James K. Polk take in 1846 regarding Texas?

Score of 1:

- States an action taken in 1846 by President James K. Polk regarding Texas based on this document
Examples: he sent troops to the area between the Nueces River and the Rio Grande; he sent the military because Mexico was threatening to invade; Polk sent troops to protect the Texans; he sent troops; sent a war message to Congress/asked Congress to declare war; he sent United States troops to protect United States territorial claims; he informed Congress about the Mexican threat; sent a war message to Congress about sending troops to support Texas

Score of 0:

- Incorrect response
Examples: he invaded Texas; Polk appealed to the Texas convention; annexed Texas
- Vague response
Examples: speech; Congress; an appeal
- No response

Document 3a

. . . It was a peculiarity of nineteenth-century politics that more than a year elapsed between the election of a Congress and its initial meeting. The Thirtieth Congress, elected in 1846, assembled in December 1847 to confront the complex questions arising from the Mexican War. Although Democrats in the Senate outnumbered their opponents by almost two to one, the Whig party enjoyed a narrow margin in the House—the only time in his entire legislative career that Lincoln found himself in the majority. Both parties, however, were internally divided, especially on the question of the future expansion of slavery. In August 1846, just as the previous Congress drew to a close, Congressman David Wilmot of Pennsylvania had proposed an amendment to an appropriation bill requiring that slavery be prohibited in any territory acquired from Mexico. The Wilmot Proviso, which passed the House but failed in the Senate, split both parties along sectional lines and ushered in a new era in which the slavery issue moved to the center stage of American politics. . . .

Source: Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery*, W. W. Norton & Company, 2010

3a According to Eric Foner, what issue did the Wilmot Proviso attempt to address?

Score of 1:

- States an issue the Wilmot Proviso attempted to address according to Eric Foner
Examples: extension of slavery; whether slavery should exist in the territory gained from the Mexican-American War; the prohibition of slavery in territory acquired from Mexico; the complex questions about slavery arising from the Mexican-American War; the complex question of slavery/expansion of slavery; slavery

Score of 0:

- Incorrect response
Examples: Mexican-American War; division of political parties; political balance in the Senate
- Vague response
Examples: land; election of Congress; future questions; internal divide; complexities
- No response

Document 3b

United States Acquisitions from Mexico, 1848



Source: Historical Maps on File, Facts on File, 2002 (adapted)

3b Based on the information provided by this map, what was *one* effect of the Mexican-American War on the United States in 1848?

Score of 1:

- States an effect of the Mexican-American War on the United States in 1848 based on this map
Examples: the United States got land from Mexico; the United States obtained much of the Southwest; the United States received the Mexican Cession; the United States got disputed Texas territory; the United States got the land between the Nueces River and the Rio Grande; the Rio Grande became the border with Mexico; Mexico ceded territory to the United States; disputed territory became part of the United States; we signed the Treaty of Guadalupe-Hidalgo with Mexico

Score of 0:

- Incorrect response
Examples: Mexico expanded; the Rio Grande became the southern boundary of Mexico; disputed territory became part of Mexico; lost a majority of its land
- Vague response
Examples: land; boundary line; there were territories
- No response

Document 4

WHY ARE WE IN VIET-NAM?

. . . Why are these realities our concern? Why are we in South Viet-Nam?

We are there because we have a promise to keep. Since 1954 every American President has offered support to the people of South Viet-Nam. We have helped to build, and we have helped to defend. Thus, over many years, we have made a national pledge to help South Viet-Nam defend its independence.

And I intend to keep that promise.

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

We are also there to strengthen world order. Around the globe, from Berlin to Thailand, are people whose well-being rests, in part, on the belief that they can count on us if they are attacked. To leave Viet-Nam to its fate would shake the confidence of all these people in the value of an American commitment and in the value of America's word. The result would be increased unrest and instability, and even wider war. . . .

Source: "Peace Without Conquest," President Lyndon B. Johnson, Address at Johns Hopkins University, April 7, 1965

4 Based on this document, state *one* reason President Lyndon B. Johnson believed the United States should continue to assist South Vietnam.

Score of 1:

- States a reason President Johnson believed the United States should continue to assist South Vietnam based on this document

Examples: we have a promise to keep; since 1954, every American president has offered support to South Vietnam/the South Vietnamese people; dishonoring/abandoning our national pledge would be wrong; we made a national pledge to help South Vietnam defend its independence; we helped to build South Vietnam; terror would follow if we abandoned Vietnam; we are there to strengthen world order; people who count on us would lose confidence if we withdrew our support/people who rely on us would lose trust in the United States; value of American commitment/American word would be shaken; to leave/to withdraw would increase unrest/instability; leaving/abandoning Vietnam would lead to a wider war; because it would be an unforgivable wrong; to show we can be counted on; to defend their independence

Score of 0:

- Incorrect response
Examples: because Vietnam has helped America; no previous president offered support; South Vietnam has given up its independence; they were abandoned
- Vague response
Examples: our objective; to increase our response; realities are a concern; to shake the confidence; terror
- No response

Document 5a

. . . What are our goals in that war-strained land?

First, we intend to convince the Communists that we cannot be defeated by force of arms or by superior power. They are not easily convinced. In recent months they have greatly increased their fighting forces and their attacks and the number of incidents.

I have asked the Commanding General, General Westmoreland, what more he needs to meet this mounting aggression. He has told me. We will meet his needs.

I have today ordered to Viet-Nam the Air Mobile Division and certain other forces which will raise our fighting strength from 75,000 to 125,000 men almost immediately. Additional forces will be needed later, and they will be sent as requested.

This will make it necessary to increase our active fighting forces by raising the monthly draft call from 17,000 over a period of time to 35,000 per month, and for us to step up our campaign for voluntary enlistments. . . .

Source: President Lyndon B. Johnson, "Why We Are in Viet-Nam,"
News Conference, July 28, 1965 (adapted)

5a Based on this document, what was *one* action President Lyndon B. Johnson took in 1965 regarding Vietnam?

Score of 1:

- States an action President Johnson took in 1965 regarding Vietnam based on this document
Examples: ordered Air Mobile Division to Vietnam; raised our fighting strength in Vietnam; decided to send additional forces as requested; increased active fighting forces; raised monthly draft call from 17,000 over a period of time to 35,000 per month; decided to step up campaign for voluntary enlistments; intended to convince/told communists that we cannot be defeated by force of arms/superior power; asked General Westmoreland what he needed

Score of 0:

- Incorrect response
Examples: he reduced forces in Vietnam; he eliminated the draft; he ended voluntary enlistments
- Vague response
Examples: communists increased fighting forces; General Westmoreland told him; sent as requested; Air Mobile Division; draft; enlistment
- No response

Document 5b

Allied Troop Levels in Vietnam, 1959–1969

Year	United States	South Vietnam	Australia	Korea	New Zealand	Philippines	Thailand
1959	760	243,000	--	--	--	--	--
1960	900	243,000	--	--	--	--	--
1961	3,205	243,000	--	--	--	--	--
1962	11,300	243,000	--	--	--	--	--
1963	16,300	243,000	--	--	--	--	--
1964	23,300	514,000	198	200	30	20	--
1965	184,300	642,500	1,560	20,620	120	70	20
1966	385,300	735,900	4,530	25,570	160	2,060	240
1967	485,600	798,700	6,820	47,830	530	2,020	2,200
1968	536,100	820,000	7,660	50,000	520	1,580	6,000
1969	475,200	897,000	7,670	48,870	550	190	11,570

Source: Church Committee Report on Diem Coup–1963, Vietnam, War Statistics and Facts 1, 25thaviation.org (adapted)

5b Based on the information in this chart, what was *one* effect of the actions taken by President Lyndon B. Johnson in 1965?

Score of 1:

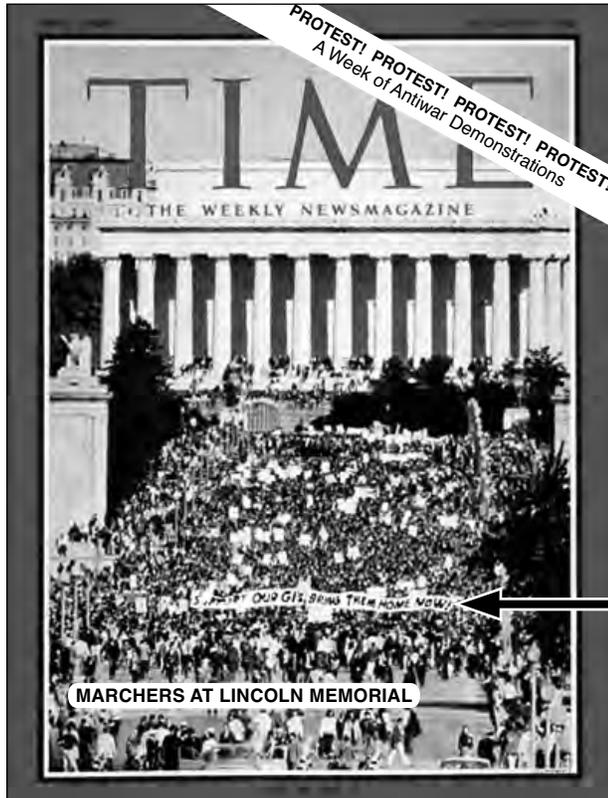
- Identifies an effect of the actions taken by President Lyndon B. Johnson in 1965 based on the information in this chart

Examples: troop levels increased; more United States troops were sent to Vietnam; United States allies sent more troops to Vietnam; United States/South Vietnam/Australia/Korea/New Zealand/Philippines/Thailand increased troop levels; a process of escalation began; United States troop levels were increased from 23,300 to 536,100/475,200; United States/Korean Philippine troop levels increased until 1968 then decreased in 1969

Score of 0:

- Incorrect response
Examples: Allied troop levels decreased; American troops were withdrawn; United States troops were sent to fight in Australia; New Zealand sent more troops than Korea
- Vague response
Examples: large numbers; troop levels; increase
- No response

Document 6a



Source: *Time*, October 27, 1967 (adapted)

Document 6b

. . . With America's sons in the fields far away, with America's future under challenge right here at home, with our hopes and the world's hopes for peace in the balance every day, I do not believe that I should devote an hour or a day of my time to any personal partisan causes or to any duties other than the awesome duties of this office—the Presidency of your country. Accordingly, I shall not seek, and I will not accept, the nomination of my party for another term as your President. . . .

Source: President Lyndon B. Johnson, Address to the Nation Announcing Steps to Limit the War in Vietnam and Reporting His Decision Not to Seek Reelection, March 31, 1968

“Support Our GIs, Bring Them Home Now!”

6 Based on these documents, state *two* effects of the Vietnam War 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 Vietnam War on the United States based on these documents

Examples: antiwar demonstrations were held/marchers protested at the Lincoln Memorial/there were protests to bring GIs home; there was dissent against the war; President Johnson did not run again/seek reelection/would not accept the nomination of his party for another term as president; America's sons were in fields far away/American soldiers were still in Vietnam in 1968

Note: To receive maximum credit, two *different* effects of the Vietnam War on the United States must be stated. For example, *antiwar demonstrations were held* and *marchers protested at the Lincoln Memorial* are the same effect since *marchers protested at the Lincoln Memorial* is a subset of *antiwar demonstrations were held*. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the president resigned; Americans were united in support of the war; President Johnson was elected for another term
- Vague response
Examples: peace is in the balance; there were banners; awesome duties of the office
- No response

Document 7a

Iraq Deploys Troops Near Kuwait Border Amid Dispute on Oil

WASHINGTON, July 23 — American military officials are closely watching a new deployment of thousands of troops by Iraq along its border with Kuwait, where recent tensions appear to be escalating into a flaunting of strength by the two Persian Gulf countries, Pentagon officials said tonight. . . .

Source: *New York Times*, July 24, 1990

Document 7b

IRAQ ARMY INVADES CAPITAL OF KUWAIT IN FIERCE FIGHTING EMERGENCY U.N. SESSION

Casualties Are Called Heavy — Emir’s Palace Besieged as Explosions Jolt City

WASHINGTON, Thursday, August 2 — Iraqi troops crossed the Kuwait border today and penetrated deeply into the country and into Kuwait’s capital city, senior Administration officials said late Wednesday. . . .

Source: *New York Times*, August 2, 1990

Document 7c

Iraq’s Naked Aggression

Without warrant or warning, Iraq has struck brutally at tiny Kuwait, a brazen [bold] challenge to world law. Iraq stands condemned by a unanimous U.N. Security Council and major Western oil purchasers. President [George H. W.] Bush’s taste for bluntness stands him in good stead: “Naked aggression” is the correct term for President Saddam Hussein’s grab at a vulnerable, oil-rich neighbor. . . .

Source: *New York Times*, August 3, 1990

7 Based on these documents, what was *one* cause of the Persian Gulf War?

Score of 1:

- States a cause of the Persian Gulf War based on these documents
Examples: Iraq’s invasion of Kuwait; Iraq challenged world law; aggression of Saddam Hussein; Iraq struck brutally at Kuwait; Iraq’s naked aggression; Iraq flaunted its strength by deploying thousands of troops along Kuwait’s border; Iraqi troops crossed Kuwait’s border/penetrated deeply into Kuwait; oil dispute between Iraq and Kuwait; Hussein’s/Iraq’s takeover/grab of an oil-rich country; tensions between Iraq and Kuwait over control of oil fields

Score of 0:

- Incorrect response
Examples: Kuwait invaded Iraq; President Bush was too blunt; flaunting their strength; oil-rich nation
- Vague response
Examples: tension; troops were deployed; they invaded
- No response

Document 8

Just 2 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 2d [1990] 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.

This military action, taken in accord with United Nations resolutions and with the consent of the United States Congress, follows months of constant and virtually endless diplomatic activity on the part of the United Nations, the United States, and many, many other countries. Arab leaders sought what became known as an Arab solution, only to conclude that Saddam Hussein was unwilling to leave Kuwait. Others traveled to Baghdad in a variety of efforts to restore peace and justice. Our Secretary of State, James Baker, held an historic meeting in Geneva, only to be totally rebuffed. This past weekend, in a last-ditch effort, the Secretary-General of the United Nations went to the Middle East with peace in his heart—his second such mission. And he came back from Baghdad with no progress at all in getting Saddam Hussein to withdraw from Kuwait.

