

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

Wednesday, August 14, 2013 — 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.