Now the 28 countries with forces in the Gulf area have exhausted all reasonable efforts to reach a peaceful resolution—have no choice but to drive Saddam from Kuwait by force. We will not fail. . . .



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

8 Based on this document, what was *one* action taken by President George H. W. Bush in response to Iraq's 1990 invasion of Kuwait?

Score of 1:

- States an action President George H. W. Bush took in response to Iraq's 1990 invasion of Kuwait based on this document

Examples: approved attack by allied air forces on military targets in Iraq and Kuwait; he worked with the United Nations/United States Congress; sent Secretary of State, James Baker, to negotiate a settlement in Geneva; engaged in months of diplomatic activities with the United Nations and many other countries; sent United States Armed Forces to free Kuwait/to attack Iraq; gave a televised address informing the nation of allied military action; started military action to drive Saddam from Kuwait; believed he had exhausted all efforts to reach a peaceful resolution; worked with others to restore peace and justice

Score of 0:

- Incorrect response

Examples: he traveled to the Middle East; he rejected United Nations resolutions; he took military action against the Arab League; used ground forces; people were brutalized; went to the Middle East with peace in his heart

- Vague response

Examples: a variety of efforts; peace in his heart; the conflict started; unwilling to leave

- No response

Document 9a

NEWS of success in the ground war has sent America's hardcore peace activists into retreat and prompted citizens from coast to coast to proclaim that, after two decades, the country is finally purging the "Vietnam syndrome".

While families of servicemen waited anxiously, a sense of pride sometimes approaching glee infused the talk on the streets and on the air waves all day on Sunday and early yesterday. Again and again, people voiced the same view: after all the sneering and humiliation of recent years, America has proved it has the will and the might to fight and win a war. . . .

Spot opinion polls yesterday showed that well over 80 per cent of the population supported President Bush's decision to launch the ground war, and 75 per cent believed they should keep fighting until President Saddam Hussein is removed.

Commentators and historians are pointing out that Iraq is reaping all the anger pent up through years of humiliation since the debacle and retreat from Vietnam in the early 1970s. USA Today, the popular national newspaper, said the ground war "held the promise of completion, a chance to get past the anguish of Vietnam, and this time to do it right". . . .

Source: *The Times*, London, February 26, 1991

Document 9b

. . . Tonight the Kuwaiti flag once again flies above the capital of a free and sovereign nation. And the American flag flies above our Embassy.

Seven months ago, America and the world drew a line in the sand. We declared that the aggression against Kuwait would not stand. And tonight, America and the world have kept their word.

This is not a time of euphoria, certainly not a time to gloat. But it is a time of pride: pride in our troops; pride in the friends who stood with us in the crisis; pride in our nation and the people whose strength and resolve made victory quick, decisive, and just. And soon we will open wide our arms to welcome back home to America our magnificent fighting forces. . . .

Source: President George H. W. Bush, Address to the Nation on the Suspension of Allied Offensive Combat Operations in the Persian Gulf, February 27, 1991

9 Based on these documents, what were *two* effects of the Persian Gulf War 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 Persian Gulf War on the United States based on these documents

Examples: it increased pride within the United States; forces were welcomed home as heroes; America's hardcore peace activists went into retreat; purged the Vietnam syndrome/victory over Iraq helped the United States to get past the anguish of Vietnam; America proved it has the will and the might to fight and win a war; opinion polls showed great support for President Bush's decision to launch the ground war/polls showed great support for President Bush; the American flag flies over the embassy in Kuwait; began a time of pride/pride in our troops/pride in friends who stood by us; pride in our nation/pride in the people who made it a just victory; Americans redirected their years of anger from Vietnam to Iraq

Note: To receive maximum credit, two *different* effects of the Persian Gulf War on the United States must be stated. For example, *purged the Vietnam syndrome* and *helped the United States get past the anguish of Vietnam* 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: Americans were humiliated; President Saddam Hussein was removed; opinion polls opposed President Bush
- Vague response
Examples: they should keep fighting; there was a syndrome; it was quick; commentators and historians pointed it out; we opened our arms wide
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
August 2018

Historical Context: Under the Constitution, Congress has the power to support the armed forces and to declare war, but only the president is authorized to act as commander in chief. Throughout United States history, the president has used his power as commander in chief to respond to many foreign crises. These crises include the *Mexican-American War (1846–1848)* during the presidency of James K. Polk, the *Vietnam War (1964–1975)* during the presidency of Lyndon B. Johnson, and the *Persian Gulf War (1990–1991)* during the presidency of George H. W. Bush.

Task: Select *two* foreign crises listed in the historical context and for *each*

- Describe the historical circumstances that led to the crisis
- Explain an action taken by the president to respond to the crisis
- Discuss an effect of the president’s actions 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 *each* of *two* foreign crises, *at least one* action taken by the president to respond to *each* foreign crisis, and *at least one* effect of *each* president’s action on the United States and/or on American society).
2. The description of historical circumstances and the effect of the president’s action may focus on immediate or long-term circumstances or on immediate or long-term effects.
3. The action taken by the president to respond to the foreign crisis could be before or during the war.
4. The action taken by the president to respond to the foreign crisis could be the same for both foreign crises, but the details must be specific to each foreign crisis, e.g., military forces were sent to both Vietnam and Kuwait.
5. The action taken by the president to respond to the crisis may be included in the description of historical circumstances, e.g., Polk’s ordering a military force to take a position between the Nueces River and the Rio Grande.
6. As is the case with many historical topics, the effect of the president’s action may be discussed from a variety of perspectives as long as the position taken is supported by accurate historical facts and examples.
7. Only two foreign crises should be selected from the historical context. If three foreign crises are discussed, only the first two may be scored.
8. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 3a, 3b, 5a, 5b, 6a, 6b, 7a, 7b, 7c, 9a and 9b may be considered as separate documents *if* the response uses specific, separate facts from each document.
9. Any document may be used in the response if the information is relevant to the issue being discussed. For example, Document 9a provides information that may be used to discuss the effects of the Vietnam War on the United States. Such usage should be evaluated on its relevance to each case.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances that led to **two** foreign crises, **at least one** action taken by the president to respond to **each** crisis, and **at least one** effect of **each** president's actions on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Mexican-American War*: connects President Polk's decision to send troops to disputed territory after negotiations with Mexico to buy California failed and his decision to ask Congress to declare war after the Mexican attack on those troops to the acquisition of land that gave the United States not only access to a vast area of settlement but also increased the divisive national debate over the extension of slavery; *Vietnam War*: connects the post–World War II containment policy developed by the Truman administration, the reasons for its application to Vietnam, and President Johnson's decision to ask Congress for authority to use further force in Vietnam to the domestic social and political discontent that emerged as the war became Americanized and increasingly unpopular
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Mexican-American War*: Rio Grande-Nueces River boundary dispute; annexation of Texas; joint resolution; mission of John Slidell; role of Zachary Taylor; Spot Resolution dissent; Treaty of Guadalupe Hidalgo; Mexican Cession boundaries; Wilmot Proviso controversy; Gadsden Purchase; *Vietnam War*: terms of Truman Doctrine; meaning of domino theory; Gulf of Tonkin Resolution; Tet Offensive; actions at Kent State; War Powers Act
- 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 all aspects of the task for one foreign crisis more thoroughly than for the second crisis *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., *Mexican-American War*: discusses the annexation of Texas, the subsequent disagreements that led to the boundary dispute between the United States and Mexico, President Polk's decision to ask Congress for a declaration of war, and the achievement of Manifest Destiny that opened up a vast area to American settlers; *Vietnam War*: discusses the post–World War II policy of containment, the reasons for its application to Vietnam, President Johnson's decision to Americanize the war, and the United States failure to achieve its objectives that resulted in a reevaluation of global containment efforts
- 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 tasks 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 are thoroughly developed evenly and in depth for **one** foreign crisis 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 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.

Mexican-American War

Key Ideas from Documents 1–3

Historical Circumstances

Doc 1—Claim of same territory by Mexico and United States/Texas (Nueces River or Rio Grande as southern boundary of Texas)

Doc 2—Threatened invasion of Texas by Mexican forces

Military force taking position between Nueces River and Rio Grande

Agreement by Texas and Congress for annexation to United States

Extension of United States protection to Texas citizens and soil

Action Taken by President Polk

Doc 2—Ordering military force to take position between Nueces River and the Rio Grande

Extending protection of United States to citizens and soil in Texas

Delivery of *War Message* to Congress

Requesting Congress to declare war against Mexico after an attack on Americans by Mexican troops

Effect of President’s Action on United States

Doc 3—Proposal to ban slavery from land acquired from Mexico (Wilmot Proviso)

Passage of Wilmot Proviso in House of Representatives but not in Senate

Acquisition of additional land from Mexico in Guadalupe-Hidalgo Treaty

Continued division on expansion of slavery

Slavery issue moved to center stage of American politics

Increase in size of the United States

Extension of the southwestern boundary to the Pacific Ocean

Addition of Mexican Cession and disputed territory to United States in 1848

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances

Invitation of Mexican government to Americans to settle in Texas in 1820s

Resistance of settlers to Mexicanization

Achievement of independence for Texas with help from United States citizens (Texas Revolution)

Delay of Texas annexation until 1845 because of slavery issue

Concern of Mexico about annexation, boundary disputes, and United States interest in California

Rejection by Mexico of American proposal to buy California

Clash of Mexican and United States troops in disputed territory

Action Taken by President Polk

Sending negotiators to Mexico to buy California and settle American claims against Mexico

Effect of the President’s Action on United States

Refusal of Mexico to bargain with United States

Achievement of Manifest Destiny goals

Access to additional natural resources (land, minerals, ports)

Continuation of debate over extension of slavery into territories (Compromise of 1850)

Integration of Hispanic population into American culture

Discrimination against Mexican Americans

Impact of Latin American resentment

Vietnam War

Key Ideas from Documents 4–6

<p align="center">Historical Circumstances</p> <p>Doc 4—Support for people of South Vietnam from every American president since 1954 National pledge by United States to help South Vietnam defend its independence Belief that to dishonor pledge of United States and abandon South Vietnam to its enemies is wrong Belief that world order would be strengthened if nations know they can depend on United States if attacked Belief that lack of United States support would lead to increased unrest, instability, wider war Belief that objective should be independence of South Vietnam and freedom</p> <p>Doc 5—Increase in communists’ fighting forces, attacks, number of incidents</p>
<p align="center">Action Taken by President Johnson</p> <p>Doc 5—Ordering of Air Mobile Division and other forces to Vietnam Increasing United States troop levels in Vietnam (immediate increase from 75,000 to 125,000; additional forces to be sent if requested) Raising monthly draft calls (from 17,000 over a period of time to 35,000 per month) Stepping up campaign for voluntary enlistments Increasing American troops in Vietnam (23,300 in 1964 to 563,100 in 1968) Encouraging increases in troop levels of allies</p>
<p align="center">Effect of President’s Action on United States</p> <p>Doc 5—Increase in draft and increase in number of forces in Vietnam</p> <p>Doc 6—Antiwar demonstrations Peace march at Lincoln Memorial to bring GIs home Partisan divisions in United States over Vietnam War Johnson’s decision not to accept nomination of his party for another term as president</p>

Relevant Outside Information

(This list is not all-inclusive.)

<p align="center">Historical Circumstances</p> <p>Support of French colonial war in Southeast Asia with economic and military aid (Truman, Eisenhower) Division of Vietnam at 17th parallel at Geneva Convention (Ho Chi Minh in North and pro-West forces in South with promise of free elections) Containment with continuing economic and military support and belief in domino theory Creation of SEATO Strategic geographic importance of Vietnam for trade and security Allegation of North Vietnamese attacks on United States destroyers off the coast of North Vietnam</p>
<p align="center">Action Taken by President Johnson</p> <p>Requesting Congress to approve further use of force in Vietnam (Gulf of Tonkin Resolution) Use of congressional “blank check” to retaliate against North Vietnam Americanization of war in 1965</p>
<p align="center">Effect of President’s Action on United States</p> <p>Development of negative world opinion as bombings escalated, villages burned, civilians killed Increased criticism as American casualties increased/debate over support of ineffective South Vietnam governments (Hawks versus Doves, Pentagon Papers, waning public support, Kent State) Increased expenditures resulting from war (deficit spending, higher taxes, inflationary trends) Negative impact on Great Society programs Republican victory in 1968 as a result of divisions within Democratic Party Temporary reduction in antiwar demonstrators by Nixon’s Vietnamization policies Cease-fire agreement in 1973 leading to evacuation of United States troops from Vietnam Development of Vietnam Syndrome as result of loss of South Vietnam in 1975/overall failure of American policy Reassessment of presidential war powers (War Powers Act)</p>

Persian Gulf War

Key Ideas from Documents 7–9

<p style="text-align: center;">Historical Circumstances</p> <p>Doc 7—Deployment of thousands of Iraqi troops along border with Kuwait Flaunting of strength by Iraq and Kuwait Crossing of Kuwait border by Iraqi troops and deep penetration into country and capital city Iraqi invasion of Kuwait without warrant or warning Iraq’s challenge to world law with invasion of Kuwait Condemnation of Iraq by United Nations Security Council and major Western oil purchasers</p> <p>Doc 8—Kuwait’s membership in Arab League and United Nations Brutalization of Kuwait’s people Saddam Hussein’s unwillingness to leave Kuwait Months of diplomatic activity on part of United States, United Nations, and other countries Efforts to restore peace and justice (Secretary of State James Baker’s meeting in Geneva, failure of United Nations Secretary General’s trip to Baghdad)</p>
<p style="text-align: center;">Action Taken by President Bush</p> <p>Doc 8—Approving attack by allied air forces on military targets in Iraq Sending Secretary of State James Baker and others to try to restore peace and justice Decision, in alliance with other countries, to drive Saddam Hussein from Kuwait by force Sending United States Armed Forces to drive Saddam Hussein from Kuwait by force</p>
<p style="text-align: center;">Effect of President’s Action on United States</p> <p>Doc 9—End of humiliation of recent years United States proving it had will and might to fight a war (purge of Vietnam Syndrome) Widespread public support for decision to launch ground war Renewal of American pride in troops, nation, and in friends who stood with United States Welcoming home of American fighting forces</p>

Relevant Outside Information

(This list is not all-inclusive.)

<p style="text-align: center;">Historical Circumstances</p> <p>Continuation of United States involvement in Middle East to support national self-interest (Eisenhower Doctrine, Carter Doctrine) Weakening of Iraq’s financial situation by long war with Iran Invasion of Kuwait by Saddam Hussein for oil revenue and seaports Concern about Saddam Hussein as a threat to Saudi Arabia Threat to economic interests of United States and its allies</p>
<p style="text-align: center;">Action Taken by President Bush</p> <p>Launching of Operation Desert Storm by United States and its United Nations allies Sending United States Armed Forces to protect Saudi Arabia in Operation Desert Shield</p>
<p style="text-align: center;">Effect of President’s Action on United States</p> <p>Pride in quick victory for United States and United Nations allies because of military action Acceptance of cease-fire agreement by Saddam Hussein although he remained in power Failure of Saddam Hussein to cooperate with United Nations weapons inspectors leading to United States concern about weapons of mass destruction Need for continued United States presence to enforce no-fly zones in Iraq and to help enforce United Nations sanctions on Iraq Implementation of Operation Iraqi Freedom to end Saddam Hussein’s rule</p>

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.

In our American system of democracy, our three branches of government are separate, in order to check the powers of each other. Congress has the sole power to declare war, raise an army, and make appropriations for said army. However, it is the President, head of the Executive Branch, that is the Commander in Chief of the Armed Forces; and in our history, the President has sometimes chosen to act quickly to a crisis using his powers as Commander in Chief. In the Mexican American War, as well as in the Persian Gulf War, the sitting President took swift actions in order to resolve a pressing crisis.

The roots of the Mexican-American War are found all the way in the 1820's in the Mexican territory of Texas. As a newly independent nation, Mexico wanted to install new settlers in the Texas Territory, so they invited Americans to come settle there. Tens of thousands of American settlers eventually flocked to the territory. Unfortunately for Mexico, these settlers brought with them their slaves and their Protestant religious beliefs in violation of Mexico's rules. Americans also had strong feelings of independence similar to those of American colonists before the Revolution. Mexico was predominantly a Catholic nation due to their Spanish roots, and had outlawed slavery since they had been an independent nation. Tensions began to build, and they eventually led to the Texan Revolution. This insurrection against Mexico was successful, and the Republic of Texas was created by 1836. But at the conclusion of the revolution, a new problem arose. The Texans wanted to be formally recognized by the United States government and become part of the United States. Since Texans owned slaves, President Andrew Jackson wanted to avoid a big national political debate over adding a slave state. Abolitionists did not support

annexation in the 1830s. By 1845 when annexation did occur, Americans were supporting the idea of Manifest Destiny and westward settlement. Mexico and the US couldn't agree on a border between the two nations. Mexico placed the border at the Nueces River, while the US claimed that the border was further south, at the Rio Grande. This created a wide swatch of disputed territory stretching as far north as modern day Oklahoma. (Doc. 1). President Polk who had campaigned for "reannexation of Texas" in 1844 sent the army to Texas into the disputed territory, to deal with the crisis of a possible Mexican invasion. American soldiers were attacked when Mexican troops crossed the Rio Grande, leading to the outbreak of the Mexican American War in 1846 (Doc. 2). Two years after declaring a war that many Americans supported, the United States won the war. In the Treaty of Guadalupe-Hidalgo in 1848, Mexico ceded much of its territory north of the Rio Grande to the United States in what is now known as the Mexican Cession (Doc. 3). This land now includes the modern day states of California, Nevada, Arizona, New Mexico, Utah, Oklahoma, and of course, Texas. Although this was a great national achievement, the issue of slavery complicated matters. The South would not accept the Wilmot Proviso in 1846 and after the war, they would not accept the idea that slavery could be kept out of the Mexican Cession. Abolitionists such as Frederick Douglass wanted to abolish slavery altogether. So instead of celebrating, the country began moving toward the Civil War despite the Compromise of 1850 which satisfied neither the North nor the South. Expansion of slavery continued to be an issue throughout the 1850s as the Free Soil Party gained support, the Dred Scott decision "ended" the Missouri

Compromise, and the Kansas Nebraska Act led to the creation of the Republican Party and “Bleeding Kansas”. The result of Polk’s response to the border crisis led to a war that created sectional tensions and eventually led to another war – the Civil War.

Almost 150 years after the end of the Mexican-American war, the United States faced another challenge, this time on the other side of the globe in the Middle East. The geographic location and oil resources in the Middle East made that region important to the United States. In the 1950s our economic interests in oil from the Middle East increased our role in the region. In the 1970s President Carter promised to use the American military to protect our interests in the Persian Gulf. In the 1990s during the presidency of George H. W. Bush, a crisis in the Gulf led him to commit the military in response to Iraq “brutally striking Kuwait”. The nation of Iraq, led by its tyrannical leader Saddam Hussein, had become very brazen and militaristic, and had deployed troops to the Iraq-Kuwait border (Doc. 7A). Kuwait, while small in size, was an important force economically in the Middle East due to their abundant oil supplies. Hussein had designs on capturing the Kuwait’s oil fields, and invaded the country with tremendous force on August 2nd, 1990. The US President, George H. W. Bush, was worried that Hussein would next attack Saudi Arabia which was also an oil rich country that exported much of its oil to the United States and its allies. After months of diplomacy and with United Nations support he decreed the Iraqi invasion as an act of “naked aggression” (Doc. 7C), and assembled an international intervention force to liberate Kuwait from the Iraqis. Forty nations joined this US led force, and on January 16, 1991,

they began their liberation mission in Kuwait on President Bush's orders (Doc. 8). A little more than a month later, with Americans doing most of the fighting Kuwait was liberated. The result of this war, known as the Persian Gulf War, was a dramatic swell in the nationalistic fervor in the United States even though Saddam Hussein remained in power. It was believed that victory in this war let us shed the pall of defeat that had covered the nation following our defeat in Vietnam. (Doc. 9A) The long war in Vietnam made Americans think differently about military intervention because too many soldiers had died on a lost cause that led to a communist takeover of South Vietnam. This intervention in the Middle East however was seen as a success and restored America's confidence and its power. The returning servicemembers were given a hero's welcome when they returned home (Doc. 9B), instead of the disrespect and indifference shown towards returning Vietnam veterans during and after that war. Although President Bush's action led to Kuwait's independence being restored the problems with Iraq continued. During George W. Bush's administration, Hussein was accused of having weapons of mass destruction. Bush sent American soldiers to fight in Operation Iraqi Freedom. American troops are still in Iraq and that war is increasingly compared to Vietnam. Long term consequences are difficult to predict. The actions taken by President George H. W. Bush in 1990 continue to affect United States foreign policy today.

Our Presidents have delivered decisive actions to pressing crises since the inception of the Presidency. As Commander in Chief of the US Armed Forces, they must make decisions on how to best resolve a crisis while at the same time preserve, protect, and defend the honor

and integrity of the United States. In the cases of the Mexican-American War and the Persian Gulf War, Presidents James Polk and George H. W. Bush's choices impacted the nation in countless ways.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Mexican-American War and the Persian Gulf War
- Is more analytical than descriptive (*Mexican-American War*: Texans wanted to become part of United States; Polk sent army to Texas into disputed territory; American soldiers were attacked when Mexican troops crossed Rio Grande; although Mexican Cession was a great national achievement, the issue of slavery complicated matters; South would not accept that slavery could be kept out of Mexican Cession; result of Polk's response to border crisis led to a war; *Persian Gulf War*: Kuwait was an important force in Middle East due to abundant oil supplies; resulted in nationalistic fervor even though Hussein remained in power; long war in Vietnam made Americans think differently about military intervention; intervention seen as success and restored America's confidence and power; returning servicemen given a hero's welcome; Kuwait's independence restored, but problems with Iraq continued; long-term consequences are difficult to predict; actions continue to affect United States foreign policy today)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*Mexican-American War*: Mexico invited Americans into Texas Territory and they brought slaves and Protestant beliefs with them in violation of Mexico's rules; Americans in Texas had strong feelings of independence; tensions led to Texan Revolution and Republic of Texas; Polk campaigned for reannexation of Texas in 1844; country began moving toward Civil War; expansion of slavery continued to be issue throughout 1850s as Free Soil Party gained support and Kansas-Nebraska Act led to creation of the Republican Party and "Bleeding Kansas"; *Persian Gulf War*: geographic location and oil resources in Middle East made region important to United States; in 1950s, our economic interests in oil from the Middle East increased our role in the region; in 1970s, President Carter promised to use military to protect interests in Persian Gulf; George W. Bush sent American soldiers to fight in Operation Iraqi Freedom; American troops still in Iraq and that war is increasingly compared to Vietnam)
- Richly supports the theme with many relevant facts, examples, and details (*Mexican-American War*: Nueces River; Rio Grande; Treaty of Guadalupe-Hidalgo; Wilmot Proviso; Compromise of 1850; *Persian Gulf War*: Hussein invaded Kuwait on August 2, 1990; international intervention force on January 16, 1991; Saudi Arabia)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the role of Congress and the president in wartime and a conclusion that discusses the president's role as commander in chief

Conclusion: Overall, the response fits the criteria for Level 5. An analytic treatment of the circumstances that led to each crisis demonstrates historical understandings that provide a good context for the discussion. A critical appraisal of document information effectively supports conclusions that include comparative elements and long-term effects of each presidential action.

In United States history, wars can define and display the strength and use of power of the President. The Vietnam War under Lyndon B. Johnson and the Mexican American War under James K. Polk are two such war that stretched the presidential power, affected the public's view of the president and altered America on the home front socially/politically.

The Mexican-American War of 1846-1848 started with Mexico's invitation to Americans to settle in Texas in the 1820s. The territory of Texas was under the control of the Mexicans, but unhappy with Mexican rules, the Americans successfully revolted and got their independence. The problem was that Mexico had no intention of forgetting that Americans had helped the Texans in their fight for independence and had annexed territory Mexico believed was theirs. They were especially concerned that the U.S. had set its sights on its other territories such as California. As the belief in manifest destiny spread and with James K. Polk's goal of acquiring California, the Mexicans had reason to worry. They rejected Polk's offer to buy California which led to his sending a military force to possibly provoke the Mexican military stationed in the disputed territory between the Rio Grande and the Nueces river as depicted in (document 1.) James K. Polk, an expansionist, justified that decision in his War Address stating that he had the duty to protect U.S. citizens and soil (document 2). Polk used his commander in chief power to purposely set the stage for winning a war with Mexico that would end in our adding California to the U.S. Angered by the appearance of American troops the Mexicans, according to Polk, responded and killed and wounded American soldiers. A skeptical Abe Lincoln demanded to

know where the men were shot in the Spot Resolutions but Congress voted for war. With its fighting force the U.S. defeated Mexico and ended the boundary dispute in America's favor only to gain another dispute. The Mexican Cession included California so Polk got his wish; however, the U.S. needed to decide what would become of this territory as far as slavery was concerned. (Document 3a). Some in Congress thought the answer was the Wilmot Proviso but southern senators would not agree to that because the Proviso called for all acquired land from Mexico to be free. The issue of slavery caused disputes amongst the North and South (free and slave respectively) mainly because the newly acquired land was so large. If slavery was not allowed into new territories the South would lose power in Congress. If that happened slavery might be abolished. Although the Compromise of 1850 was supposed to resolve the issue, it didn't for long. The Mexican-American war led to the South becoming more defensive and worried as California came into the Union as a free state. The debate over slavery in the territories further divided political parties and the nation until the Civil War finally settled the issue.

The Mexican American War was not the only war with humanitarian rights on the line. A similar problem existed during the Vietnam War period, specifically in Lyndon B. Johnson's term. American involvement in Vietnam did not start with Johnson's presidency. It began in the early 1950s over the fear of communism spreading which continued into the 1960s. To the U.S. communism was the ultimate anti-democratic villain that threatened our national interests. In particular to a divided Vietnam the North's leadership was communist and was hoping to unite the country under communist

ideals. The southern half was pro-west and not communist. America's support of South Vietnam roughly started around 1954 as implied in document 4, was mostly financial and did not involve large scale military operations; however, document 4 also notes that every president since Eisenhower in 1954 had supported an independent South Vietnam which was also one of the reasons that President Johnson launched the U.S. into war that was fought with many thousands of U.S. troops. (Document 5b). Following an incident in the Gulf of Tonkin involving the North Vietnamese and an American ship, Congress gave President Johnson approval to strike back. In order to act on his promise of more extensive aid to the South Vietnamese people in their fight against communism, one militarized action Johnson took was to order massive air strikes and raise troop draft levels from 17,000 to 35,000 per month. (Document 5a) By 1968 there were over 500,000 American troops in Vietnam (Document 5b). Johnson planned to overwhelm the North Vietnamese troops with bombardments and constant fire power, however, the enemy was difficult to defeat. Just like the presidents before him, Johnson underestimated and did not understand his enemy or the geographic challenges. Heat, humidity, and rain made fighting in Vietnam difficult for soldiers. North Vietnamese soldiers hid anywhere they could to try and save themselves from American air strikes that dropped tons of bombs hoping the North Vietnamese would give up. Americans, unused to gorilla warfare, seemed to always be at a disadvantage. After Tet it seemed clear that we were not winning and more antiwar protesters took to the streets as more people asked themselves "why are we in Vietnam?" Misleading high death counts

and questionable military accounts led to a credibility gap that created a distrust of the government. President Johnson decided campaigning for re-election was not possible because of the discontent on the home front (document 6b). This decision eventually led to a Nixon victory in 1968 and a plan to end the war which led instead to expanding the war into Cambodia. More protests and the failure to win the Vietnam war finally led to peace talks, the exit of U.S. troops, and a change in American attitude about whether the U.S. should try to solve problems around the world.

Presidents Johnson and Polk both faced overwhelming decisions and used a lot of presidential power during the Mexican-American & Vietnam Wars. Both men made a decision that created some distrust and had some negative consequences for American society.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the Mexican-American War and the Vietnam War
- Is more analytical than descriptive (*Mexican-American War*: as belief in Manifest Destiny spread, Mexico had reason to worry; Polk justified decision to send troops by stating he had a duty to protect United States citizens; Polk set stage for war with Mexico that would end in adding California to United States; United States needed to decide about slavery in Mexican Cession; *Vietnam War*: American involvement began over fear of communism spreading; America's support of South Vietnam started around 1954 and was mostly financial; every president since Eisenhower supported independent South Vietnam; just like presidents before him, Johnson underestimated and did not understand enemy or geographic challenges; antiwar protesters took to streets; Johnson decided campaigning for reelection was not possible because of discontent on home front)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Mexican-American War*: Mexico invited Americans to settle in Texas; Mexico had no intention of forgetting Americans helped Texans fight for independence; Mexico rejected Polk's offer to buy California; Lincoln demanded to know where Americans were shot; if slavery not allowed into new territories, South would lose power in Congress; South more defensive as California came into Union as a free state; debate over slavery further divided nation until Civil War settled issue; *Vietnam War*: North hoping to unite a divided Vietnam under communist ideals; following incident in Gulf of Tonkin, Congress gave President Johnson approval to strike back; questionable military accounts led to credibility gap; Nixon expanded war into Cambodia; protests and failure to win led to peace talks)
- Richly supports the theme with many relevant facts, examples, and details (*Mexican-American War*: disputed territory between Rio Grande and Nueces River; Spot Resolutions; Wilmot Proviso; Compromise of 1850; *Vietnam War*: troop draft levels raised from 17,000 to 35,000 per month)
- Demonstrates a logical and clear plan of organization; includes an introduction that refers to the use of presidential power during wars and a conclusion that states both Johnson and Polk made decisions that had some negative consequences for American society

Conclusion: Overall, the response fits the criteria for Level 5. Historical details effectively support document interpretation especially in the discussion of the Mexican-American War. Analytic statements are employed throughout the narrative and demonstrate good political understanding especially in the treatment of the effects of the Vietnam War.

Throughout American history, the United States has faced foreign crises and had wars over these crises. When communist North Vietnam wanted to extend communism into South Vietnam, the U.S. felt it had to interfere to contain communism. Similarly when Iraq invaded neighboring oil-rich Kuwait, the U.S. intervened to help Kuwait, which was a member of the United Nations. Both of these foreign crises eventually led to war, before which the president at the time recommended action to Congress as commander in chief. The president in each case used his power as commander in chief to influence congressional approval without them actually declaring war.

North Vietnam ruled by Ho Chi Minh sent guerilla fighters into South Vietnam to oppose the government supported by the U.S. Although not democratic the government was not communist. This was at a time of the Cold War when American people feared communists and communist governments. Americans such as the followers of Senator McCarthy feared communism might come to the U.S. The U.S. government wanted to contain communism and not let it spread to other countries than the ones it was already in. The domino theory as it was called said that if one country in Southeast Asia fell to communism others would soon follow. The U.S., fearing that South Vietnam would fall to communism because of weak leadership in South Vietnam and the determined communists of North Vietnam, had to more directly intervene as sending millions of dollars and relatively few troops wasn't working (Doc 5b). U.S. presidents over the years had made a pledge to South Vietnam to help defend it. President Johnson decided to increase our fighting strength in 1965 to help South Vietnam keep its independence. (Doc 4). President Johnson said

that if the U.S. didn't aid South Vietnam that our European allies and others wouldn't have confidence in the U.S. to help them if they were attacked (Doc 4). With these as justifications the U.S. sent more troops and money to South Vietnam to fight a war against the North Vietnamese. This war was anything but easy. The war presented many casualties with some victories but none seemed to secure a real victory. The enemy the U.S. was fighting against was called the Viet-Kong, and they didn't wear uniforms. This made it extremely difficult to distinguish who the enemy was. With few victories Johnson increased the monthly draft from 17,000 men to 35,000 per month in 1965 and by 1966 there were 385,300 compared to 23,300 just two years prior (Doc 5b and 5a) This however did not help, it just increased the death toll and American's dissatisfaction with the war. While most Americans continued to support the war, more Americans began to protest against the Vietnam war because of it's high death rate and they began to believe our involvement was wrong. Parents worried that their children would be sent to fight an endless war thousands of miles away. With huge amounts of protesting at home, Johnson's popularity plummeted. Johnson decided not to run for reelection. The Vietnam war was long-lasting, and undeclared. The war became unpopular at home, and made people question whether Congress had given too much power to the president. Johnson did not succeed in winning the Vietnam war. The U.S. withdrew its troops after a cease fire agreement under President Nixon and North Vietnam eventually captured the South Vietnam capital of Saigon naming it Ho Chi Minh city. The U.S. had lost a long war, and didn't contain communism. The U.S. also became cautious about using military force until the 1990s.

President George H. W. Bush used his power as commander in chief to respond to the 1990 crisis in Kuwait. Iraq invaded neighboring oil-rich Kuwait (Doc 7). After a long war with Iran, Iraq took advantage of Kuwait, attacked, and quickly gained control over Kuwait's oil and other assets. Many diplomatic efforts involving many different countries were tried to get Saddam Hussein out of Kuwait. The U.S. sent its Secretary of State, James Baker to Geneva to try to persuade Hussein to leave Kuwait. (Doc 8). But all of these efforts failed. Iraq forces would not leave Kuwait. Some worried that Hussein might try to take over the entire Persian Gulf and that Kuwait was his first step. Finally President George H. W. Bush took military action against Iraq with congressional approval to drive them out of Kuwait. Many other nations joined the U.S. and as President George H. W. Bush said "we will not fail." After a short time of fighting the U.S. and its allies had won the war using technology and military power to overwhelm the Iraqis. This win somewhat made up for the American loss in the Vietnam War. People actually supported the Persian Gulf War. Unlike the Vietnam War, the Persian Gulf War was short and casualties were limited pushing peace activists into retreat. The troops coming home from war were actually appreciated unlike the troops from Vietnam. Extreme nationalism occurred after the Persian Gulf War rather than the humiliation that followed Vietnam (Doc 9a). The President's effort to help Kuwait, a member of the United Nations, had worked. The American people supported the war and Bush had gained popularity. Unfortunately, winning the war and getting Iraq out of Kuwait did not end problems in the Middle East. Saddam Hussein caused more problems which led to another war with Iraq that

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

continues and has not been as popular as the Persian Gulf War. Many of our objectives have still not been met.

During a time of war the president has the power to be the commander in chief. Congress has the power to declare war and support the armed forces but it is the president who is commander in chief.

During both the Vietnam and Persian Gulf wars the presidents of the time used their powers as commander in chief to respond to foreign crises by asking Congress for its approval rather than asking for a declaration of war.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the Vietnam War and the Persian Gulf War
- Is both descriptive and analytical (*Vietnam War*: United States feared South Vietnam would fall to communism because of weak leadership in South Vietnam and the determination of North Vietnam; Johnson decided to increase our fighting strength; if United States did not aid South Vietnam, our European allies and others would not have confidence in United States; death toll increased as did American dissatisfaction with war; Johnson's popularity plummeted and he decided not to run for reelection; United States became cautious about using military force until the 1990s; *Persian Gulf War*: Iraq invaded oil-rich Kuwait; many diplomatic efforts tried to get Hussein out of Kuwait; Secretary of State sent to persuade Hussein to leave Kuwait; efforts failed; war won using technology and military power to overwhelm Iraqis; win somewhat made up for American loss in Vietnam; war was short and casualties were limited; troops coming home from war were actually appreciated unlike troops of Vietnam; extreme nationalism occurred after Persian Gulf War)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Vietnam War*: followers of Senator McCarthy feared communism might come to the United States; domino theory said if one country in Southeast Asia fell to communism, others would soon follow; parents worried their children would be sent to fight a war thousands of miles away; people questioned whether Congress had given president too much power; *Persian Gulf War*: after long war with Iran, Iraq took advantage of Kuwait; some worried Hussein might try to take over entire Persian Gulf and Kuwait was his first step; winning war and getting Iraq out of Kuwait did not end trouble for United States in Middle East; Saddam Hussein caused more problems which led to another war with Iraq that continues and has not been as popular as Persian Gulf War)
- Supports the theme with relevant facts, examples, and details (*Vietnam War*: Ho Chi Minh; guerilla fighters; monthly draft increased; cease-fire under President Nixon; *Persian Gulf War*: American people supported war; Bush gained popularity)
- Demonstrates a logical and clear plan of organization; includes an introduction that states reasons the United States intervened in the Vietnam War and the Persian Gulf War and a conclusion that states the role of the president as commander in chief

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information supports document interpretation and good comparative elements in the discussion of both wars. Good analytic statements and thoughtful conclusions are included but lack the depth of a Level 5 response.

Over the course of America's history, the United States has become entangled in crises involving other nations. These crises have commonly caused Presidents to take drastic actions to address these issues, which have had a dramatic impact on America as a whole. For example, when the USSR placed nuclear missiles on Cuba during the 1960s, President Kennedy staged a naval quarantine of Cuba in order to respond to the situation. His choice to use naval force as well as his success in resolving the issue made Americans at the time have more faith in the government. Two other notable crises that occurred during the 1800s and 1900s were the Mexican-American war and the Vietnam war. During the Mexican-American and Vietnam wars, U.S. presidents were forced to take actions that had an impact on Americans.

During the 1830s and 1840s Americans believed in Manifest Destiny, the idea that the U.S. was fated to stretch from the Atlantic Ocean to the Pacific Ocean. Expansionist Thomas Jefferson's Louisiana Purchase added thousands of square miles to the U.S. Due to this belief, America signed a treaty to acquire the Oregon Territory and annexed Texas land that Mexico said belonged to them. However, in 1846 the United States was thrust into a conflict with Mexico, as both Mexico and the U.S. believed that a strip of land, located in present day Texas north of the Rio Grande belonged to them (doc 1). Mexico did not believe U.S. annexation of any of the Texas territory was legal. In response to this disagreement, President Polk sent U.S. troops to protect Texas as well as the disputed land from a possible attack from Mexico (doc 2.). As a result, Mexican and American troops became entangled in an all-out war over the territory, which lasted for about

two years. Due to President Polk sending an “efficient force” of U.S. troops to defend American interests in the disputed territory, America eventually fought and won the war with Mexico which led to the United States gaining a lot of land (doc. 3b.). Unfortunately, instead of celebrating the increased size of the U.S., the issue of whether to allow slavery in the newly attained lands divided common citizens and political leaders alike, creating division between the Northern and Southern United States (3a), as well as leading to more people joining a social movement calling for abolition of slavery. It all led to arguing about slavery in other territories such as Kansas and Nebraska and the violent acts of John Brown. As the North and South found little to agree on, the South found fewer reasons to stay in the Union. With less political power in Congress, Southern slave-owning states would have to worry about their way of life. This led to the United States being involved in a four year civil war. Due to President Polk’s actions in response to the dispute between the U.S. and Mexico over land, America underwent a period of social and political tension that made the Civil War almost unavoidable. The 13th amendment could be seen as a long-term effect of Polk’s action.

Nearly 120 years after the Mexican American War, the United States became involved in a war of words, the cold war. The cold war was caused by tensions between the U.S and the U.S.S.R following the end of WWII. Since America openly disagreed with the U.S.S.R’s taking their form of government into Eastern European nations and making them satellites, the U.S. developed a fear of the U.S.S.R’s form of government, communism. In order to stop the spread of communism, the United States adopted a policy of containment, in

which the U.S. tried to stop other European countries from falling to communism by providing financial aid, and occasionally military support. When the noncommunist South Vietnam was threatened with mounting aggression by communist North Vietnam President Johnson had to honor our national pledge to help them remain independent. The U.S. fear of communism, coupled with the fact that the U.S. had supported South Vietnam for years (doc. 4) led President Johnson to send a growing number of U.S. troops to Vietnam in 1964 to 1968 (doc. 5a, 5b.). President Johnson hoped to quickly win the war, however this did not occur. The inability to determine which Vietnamese people were the enemy, as well as an unfamiliarity with the land in Vietnam led to difficulty for the Americans. Under President Johnson's orders, thousands of U.S. troops, many of whom were under the age of twenty were sent to Vietnam some against their will via the draft. This prompted large demonstrations to occur on the home front as people began protesting the fact that so many young men were being sent off to fight a war in Asia against an enemy who did not threaten our national security and was almost impossible to win. Demonstrations did not stop when President Johnson left office because the war continued. (doc. 6a) Dissent continued with the next president. One notable demonstration occurred at Kent State, when some student protesters were shot and killed by the National Guard following a peaceful protest. In addition, the brutalities carried out by U.S. troops including the Mai Lai massacre, angered Americans, and made it seem as though the war was having a terrible effect on the soldiers who were fighting the war. Due to the actions that President Johnson took during the Vietnam War, social tension in America occurred between

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

those who supported the war and those who opposed a war which had never been declared by Congress.

During the Nineteenth and twentieth centuries, America was thrust into national crises that would lead to the Mexican-American war and the Vietnam war. The presidents during these wars responded by using the military. These actions led to social tensions in America which ushered in additional conflicts that would come to define America.

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

- Develops all aspects of the task for the Mexican-American War and the Vietnam War
- Is both descriptive and analytical (*Mexican-American War*: both Mexico and United States believed land located in present day Texas north of Rio Grande belonged to them; Polk sent United States troops to protect Texas as well as disputed land from possible attack by Mexico; Mexican and American troops became entangled in an all-out war; instead of celebrating increased size of United States, issue of whether to allow slavery in newly attained lands created division between North and South; *Vietnam War*: when noncommunist South Vietnam was threatened with aggression by communist North Vietnam, Johnson had to honor national pledge to help South Vietnam remain independent; United States fear of communism led Johnson to send a growing number of troops; people began protesting sending young men to fight a war in Asia against an enemy who did not seem to threaten our national security)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Mexican-American War*: Mexico did not believe annexation of Texas territory legal; led to more people calling for abolition of slavery; led to arguing about slavery in Kansas and Nebraska and violent acts of John Brown; made Civil War almost unavoidable; *Vietnam War*: to stop spread of communism, United States adopted policy of containment; demonstrations did not stop when Johnson left office because war continued; Kent State student protesters killed by National Guard; social tension in America occurred between those who supported and those who opposed undeclared war)
- Supports the theme with relevant facts, examples, and details (*Mexican-American War*: Manifest Destiny; Louisiana Purchase; war led to United States gaining a lot of land; *Vietnam War*: draft; growing number of troops from 1964 to 1968; My Lai massacre angered Americans)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that summarizes aspects of the Mexican-American War and the Vietnam War

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information and analytical statements are used to support document information. Good historical insights about social tensions are integrated in the discussion of the effects of both actions but would have benefited by the inclusion of additional supporting facts and details.

Crisis is innate to any state of existence. By extension, it is impossible for a nation to survive in this world without the ability to promptly respond to crises, and the United States (US) is no exception. In this country, our responses typically consist of acts of Congress or of Presidential action. In terms of the latter, presidential authority as commander in chief was instrumental in our involvement and ability to handle crises including the Mexican-American War and the Vietnam War.

In the Mexican-American War, conflict initially started when Texas was still a part of Mexico. At that time, many Americans moved there and brought slaves with them, but they refused to conform to Mexican law. This provoked considerable tension, which eventually led to the Texan Revolution, where Texas gained its independence from Mexico as the Lone Star Republic. In the aftermath of the revolution there was a dispute over the land north of the Rio Grande between Mexico and the Nueces River (Doc. 1/3b). When the United States annexed Texas it was almost inevitable that there would be a conflict because Mexico was angry that the US took its territory. In exercising his responsibility as commander in chief, President Polk, using his presidential authority, sent troops to the Texas border to protect the region which we now considered ours. (Doc 2) Following the war, the US won and gained considerable territory from Mexico. In fact, under President Polk, more territory became part of the United States than under any other president. California and New Mexico territories became ours and the southwestern boundary was set at the Rio Grande. Despite all of this land being added, some manifest destiny believers thought we should have taken all of Mexico too. Instead, the Mexican Cession led to the

Gadsden Purchase from Mexico which rounded out our southwest border. The US now stretched from the Atlantic to the Pacific but required settlement. Settlement would lead to questions about whether slaves could be taken into new western territories. Since the Wilmot Proviso was not passed, disagreements over slavery in the territories would lead to increased North-South sectionalism that would worsen throughout the 1850s. The debate over admitting California as a free state led to the Compromise of 1850.

Another conflict was the Vietnam War. The US was prompted to fight this during the continuing tension created by the Cold War. Many Americans believed that with the growth of communism in the Soviet Union and its satellite nations, the free nations of the world, including their leader, the US, had a responsibility to stand against communism. To help nations in Europe, Congress passed the Marshall Plan to help with economic recovery. In the 1950s we decided that Vietnam needed our help. By 1965 the US was fighting a war to help the pro-American South Vietnamese. As implied in Document 4, the US was committed to defeating the communists in North Vietnam and would not betray those fighting to keep communism from taking over their country. By extension, President Johnson used his presidential power to send 1000s of troops to South Vietnam to help that country resist communist aggression. He also increased the draft call (Doc 5a). This small war became a large war between 1965 and 1968. However, as the war dragged on and no clear victory was discernable, support for the war and President Johnson decreased. As a result, he told the nation he would not run again (Doc 5b). American morale was plummeting and in the process of taking the next step,

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

Vietnamization, the U.S. said it would begin to withdraw troops from the conflict and the South Vietnamese troops would take over. However, the South Vietnamese failed to halt the advance of the communists, and the nation fell. Despite it all the U.S. had to “leave Vietnam to its fate” (Doc 4).

Thus, in the Vietnam War and the Mexican American War, presidential action was a critical part of the U.S.’s involvement in them. The conflicts arose from tense border and global conditions, and sometimes, the U.S.’s efforts were successful, other times not so much.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Mexican-American War more thoroughly than the Vietnam War
- Is both descriptive and analytical (*Mexican-American War*: dispute over land between Rio Grande and Nueces River; Mexico angry United States took its territory; Polk sent troops to Texas border; United States now stretched from Atlantic to Pacific; settlement would lead to questions about whether slaves could be taken into new western territories; disagreements over slavery in territories led to increased North-South sectionalism that would worsen throughout 1850s; debate over admitting California as a free state led to the Compromise of 1850; *Vietnam War*: United States decided Vietnam needed our help; United States committed to defeating communists in North Vietnam; United States would not betray those fighting to keep communism from taking over their country; Johnson sent thousands of troops to help South Vietnam resist communist aggression; as war dragged on, support for war and President Johnson decreased)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Mexican-American War*: Americans moved to Texas and brought slaves with them; Texans refused to conform to Mexican law, provoking considerable tension; despite land being added, some Manifest Destiny believers thought United States should have taken all of Mexico; Mexican Cession led to Gadsden Purchase; *Vietnam War*: fought during continuing tension created by Cold War; many Americans believed the free nations of world had a responsibility to stand against communism; United States would withdraw troops and South Vietnamese troops would take over fighting)
- Supports the theme with relevant facts, examples, and details (*Mexican-American War*: Texan Revolution; Lone Star Republic; California and New Mexico territories; Wilmot Proviso; *Vietnam War*: Johnson increased draft call; told nation would not run again; Vietnamization)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Good relevant outside information is used to support document information resulting in some good conclusions. However, the discussion of the Vietnam War could have been strengthened with additional information about its effect on the United States.

According to the Constitution, Congress and the Supreme Court limit the power of the president. During times of war, on the other hand, the president has greater authority in decision-making in order to protect national security. The way in which the President responds to foreign crisis greatly affects the lives of Americans and the well-being of the nation. James K. Polk's actions in responding to the Mexican crisis and Lyndon B. Johnson's actions in response to the crisis of Vietnam demonstrate this fact. The effects of the Mexican American War and Vietnam War differ because Polk's successful military decisions led to victory and benefits for the nation while the United States' failure in Vietnam under Johnson damaged national unity and well-being.

The decisions of James K. Polk from 1846 to 1848 led to American victory in the Mexican-American War. A map from The American Pageant shows that Texas was independent from 1836 to 1845, until the United States annexed Texas (document 1). This action is the underlying cause of the Mexican-American War: Mexico was unhappy with Texas joining the United States, and the boundary the United States claimed, so they threatened invasion. In his War Message in 1846, President Polk tells the American people that because Texas has joined our nation, he feels a responsibility to protect it. As a result, he sent troops to the area between the Nueces and Río Grande (document 2). The land along the Nueces River was a source of great tension because it is along the border between Texas and Mexico, and these nations disagreed over where their exact border should lie. By sending troops to the region, Polk seemed to be instigating a conflict; once Mexico struck, Polk used this as leverage for Congress to declare

war. After winning the war, the United States gained the Mexican Cession according to the Treaty of Guadalupe Hidalgo in 1848. Document 3b reflects this territorial gain and shows that the Mexican-American War increased American territory greatly; However, document 3a shows that issues in Congress developed over the issue of slavery in this new territory. The Cession challenged a previous compromise over slavery since the 36°30" line of the Missouri Compromise did not go to the Pacific. The Wilmot Proviso, an attempt to ban slavery in the territory failed in the Senate, but started to divide political parties and led to new parties that created more disagreements between the North and South. Overall, President Polk's decision to support Texas against Mexico increased US landholdings but also caused disunity as states' rights became a rallying cry for the South.

America's involvement in the Vietnam War under President Johnson was in the beginning almost unanimously supported by Congress in the Tonkin Gulf Resolution and widely supported by the American people. By 1967 the war was greatly unpopular. In his address "Peace without conquest" Johnson stated that the United States had a duty to fulfill promises to protect the independence of South Vietnam and strengthen world order because if Vietnam fell to communism other nations in Southeast Asia like Laos and Cambodia, would fall as well. (document 4). After World War 2, the United States took a greater role in protecting other nations from communist takeovers. In "Why we are in Vietnam," Johnson said that in order to show US strength to the communists and meet needs in Vietnam, he would deploy additional forces like the Air Mobile

Division (document 5a) because defeating North Vietnamese communists was becoming harder than we expected it to be. Document 5b shows that as a result, other allied nations also increased their number of soldiers. However, America's involvement started to cause great strife on the homefront because it didn't look like sending more soldiers was helping us save the independence of South Vietnam. Document 6a shows a protest on the homefront in a photograph on the cover of Time. Through actions like marching on Washington DC American people showed their dissatisfaction with the war. More dissatisfaction led to more marches. As a result of Vietnam, President Johnson chose not to seek reelection because he had too many challenges here at home to worry about (document 6b). American pride in the military involvement in Vietnam was at an all-time low and unlike in World War 2, people did not rally on the homefront to support the cause. The war became less and less popular and Americans just wanted it over. After election, President Nixon shifted the burden of fighting to the South Vietnamese and gradually withdrew US troops.

Anchor Level 3-A

The response:

- Develops all aspects of the task for the Mexican-American War and the Vietnam War
- Is more descriptive than analytical (*Mexican-American War*: Mexico unhappy with Texas joining United States; nations disagreed over where exact border should lie; by sending troops, Polk seemed to be instigating conflict, and when Mexico struck, Polk used this as leverage for Congress to declare war; issues in Congress developed over slavery in new territory; Wilmot Proviso, an attempt to ban slavery in the territory, failed in Senate; *Vietnam War*: Johnson stated the United States had a duty to fulfill promises to protect independence of South Vietnam; defeating North Vietnamese communists was becoming harder than expected; America's involvement caused great strife on home front because it did not look like sending more soldiers was saving independence of South Vietnam; more dissatisfaction led to more marches; President Johnson chose not to seek reelection because he had too many challenges at home)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Mexican-American War*: Wilmot Proviso led to new political parties that created more disagreements between North and South; Polk's decision to support Texas against Mexico created disunity as States rights became a rallying cry for South; *Vietnam War*: America's involvement almost unanimously supported by Congress in Tonkin Gulf Resolution; after World War II, United States took greater role in protecting other nations from communist takeovers; Americans just wanted war over; President Nixon shifted the burden of fighting to the South Vietnamese and gradually withdrew United States troops)
- Includes some relevant facts, examples, and details (*Mexican-American War*: Texas annexed in 1845; Nueces River; Rio Grande; Mexican Cession; Treaty of Guadalupe-Hidalgo; *Vietnam War*: Air Mobile Division; photograph on cover of *Time* magazine)
- Demonstrates a satisfactory plan of organization; includes an introduction that mentions some effects of the Mexican-American War and the Vietnam War and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Relevant document information is supported by good explanations and some relevant outside information. Some good analytic statements are integrated throughout the response but would have benefited from additional facts and details.

The Persian Gulf War and the Vietnam War were 2 wars that were almost opposite to each other. One was long, the other was short; one was criticized, and one was supported. In both conflicts, the United State's involvement were based upon the decisions made by the Presidents on how to respond to each crisis; George H. W Bush (Gulf War), and Lyndon B. Johnson (Vietnam).

The Vietnam War became the result of an over 2 decade struggle between what the United States saw as a struggle between democracy and communism in the divided country of Vietnam. The communists influenced North Vietnam lead by Ho Chi Minh and the west influenced South Vietnam. The United State's involvement in Vietnam dates back to the 1950s, in an advisory role which expanded after the French left. However, in the early 1960s, the conflict extended into a full guerilla war between North and South Vietnam. Between 1964 and 1965, U.S President Lyndon B. Johnson was determined to increase the United State's role in Vietnam by sending more troops to keep our national pledge. Between 1964 and 1965, President Johnson increased the number of American men aged 18 and over drafted to be able to supply General Westmoreland with the manpower and materials he needed to defeat the communists and contain the conflict so communism did not spread to neighboring countries. Between 1964 and 1965, the number of active duty U.S troops in Vietnam rose from 23,300 to over 184,300 military troops and by 1968 there were 536,100 American troops fighting to save South Vietnam. The enemy unfortunately was more determined and organized than the South Vietnamese troops and the Saigon government in South Vietnam was not popular with its people.

Despite Johnson's programs to supercharge the presence of U.S. military forces in Vietnam, the war raged on for years, not formally ending until 1975 and without success. The war resulted in a very negative response from the United States public, due to casualties and lack of progress made. President Johnson even decided to not seek the nomination for a second term as president, knowing how unpopular he had become.

There have been many Middle East crises but 15 years after the end of the Vietnam War, a new and dangerous crisis was emerging in the Middle East. In 1990, Saddam Hussein's Iraq invaded Kuwait with the intent of controlling their vast oil field networks. This triggered a world wide response, not just from the United States. Much of the world felt Iraq's unprovoked invasion of Kuwait was heinous and action was justified especially after people in many countries tried so hard to reach a peaceful resolution. U.S. President George H. W. Bush was opposed to Hussein's rebuffs of peaceful resolution; and had the support of the public and Congress for military intervention to end Iraq's occupation of Kuwait.

Unlike President Johnson's decision for the Vietnam War, President H. W. Bush's decision for military action in the Persian Gulf War ended well for Kuwait and the United States. The United States, working with other nations in a coalition, was able to quickly end Iraq's occupation of Kuwait in early 1991, in only a couple of months. Casualties were low, and with coalition forces, Kuwait was liberated. Some people were in favor of continued military action until Saddam Hussein was out of power, however, this would not happen until 2003. After 9/11 President George W. Bush was focused on terrorism and he

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

saw Saddam Hussein and Iraq as a terrorist threat. He believed that Iraq had weapons of mass destruction and the United States attacked Iraq. Saddam Hussein was executed but United States troops are still in Iraq because tension and violence continues in Iraq.

The Persian Gulf War is sometimes thought of as important for the morale of the United States following the retreat from the Vietnam War. It was a war in which its success resulted in pride for the armed forces and the just cause of liberating Kuwait and doing it quickly.

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

- Develops all aspects of the task for the Vietnam War and the Persian Gulf War
- Is more descriptive than analytical (*Vietnam War*: result of over two decades of struggle between democracy and communism in divided country; President Johnson determined to increase United States role by sending more troops to keep our pledge; Johnson increased the number drafted to supply General Westmoreland with manpower he needed; negative response from United States public due to casualties and lack of progress; *Persian Gulf War*: Hussein's invasion of Kuwait triggered a worldwide response; President Bush opposed to Hussein's rebuffs of peaceful resolution and had public support for military intervention; Bush's decision ended well for Kuwait and the United States; important for morale of United States following retreat from Vietnam)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Vietnam War*: influence in Vietnam dates back to 1950s in advisory role which expanded after French left; in early 1960s, conflict extended into full guerilla war; enemy more determined and organized than South Vietnamese troops and Saigon government was not popular; *Persian Gulf War*: Hussein invaded Kuwait with intent of controlling its vast oil fields; some people were in favor of continued military action until Hussein was out of power but this would not happen until 2003; after 9/11, President Bush saw Hussein and Iraq as terrorist threat; Bush believed Iraq had weapons of mass destruction and the United States attacked Iraq; United States troops still in Iraq because tension and violence continues)
- Includes some relevant facts, examples, and details (*Vietnam War*: by 1968, 536,000 American troops fighting to save South Vietnam; Johnson decided not to seek nomination for second term; *Persian Gulf War*: Saddam Hussein executed)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that briefly attempt to compare the Vietnam War and the Persian Gulf War

Conclusion: Overall, the response fits the criteria for Level 3. Some good relevant outside information and analytic statements establish a good summary of both wars. While long-term effects of each war are included, additional supporting facts and details would have strengthened the response, especially regarding the Persian Gulf War.

The President of the United States of America has many responsibilities. As the power head of the nation, it is the President's duty to take care of his or her citizens providing them with the continued protection of their basic human rights and safety. One of the President's most difficult tasks, however, is that of foreign policy. During times of conflict, whether national or global, this is most definitely the case. Throughout history, conflicts have surfaced, and the weight of the decision making usually falls in the hands of the President. Two of these such crises were the Vietnam War, from 1964 to 1975, and the Persian Gulf War, which took place from 1990 to 1991. During these conflicts, Presidents Lyndon Johnson and George H.W. Bush had to use their power as commander in chief to respond to the crisis at hand.

The Vietnam War was perhaps one of the most traumatic and detrimental conflicts the United States as a nation has ever experienced. Starting in 1964, the Vietnam War was an eleven-year-long conflict that started years before when the French tried to return to Vietnam. The prevention of the spread of communism was a goal of the United States following World War II. As stated in Document 4, every U.S. president since 1954 had assisted South Vietnam's efforts to keep its independence and offered them support in their struggle against North Vietnam's communists. Therefore, President Johnson felt that it was his duty to continue aiding S. Vietnam. In 1965 he began to implement the steady increase of American troops in Vietnam that would only continue to increase as the years went on and the war had still not come to an end (Doc. 5b). Americans were encouraged to believe we had a good chance of winning the war. However, the late

1960's and early 1970's became a time of great unrests and protests against the war efforts. As Johnson each year continued to increase U.S. military involvement, the American people began to turn against him, chanting such things as "Hey, hey, LBJ, how many kids did you kill today?" at their protests. Watching television news and seeing the violence of the war and the endless bombing of North Vietnam made many Americans wonder if fighting the war was making Vietnam more stable. Unable to handle the pressure of the war, and the criticism, Johnson announced to the nation in 1968 that he would not be running for re-election (Doc. 6b). Despite this, however, the war still did not come to an end until 1975, leaving the nation at a loss and utterly discouraged. In the end, America was driven from Vietnam by the communists. This made future presidents question if they should send troops anywhere for fear of failure.

The Persian Gulf War, on the other hand, had an entirely different effect on the nation. The conflict, starting in August 1990 as Iraqi troops invaded Kuwait (Doc. 7b), was over before the Spring of 1991. As stated in Document 8, President George H.W. Bush attempted to avoid war altogether by sending the nation's Secretary of State to Geneva. The UN Secretary-General traveled to the Middle East in attempts to negotiate peace and encourage Saddam Hussein to withdraw from Kuwait. This proved ineffective and Saddam Hussein refused to leave Kuwait. Since the 28 nations with forces in the Gulf exhausted their peace efforts, President H.W. Bush joined with our Allied air forces to attack military targets. Ground troops were eventually used, and Hussein and his Iraqi troops were driven out of Kuwait, burning Kuwaiti oil wells as they left. This conflict left the

United States with sense of nationalism, as the nation proved that after the past, devastating results of the Vietnam War, the U.S. could again fight and win a war. The United States successfully kept its word and stopped aggression by working with our Allies. However, Iraq would continue to be a problem throughout the 1990s, finally leading to the second war with Iraq in 2003. The United States still has troops in Iraq.

Throughout history, the means by which the United States tries to resolve a foreign crisis falls in the hands of the President. During the Vietnam and Persian Gulf Wars, the President, as commander in chief, was responsible for dealing with the crisis. Although not always successful, the actions taken by a President during times of conflict often have a tremendous impact on the nation as a whole.

Anchor Level 3-C

The response:

- Develops all aspects of the task for the Vietnam War and the Persian Gulf War
- Is more descriptive than analytical (*Vietnam War*: one of most traumatic and detrimental conflicts United States experienced; every president since 1954 assisted South Vietnam's efforts to keep independence; Johnson felt it was his duty to continue aiding South Vietnam; steady increase of American troops in Vietnam continued; late 1960s and early 1970s became a time of great unrest and protests against war efforts; American people began to turn against Johnson; Johnson announced to nation he would not run for reelection; *Persian Gulf War*: Bush attempted to avoid war by sending Secretary of State to Geneva; United Nations Secretary General traveled to Middle East to encourage Hussein to withdraw from Kuwait; Bush joined with allied air forces to attack military targets; Hussein and Iraqi troops driven out of Kuwait; left United States with sense of nationalism after devastating results of Vietnam War; United States stopped aggression by working with our allies)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Vietnam War*: conflict started when French tried to return to Vietnam; preventing the spread of communism was goal of United States following World War II; Americans encouraged to believe we had a good chance of winning war; did not come to an end until 1975, leaving nation utterly discouraged; America was driven from Vietnam by communists; made future presidents question if they should send troops anywhere for fear of failure; *Persian Gulf War*: Iraqi troops burned Kuwaiti oil wells as they left)
- Includes some relevant facts, examples, and details (*Vietnam War*: in 1965, Johnson began increasing number of American troops in Vietnam; *Persian Gulf War*: started in August 1990 as Iraqi troops invaded Kuwait; Hussein refused to leave Kuwait; ended before spring of 1991; second war with Iraq)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss the power of the president as it relates to crises

Conclusion: Overall, the response fits the criteria for Level 3. Some relevant outside information is included in the discussion of the Vietnam War; however, the discussion of the Persian Gulf War depends on document information. A few analytical statements are scattered throughout the response but lack supporting facts and details.

The president, through the United States constitution, is given the right to act as commander and chief. Throughout history, many presidents used this power in response to foreign crisis. James K. Polk used this power during the Mexican-American War (1846-1848) and Lyndon B. Johnson used it during the Vietnam War (1964-1975). These wars were both fought to protect United State's interests and expand their foreign policy, during that time period.

The Mexican-American war started over a boarder dispute. The 1800s was a period of U.S imperialism and Westward Expansion. Texas was annexed in 1845 and both Mexico and the U.S had claims to a piece of land. (Doc 1) President Polk was determined to protect these new citizens and soil. He met the threatened invasion, of Mexico, with force and military preparation. (Doc 2).

The U.S was victorious in the war, and the boarder dispute was settled with the Treaty of Guadalupe-Hidalgo in 1848. The U.S also was rewarded with a plot of land, or the Mexican Cession. There was dispute over the issue of slavery in this new aquired territory, which the Wilmot Proviso attempted to solve. (Doc 3) The question of slavery was brought forth and there was continued dispute, leading up to the Civil War in 1865.

The Vietnam War was fought during the Cold War. The U.S foreign policy was containment or to stop the spread of communism. The U.S allied with the South, to stop the communist forces of North Vietnam. America had to help Vietnam, because it was their duty to do so and to keep the rest of the nation's confident in their strength. (Doc 4) President Johnson ordered an increase in American Armed forces in 1965, to ensure the containment of communism. (Doc 5) The number

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

of allied troops, in nations increased. (Doc 5) This war was awful and as people forgot the true reason for fighting and were exposed to millions dying they turned against the war. There were anti-war protests and draft burning. The war also hurt Johnson's reputation and he did not run for a second term. (Doc 6)

The US was a strong nation and they were determined to prove their strength and power. Many presidents used their powers as commander and chief to involve our nation in foreign affairs, for certain reasons, but mainly to protect our interests. The presidents would go along with the popular demands and foreign policy, at the time. Their actions and the results of these wars had a great impact on the history of U.S, some positive and others were negative.

Anchor Level 2-A**The response:**

- Minimally develops all aspects of the task
- Is primarily descriptive (*Mexican-American War*: both Mexico and United States had claims to same piece of land; Polk determined to protect new citizens and soil; Polk met threatened invasion with force and military preparation; Wilmot Proviso attempted to solve dispute over issue of slavery in new acquired territory; *Vietnam War*: America had to help Vietnam because it was its duty and to keep confidence of other nations; Johnson ordered increase in American armed forces in 1965; people forgot true reason for fighting, and exposed to millions dying, turned against war; hurt Johnson's reputation and he did not run for a second term)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*Mexican-American War*: 1800s, a period of United States imperialism; continued dispute led to Civil War; *Vietnam War*: fought during the Cold War; United States foreign policy was containment; draft burning)
- Includes relevant facts, examples, and details (*Mexican-American War*: Texas annexed in 1845; Treaty of Guadalupe-Hidalgo in 1848; Mexican Cession; *Vietnam War*: to stop communist forces of North Vietnam; antiwar protests); includes an inaccuracy (*Mexican-American War*: Civil War in 1865)
- 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. Although a few statements of relevant outside information are included, most of the discussion focuses on simplistic interpretation of the document information that addresses the task. Although accurate historical facts are mentioned, the connections are weak.

The Mexican-American War (1846–48) and the Persian Gulf War (1990–1991) are both examples of how presidents have used their power to respond to foreign crises. Both of these wars began for very different reasons and had vastly different, but equally important impacts on the United States.

In the 1840s, a conflict arose over the region of land between the Río Grande and the Nueces River. It was claimed by both Mexico, and American settlers in the region. The American settlers wanted to be annexed by the Union, however Mexico believed the land was their own. Eventually, America felt forced to begin a war with Mexico as expressed in Document 2 by President James Polk. Polk explained that Mexico was threatening military force to prevent Texas from annexing and becoming part of the Union. He felt it was his country's duty to protect those citizens and fight Mexico over the land. The war was fought, and America won. A treaty was made and the United States received land. Polk's actions had several unforeseeable effects as seen in Document 3a. The effect was a conflict within the Union on how slavery should be handled. As said in the Document the conflict "split both parties along sectional lines and ushered in a new era in which the slavery issue moved to the center stage of American politics." Polk's actions concerning the foreign crisis caused slavery to become a national and pressing conflict.

Another very different foreign crisis was the Persian Gulf War. This war was caused by the Iraqi invasion of Kuwait. The territory in and around Kuwait was extremely valuable due to oil, and thus this invasion was not well accepted internationally. As seen in Document 7c the invasion was viewed by President Bush as an act of "naked

aggression". President Bush felt that Saddam Hussein's actions could not be ignored or accepted and so he began military action to drive Hussein out of Kuwait. In Document 8 Bush expressed that we had "...no choice but to drive Saddam from Kuwait by Force." As a result of his actions, the Persian Gulf War began. The effects of Bush's actions were many. For one, national pride of the military was ignited and restored on the home front. The war proved to be a fairly easy victory for the United States, and Kuwait's independence was restored. As a result of that, American economic interests abroad were protected.

As seen in the Mexican-American War and the Persian Gulf War, Presidents have a lot of power when it comes to international conflicts and crisis. They have the power to decide what actions the Nation should take. The actions they take have far reaching effects, and have the power to transform our entire country.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Mexican-American War*: conflict arose over land between Rio Grande and Nueces River; American settlers wanted to be annexed by United States but Mexico believed land was theirs; Mexico threatening military force; Polk felt his country's duty to protect American citizens and fight Mexico over land; Polk's actions resulted in conflict within United States on how slavery should be handled; slavery became national and pressing conflict; *Persian Gulf War*: caused by Iraq's invasion of Kuwait; territory in and around Kuwait extremely valuable due to oil and thus invasion not well-accepted internationally; Bush felt Hussein's actions could not be ignored so began military action to drive Hussein out of Kuwait; national pride in military restored on home front; proved to be a fairly easy victory for United States; American economic interests abroad were protected)
- Incorporates limited relevant information from documents 1, 2, 3, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Mexican-American War*: America won war; United States received land; *Persian Gulf War*: Kuwait's independence restored); includes an inaccuracy (*Mexican-American War*: Mexico was threatening military force to prevent Texas from annexing and becoming part of the Union)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. Logical and methodical treatment of document information is employed to address all aspects of the task. A few analytical statements are included, but lack of supporting facts and details weakens their effectiveness.

The President of the United States is well known as the Commander in Chief. This means that he or she has the power to declare war, or respond with military action to other countries if the need arises. Wars that have been fought overseas, such as the Mexican-American War, the Vietnam War, and the Persian Gulf War are examples of the Commanders in Chief taken action against other countries.

From 1846-48, during the presidency of James K. Polk, Mexico and America fought in a war against each other. Since both countries share a border, there have often been disputes, mostly about the land, and especially about Texas. Since the U.S. wanted to protect their new state, Texas, Polk sent troops to the Nueces River and the Rio Grande, where Mexican troops already were. As a result of this and other events, war broke out. In the end, America won, and they acquired new land from Mexico. Another result of this was that now, the issue of slavery was starting to make its way into the limelight.

During the Presidency of Lyndon B. Johnson, another war occurred: the Vietnam War. The U.S. is allied with South Vietnam, and they felt it shameful if they did not assist their small ally against larger enemies. Johnson increased drafts, and many troops were deployed to Vietnam. This is where the term Guerilla Warfare came to be, and it was a hideous loss for the United States. Back home, people started to protest the war, because they were seeing the brutal affects of war on their troops. As a result, Johnson refused to run again.

George H.W. Bush witnessed a war in his presidency. From 1990-1991, the Persian Gulf War was fought in Kuwait, over the vast abundance of natural resources that Kuwait has. Terrorist leader Saddam Hussein was a leader of the assault against them. Bush gathered allies and sent them to Kuwait, and in result, won.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Mexican-American War*: United States and Mexico share a border; disputes, mostly about land and especially about Texas; Polk sent troops to Nueces River and Rio Grande where Mexican troops already were; resulted in issue of slavery starting to make its way into limelight; *Vietnam War*: shameful if United States did not assist small ally; Johnson increased drafts and many troops deployed to Vietnam; people started to protest war because they were seeing brutal effects of war on troops)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Mexican-American War*: United States wanted to protect new state of Texas; America acquired new land from Mexico; *Vietnam War*: United States allied with South Vietnam; Johnson refused to run again); includes an inaccuracy (*Vietnam War*: where term *guerilla warfare* came to be)
- 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 2. Although the three crises are addressed, only the first two may be rated. All aspects of the task are addressed with brief statements. The discussion is reasonably focused and demonstrates a limited understanding of the task.

In times of crisis, United States Presidents have had to take stressful actions that could effect the welfare of the nation. In the Persian Gulf War and the Vietnam War, presidents had to step up immensely in actions taken to keep the United States from disaster.

In the Persian Gulf War, President George H.W. Bush had to make the difficult decision in sending American troops into Kuwait. With the support of the American citizens, the United States had succeeded in taking Iraq out of Kuwait. American citizens had felt pride in their nation and in President Bush for their accomplishments overseas.

In the Vietnam War, President Lyndon B. Johnson was in a tough position. American citizens constantly protested the war and criticized President Johnson for his military actions. When President Johnson made the decision to send more troops into South Vietnam, the people erupted into protests. The failure of President Johnson's decision had made him decide to step down from the next presidential race.

The United States had been through many nation crisis. With each crisis a new president was in office and had to make countless critical decisions. For some Presidents, like Bush, their decisions were a success. Unfortunately some presidents failed, like Johnson.

Anchor Level 1-A

The response:

- Minimally develops most aspects of the task
- Is descriptive (*Persian Gulf War*: United States succeeded in taking Iraq out of Kuwait; made American citizens feel pride in nation; *Vietnam War*: put Johnson in tough position as American citizens protested war and criticized his military actions; failure of his decision made him decide to step down from next presidential race)
- Includes minimal information from documents 5, 6, 8, and 9
- Presents no relevant outside information
- Includes very few relevant facts, examples, and details (*Persian Gulf War*: American troops sent into Kuwait); includes an inaccuracy (*Vietnam War*: when President Johnson made the decision to send more troops into South Vietnam, the people erupted into protests)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that reiterates prior statements

Conclusion: Overall, the response fits the criteria for Level 1. No historical circumstances are included, and simplistic statements address the other aspects of the task. Although an awareness of relevant information is evident, its application is weak.

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

Two national crisis in the history of the United States have been the Mexican-American War (1846-48) and the Persian Gulf War (1990-91.) Both of these conflicts were attempted to be resolved by U.S. presidents.

Territorial dispute was the main reason for the Mexican-American War. Mexico wanted the border at the Nueces River while the U.S. wanted the Rio Grande to serve as a border. (doc 3b) President Polk stationed troops in the disputed territory to resolve this conflict. (doc 2) Because of this, the U.S. won the war and gained territory. (doc 1)

The Persian Gulf war was fought because Iraq invaded Kuwait unjustly. (doc 7c) As a result the U.S. and other countries sent troops to help Kuwait. (doc 8) Hussein was eventually taken out and peace was restored.

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

- Minimally develops all aspects of the task
- Is descriptive (*Mexican-American War*: territorial dispute was the main reason for the war; Polk stationed troops in disputed territory; United States won the war and gained territory; *Persian Gulf War*: fought because Iraq invaded Kuwait unjustly; United States and other countries sent troops to help Kuwait)
- Includes minimal information from documents 1, 2, 3, 7, and 8
- Presents little relevant outside information (*Persian Gulf War*: Hussein eventually taken and peace was restored)
- Includes very few relevant facts, examples, and details (*Mexican-American War*: Mexico wanted border at Nueces River; United States wanted Rio Grande as border)
- 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. Single sentences address each aspect of the task for both wars, but the response lacks supporting explanations and details, especially in the treatment of the Persian Gulf War.

The Mexican-American war from 1846-48 during the presidency of James K. Polk and the Vietnam war from 1964-1975 during the presidency of Lyndon B. Johnson both had effects on the United States due to the president's actions. Under the Constitution, Congress has the power to support the armed forces and declare war. However, only the president can act as commander in chief and send the armed forces to respond to a foreign crisis. In U.S. history, presidents have exercised this power. Specifically, James K. Polk and Lyndon B. Johnson's forcefully responded to a crisis and their actions affected both the United States and American society for many years.

Americans had moved into the Mexican territory of Texas and made it theirs. When Congress brought Texas into the Union, Mexico threatened war. That war, the Mexican-American war from 1846-48 is an example of a foreign crisis in which a president took action to defend what he considered was his country's land. As illustrated in document 1, both Texas and Mexico claimed a sizeable chunk of land between the Rio Grande and the Nueces river. With neither side backing down, the Mexicans crossed the Rio Grande. In 1846 President Polk ordered the military to protect Texans because they were U.S. citizens living on U.S. land (document 2). Polk's actions were bold because it could be debated whose land it really was and he was determined to keep that land for the United States. Polk's decision to send in American troops led to a war and an American victory. The U.S. kept the land it claimed, and gained new territory known as the Mexican Cession (document 3b). In addition, this new land led to conflict. It became an issue of whether or not the new land would be a free or a slave state. As mentioned in document 3a, the Wilmot Proviso

failed to keep slavery out of the land acquired from Mexico. This became a key issue when California wanted to join the Union as a free state. Later, the issue of slavery would split the two political parties and the two sections of the country at the same time. This ushered in a new era in which slavery became a central issue in American politics. President James K. Polk's actions gained land for the United States, but also created a new issue that many people were afraid to face. The issue of whether slavery should continue led to a nation that could not be saved by compromise but only by another war. Polk's decision would continue to have a great effect on American society for years to come.

The Vietnam war fought mostly during Lyndon B. Johnson's presidency had a major, lasting impact on the United States and American society. In 1965 Johnson declared he would support South Vietnam due to the pledges made by past presidents to defend its independence (document 4). Since World War II, containing communism was a cornerstone of American foreign policy. It seemed that no matter where communism was a threat the U.S. felt it had to be dealt with. The United States fought an earlier war to keep communism out of South Korea and now it would be a war to keep communism out of South Vietnam. This pledge to help South Vietnam although supported by most Americans at the time would go on to divide America. When the communists increased their fighting forces and attacks the U.S. became more involved in Vietnam. As mentioned in document 5a, the U.S. sent more troops and the draft number was increased as the U.S. steadily increased its presence in Vietnam. Going along with document 5a, document 5b illustrates that from 1965 to 1968, the

number of American troops in Vietnam more than doubled. This is what greatly affected America. Because of Johnson's decisions, men were being sent off by the thousands, many to die in a country not many Americans knew much about. Meanwhile bombs were devastating the country of Vietnam as a whole. These and other factors led to American outrage. A Time Magazine issue (document 6a) shows Americans protesting the war in Washington, but there were protests all over the country. A popular phrase for protestors became "Hey, Hey LBJ how many kids did you kill today?" Another quote that was popular can be seen on the cover of the magazine "Support our GIs, Bring them home now!" Americans split as many were against the war and felt it was destructive and unnecessary. These feelings would eventually go on to trigger the age of hippies and the belief in peacefulness, personal freedom and social change. Lastly, on March 31, 1968 Lyndon B. Johnson announced that he would not be running for a second term (document 6b). As great of an effect the Vietnam war had on American people, it also affected Johnson. He could no longer handle the angst and division among citizens and stepped down from office after only 1 term. Johnson's attempts to resolve the crisis of communism in Vietnam were unsuccessful and historically affected the United States in ways that are still being debated today. The Vietnam War Memorial in Washington stands as a monument to the many troops who fought and died in Vietnam for a cause that was perhaps lost before Johnson escalated the war in 1965. Vietnam has given presidents ever since Johnson reasons to be cautious when deciding to commit troops to fight anywhere in the world.

Both James K. Polk's response to the Mexican-American war, and

Document-Based Essay—Practice Paper – A

Lyndon B. Johnson's response to the Vietnam war effected the United States. In their efforts to respond to the crisis' there were both positive and negative results. And in each case, American people greatly responded to the effects of the president's decisions. As commander in chief it is the president's duty to handle war and foreign affairs. Each decision made impacts American society and government. This is true for all of history, and is even true to this day. Foreign crisis can sometimes be inevitable, but how it is handled is what can define a presidency.

The United States has fought wars since the beginning of the nation. They seem to be inevitable. In Washington's Farewell Address and prior to World War I and II, it was suggested that America should remain neutral and not get involved in foreign problems. However, this was not the case. In both the Vietnam War and Persian Gulf War, the United States got involved in other nations problems mainly for one reason—to help small nations preserve their independence.

In the Vietnam War, the United States was trying to prevent the spread of Communism. Communism became a big issue especially during the Cold War and led to a "hot" one, the Korean War. Most of our allies in Europe wanted to prevent countries from becoming Communist. The United States was willing to go to almost any lengths to contain communism including sending troops to countries in Asia including Korea and Vietnam. Because South Vietnam was being infiltrated by Communist forces from the North President Johnson believed it was the United States' obligation to help them just as the United States had helped Korea. According to document four, President Johnson believed that America had pledged to build, support and defend the people of South Vietnam. Because of the promises made by Presidents before Johnson to defend its independence, the United States increased its involvement. President Johnson justified the United States involvement by saying that if the U.S. does not protect South Vietnam, the value of American commitment to defend other small countries would be questioned. That might mean smaller countries might become friendlier with the Soviet Union and the world order would be weakened and changed. He claimed that not keeping our word would create unrest and an even bigger war. Therefore, the

Document-Based Essay—Practice Paper – B

United States got more involved in the war with approval from Congress.

Based on documents 5a and 5b, the number of troops sent to Vietnam by President Johnson increased after 1964. To resolve this crisis and defend Vietnam, the president kept on sending in more and more troops up until 1968. Many troops were required during this hard battle because Vietnam's geography was difficult to navigate. The locals knew better how to find their way through thick jungles in the most efficient way. What also contributed as a problem was the difficulty of the Americans to distinguish between the South Vietnamese and the North Vietnamese because they all looked similar which made traditional fighting difficult. The war created many problems at home because according to document 6a, people gathered and protested that the troops should return. By 1967 the President's decision to continue the war caused much unrest because the Americans were frustrated. The Vietnam War was not won by the Americans because the Communists didn't give up and they believed in their cause. However, this war was fought in an attempt to contain Communist expansion. Losing the war made the United States question its decision for many years.

In addition to the Vietnam War, the Persian Gulf War was fought to prove America's commitment and protection towards smaller countries – specifically Kuwait. According to documents 7a, 7b and 7c, because Iraqi troops invaded Kuwait, tensions arose. Iraqi troops invaded a helpless neighboring country who had a lot of oil and the United States would not accept that. So President George H. W. Bush decided with the allied air forces to attack military targets in Iraq and

Document-Based Essay—Practice Paper – B

Kuwait (Document 8). To resolve this conflict, the President's action was to later send in troops in order to defend Kuwait. Lastly according to documents 9a and 9b, because the United States won the war and Kuwait regained its independence, the United States experienced a great sense of nationalism and pride. Americans were proud of their troops and by helping defend Kuwait, the United States proved that it would help small countries in time of need. The success of this war not only granted Kuwait its independence, but also established the United States as a world power that would get involved when an ally's sovereignty was threatened and proved that the U.S. would not have tolerance for actions it deemed unjust. Therefore, it is evident that war is sometimes inevitable and that the United States will go to great measures to protect friends; it is also evident that both the presidents in these wars had to make difficult decisions and had to face the risk of failure.

In the United States Constitution, Congress has the power to support armed forces and declare war, but the president is the only one who is able to act as Commander-in-Chief. In both the Vietnam War and the Persian Gulf War, the presidents had to make crucial decisions in times of crisis. They had to think cleverly and base their decisions on what's best for the people. Thus, it is evident that in both cases, the presidents tried to preserve independence and do what they thought was morally right.

Document-Based Essay—Practice Paper – C

The United States went through many crises. Two of these were the Persian Gulf War and the Vietnam war.

The Persian Gulf War started because Iraq wanted the oil from Kuwait, as you can see from documents 7a and 7c. President Bush took action and sent troops to drive Saddam Hussein out by force. This had a good effect on the U.S because we felt pride in our troops.

In the Vietnam war, the U.S fought to stop communism from spreading, as you can see in document 5a. President Johnson wanted to protect Vietnam which is why he sent troops in. However this war did not have a good effect on the U.S. According to document 6a, the people wanted the troops to come home and for war to end. In document 6b, we see that even the President did not want to run for another term.

Document-Based Essay—Practice Paper – D

With the powers given to Congress by the Constitution, Congress alone has the power to declare war and finance the armed forces, but the President is the sole commander in chief. Throughout history the president has used this power to respond to foreign crises, such as the Mexican-American War, the Vietnam conflict and the Persian Gulf War.

The Mexican-American War was caused by the annexation of Texas after Polk's election and the deployment of US forces into a disputed border area between Texas and Mexico (Doc 2). The seeds for this conflict started long before, when many Americans settled in Mexican-controlled Texas after being invited by Mexico. When Mexico began to enforce policies Americans didn't like, Texas revolted and won their independence as a sovereign nation and wanted to join the Union. This was delayed until 1845 because of sectional rivalry over slavery and expansion. When Texas was finally annexed it angered the Mexican government who still considered part of Texas as part of Mexican territory. When US troops were deployed in the area by Polk to protect the land he considered ours, fighting broke out. The war lasted 2 years and the US emerged as the clear victor and Mexico ceded a large portion of their northern territories (Doc 3b). This addition to the US nearly completed the decades long "Manifest Destiny" phenomenon that had swept the US in the 1840's but had begun with the Louisiana Purchase. Unfortunately it was the land we got from Mexico that led to the Civil War. The expansion of slavery into new western territories created disagreements just as Texas had before its annexation. Southern slave owners wanted to take their property with them into the new territories. Others did not think this was right. Arguing about

slavery continued until eventually the South left the Union.

When Saddam Hussein invaded Kuwait to gain the oil riches to help pay for its war with Iran, the UN condemned the attack but hoped to avoid a war, to liberate Kuwait. Much effort went into finding a diplomatic solution to the crisis in Kuwait. The Arab solution was rejected by Hussein. President Bush sent the US Secretary of State to Geneva and the UN Secretary General went to Bagdad but peace talks ended in failure. On January 16th, the Allies commenced the air assault with a ground assault soon after (Doc 8). In a few months, Kuwait was liberated and the Allies suspended offensive operations. The President had been a staunch supporter of war after reasonable efforts to find a peaceful resolution to the crisis did not work out and "a line in the sand was drawn." He ordered the attack himself after talking with Congress. The president's actions in Kuwait helped the US shrug off the "Vietnam Syndrome" and once again display its military force and its willingness to help our allies in their time of need. While the war in Vietnam became unpopular, President Bush's actions were approved by the vast majority of the public with most even wanting him to take the war further and remove Hussein (Doc 9a). At the time the military did not seem to think that was necessary which caused additional problems later on.

These events show the extent of which presidents can extend their power in times of international crisis. From a solo war with another country for territorial gains to an Allied effort to free an occupied nation for economic and humane reasons.

Americans have faced many wartime challenges in the twentieth century. The Vietnam War (1964-1975) and the Persian Gulf War (1990-1991) were two of these challenges. These wars were fought by brave American soldiers to prevent the spread of communism and to protect American economic interests.

The Vietnam War was fought to preserve South Vietnam's independence. The U.S. had had a presence in Vietnam since 1954 to protect and help the Vietnamese when they needed it. The U.S. could not let the South Vietnamese fall to communism (Doc 4). In 1965, President Johnson increased the draft substantially to help win the war (5a). The number of American troops increased from 23,300 in 1964 to 184,300 in 1965 (5b). American citizens did not like involvement with Vietnam and staged many peaceful protests (6a). Opposition to President Johnson's policy caused him to not seek another term in office.

The Persian Gulf War was incited by Saddam Hussein, the president of Iraq (7a). Iraq invaded Kuwait to take over the oil-rich country (7b). President Bush called Hussein's actions "naked aggression" and they would not be tolerated (7c). Hussein would not leave Kuwait on U.S. or U.N. orders, so President George H.W. Bush decided to deploy American troops to win the war (8). There were two main effects of this war. First, the citizens believed they had "purged the Vietnam Syndrome," which meant they didn't have to be ashamed of what happened in Vietnam (9a). Secondly, America had succeeded in what they came to do and American troops were welcomed back with open arms (9b).

The Vietnam War and the Persian Gulf War both greatly influenced

Document-Based Essay—Practice Paper – E

the United States. The President had used his power to aid foreign nations in both crises, whether the crisis be spreading communism or countries encroaching on US economic interests. The president played a very important role in both cases.

Practice Paper A—Score Level 4**The response:**

- Develops all aspects of the task for the Mexican-American War and the Vietnam War
- Is both descriptive and analytical (*Mexican-American War*: when Congress brought Texas into the Union, Mexico threatened war; Mexicans crossed the Rio Grande; Polk ordered military to protect Texans because they were United States citizens; Polk's action was bold because it could be debated whose land it really was; issue of whether or not new land would be free or slave; *Vietnam War*: Johnson declared support for South Vietnam due to pledges made by past presidents; although supported by most Americans, the war would go on to divide America; Johnson could no longer handle angst and division among citizens; Johnson's attempts to resolve crisis of communism in Vietnam unsuccessful; affected United States in ways still being debated today)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Mexican-American War*: Americans had moved into Mexican territory of Texas; California wanted to join Union as free state; slavery issue split two political parties and two sections of the country at same time; issue of whether slavery should continue led to nation that could not be saved by compromise but only by war; *Vietnam War*: United States fought earlier war to keep communism out of South Korea; many sent to die in a country not many Americans knew much about; antiwar feelings triggered age of hippies and belief in peacefulness, personal freedom, and social change; Vietnam War Memorial stands as monument to many troops who died in Vietnam for a cause that was perhaps lost before Johnson escalated war; presidents since Johnson cautious when deciding to commit troops)
- Supports the theme with relevant facts, examples, and details (*Mexican-American War*: Nueces River; United States gained new territory; Wilmot Proviso; *Vietnam War*: draft numbers increased; number of American troops in Vietnam more than doubled; Johnson not running for second term)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information and some analytic statements support document interpretation and are employed to draw good conclusions about both wars. Although the treatment of the effects of each war integrates good historical references, the discussion would have benefited from additional facts and details especially in the discussion of Vietnam.

Practice Paper B—Score Level 3

The response:

- Develops all aspects of the task for the Vietnam War and the Persian Gulf War
- Is more descriptive than analytical (*Vietnam War*: United States trying to prevent spread of communism; Johnson believed America had pledged to build, support, and defend people of South Vietnam; Johnson said if the United States did not protect South Vietnam, the value of American commitment to defend other small countries would be questioned; losing war made United States question its decision for many years; *Persian Gulf War*: fought to prove America’s commitment and protection toward smaller countries; Bush decided with allied air forces to attack military targets in Iraq and Kuwait; United States experienced great sense of nationalism and pride; Americans proud of their troops and by helping defend Kuwait, evident that the United States will protect friends)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Vietnam War*: communism became a big issue during the Cold War; most allies in Europe wanted to prevent countries from becoming communist; South Vietnam infiltrated by communist forces from North; smaller countries might become friendlier with Soviet Union; increased involvement in war with approval from Congress; communists believed in their cause; *Persian Gulf War*: Kuwait helpless country with a lot of oil; established United States as world power that would get involved when an ally’s sovereignty was threatened and would not have tolerance for actions deemed unjust)
- Includes some relevant facts, examples, and details (*Vietnam War*: helped Korea; number of troops increased; people protested that troops should return; *Persian Gulf War*: Iraqi troops invaded Kuwait; United States won war; Kuwait regained independence)
- Demonstrates a satisfactory plan of organization; includes an introduction that mentions Washington’s Farewell Address and the United States prior neutrality and a conclusion that is slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the Vietnam War includes some good relevant outside information. The discussion of the Persian Gulf War is framed by document information that includes good analytic statements but lacks supporting facts and details.

Practice Paper C—Score Level 1

The response:

- Minimally develops all aspects of the task
- Is descriptive (*Persian Gulf War*: started because Iraq wanted oil from Kuwait; Bush sent troops to drive Saddam Hussein out; United States felt pride in its troops; *Vietnam War*: United States fought to stop communism from spreading; Johnson sent troops in to protect Vietnam; people wanted the troops to come home and the war to end; Johnson did not want to run for another term)
- Includes minimal information from documents 5, 6, 7, 8, and 9
- Presents no relevant outside information
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes an introduction that mentions the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. All aspects of the task are briefly stated and demonstrate a basic understanding of the task. However, the response is extremely limited in scope and lacks any development.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task for the Mexican-American War and the Persian Gulf War
- Is more descriptive than analytical (*Mexican-American War*: caused by annexation of Texas and deployment of United States forces into disputed area between Texas and Mexico; Texan annexation angered Mexican government; Mexico ceded large portion of its northern territories to United States; expansion of slavery into new western territories created disagreements; Southern slave owners wanted to take their property into new territories; *Persian Gulf War*: much effort went into finding diplomatic solution to crisis in Kuwait; United Nations condemned attack but hoped to avoid a war to liberate Kuwait; peace talks ended in failure; Bush staunch supporter of war after reasonable efforts to find peaceful resolution did not work out; Bush's actions in Kuwait helped United States shrug off Vietnam syndrome and display willingness to help allies; while war in Vietnam became unpopular, Bush's actions were approved by majority of public with most wanting him to remove Hussein)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates limited relevant outside information (*Mexican-American War*: seeds for conflict started when Americans settled in Mexican-controlled Texas; when Mexico enforced policies Americans did not like, Texas revolted, won its independence, and wanted to join Union; annexation of Texas delayed because of sectional rivalry over slavery and expansion; arguing about slavery continued until South left Union; *Persian Gulf War*: Hussein invaded Kuwait to gain oil riches to help pay for war with Iran; after Kuwait was liberated, allies suspended offensive operations)
- Includes some relevant facts, examples, and details (*Mexican-American War*: Texas annexed in 1845; Manifest Destiny; Louisiana Purchase; Civil War; *Persian Gulf War*: Hussein invaded Kuwait; Arab solution rejected; United States Secretary of State to Geneva; United Nations Secretary General to Baghdad; allies used air and ground assault)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Relevant outside information supports document interpretation in the discussion of the Mexican-American War. Although additional facts and details would benefit the discussion of the Persian Gulf War, the discussion of the effects of that war is strengthened by good conclusions.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*Vietnam War*: fought to preserve South Vietnam’s independence; United States had presence in Vietnam since 1954; United States could not let South Vietnamese fall to communism; in 1965 Johnson increased draft substantially; American citizens staged many peaceful protests; opposition to Johnson’s policy caused him to not seek another term in office; *Persian Gulf War*: Hussein would not leave Kuwait; Bush deployed American troops to win war; citizens believed they did not have to be ashamed of what happened in Vietnam; America succeeded and troops were welcomed back with open arms)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Vietnam War*: American troops increased from 23,300 in 1964 to 184,300 in 1965; *Persian Gulf War*: Saddam Hussein, president of Iraq; Iraq invaded Kuwait to take over oil-rich country)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that mention reasons for these wars

Conclusion: Overall, the response fits the criteria for Level 2. This response employs general information to address all aspects of the task, demonstrating a limited understanding of both wars. The few supporting details lack development.

United States History and Government Specifications August 2018

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Supreme Court Decisions; Constitutional Principles; Civic Values; Citizenship; Individuals, Groups, Institutions	Standards 1 and 5: United States and New York History; Civics, Citizenship, and Government
Document-based Essay	Presidential Decisions and Actions; Foreign Policy; Places and Regions; Constitutional Principles; Interdependence	Standards 1, 2, 3, and 5: United States and New York History; World History; Geography; 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 August 2018 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.

Regents Examination in United States History and Government – August 2018

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 43 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	13	17	21	25	29	33	38
	1	1	4	7	10	14	18	22	26	30	35	39
	2	2	5	8	12	15	19	23	27	32	36	41
	3	3	6	9	13	17	21	25	29	33	38	42
	4	4	7	10	14	18	22	26	30	35	39	44
	5	5	8	12	15	19	23	27	32	36	41	45
	6	6	9	13	17	21	25	29	33	38	42	47
	7	7	10	14	18	22	26	30	35	39	44	48
	8	8	12	15	19	23	27	32	36	41	45	49
	9	9	13	17	21	25	29	33	38	42	47	51
	10	10	14	18	22	26	30	35	39	44	48	52
	11	12	15	19	23	27	32	36	41	45	49	54
	12	13	17	21	25	29	33	38	42	47	51	55
	13	14	18	22	26	30	35	39	44	48	52	57
	14	15	19	23	27	32	36	41	45	49	54	58
	15	17	21	25	29	33	38	42	47	51	55	60
	16	18	22	26	30	35	39	44	48	52	57	61
	17	19	23	27	32	36	41	45	49	54	58	62
	18	21	25	29	33	38	42	47	51	55	60	64
	19	22	26	30	35	39	44	48	52	57	61	65
	20	23	27	32	36	41	45	49	54	58	62	66
	21	25	29	33	38	42	47	51	55	60	64	68
	22	26	30	35	39	44	48	52	57	61	65	69
	23	27	32	36	41	45	49	54	58	62	66	70
	24	29	33	38	42	47	51	55	60	64	68	72
	25	30	35	39	44	48	52	57	61	65	69	73
	26	32	36	41	45	49	54	58	62	66	70	74
	27	33	38	42	47	51	55	60	64	68	72	75
	28	35	39	44	48	52	57	61	65	69	73	77
	29	36	41	45	49	54	58	62	66	70	74	78
	30	38	42	47	51	55	60	64	68	72	75	79
	31	39	44	48	52	57	61	65	69	73	77	80
	32	41	45	49	54	58	62	66	70	74	78	81

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	33	42	47	51	55	60	64	68	72	75	79	82
	34	44	48	52	57	61	65	69	73	77	80	83
	35	45	49	54	58	62	66	70	74	78	81	84
	36	47	51	55	60	64	68	72	75	79	82	85
	37	48	52	57	61	65	69	73	77	80	83	87
	38	49	54	58	62	66	70	74	78	81	84	88
	39	51	55	60	64	68	72	75	79	82	85	89
	40	52	57	61	65	69	73	77	80	83	87	89
	41	54	58	62	66	70	74	78	81	84	88	90
	42	55	60	64	68	72	75	79	82	85	89	91
	43	57	61	65	69	73	77	80	83	87	89	92
	44	58	62	66	70	74	78	81	84	88	90	93
	45	60	64	68	72	75	79	82	85	89	91	94
	46	61	65	69	73	77	80	83	87	89	92	95
	47	62	66	70	74	78	81	84	88	90	93	96
	48	64	68	72	75	79	82	85	89	91	94	97
	49	65	69	73	77	80	83	87	89	92	95	97
	50	66	70	74	78	81	84	88	90	93	96	98
	51	68	72	75	79	82	85	89	91	94	97	98
	52	69	73	77	80	83	87	89	92	95	97	98
	53	70	74	78	81	84	88	90	93	96	98	98
	54	72	75	79	82	85	89	91	94	97	98	98
	55	73	77	80	83	87	89	92	95	97	98	98
	56	74	78	81	84	88	90	93	96	98	98	99
	57	75	79	82	85	89	91	94	97	98	98	99
	58	77	80	83	87	89	92	95	97	98	98	99
	59	78	81	84	88	90	93	96	98	98	99	99
	60	79	82	85	89	91	94	97	98	98	99	99
	61	80	83	87	89	92	95	97	98	98	99	99
	62	81	84	88	90	93	96	98	98	99	99	99
	63	82	85	89	91	94	97	98	98	99	99	100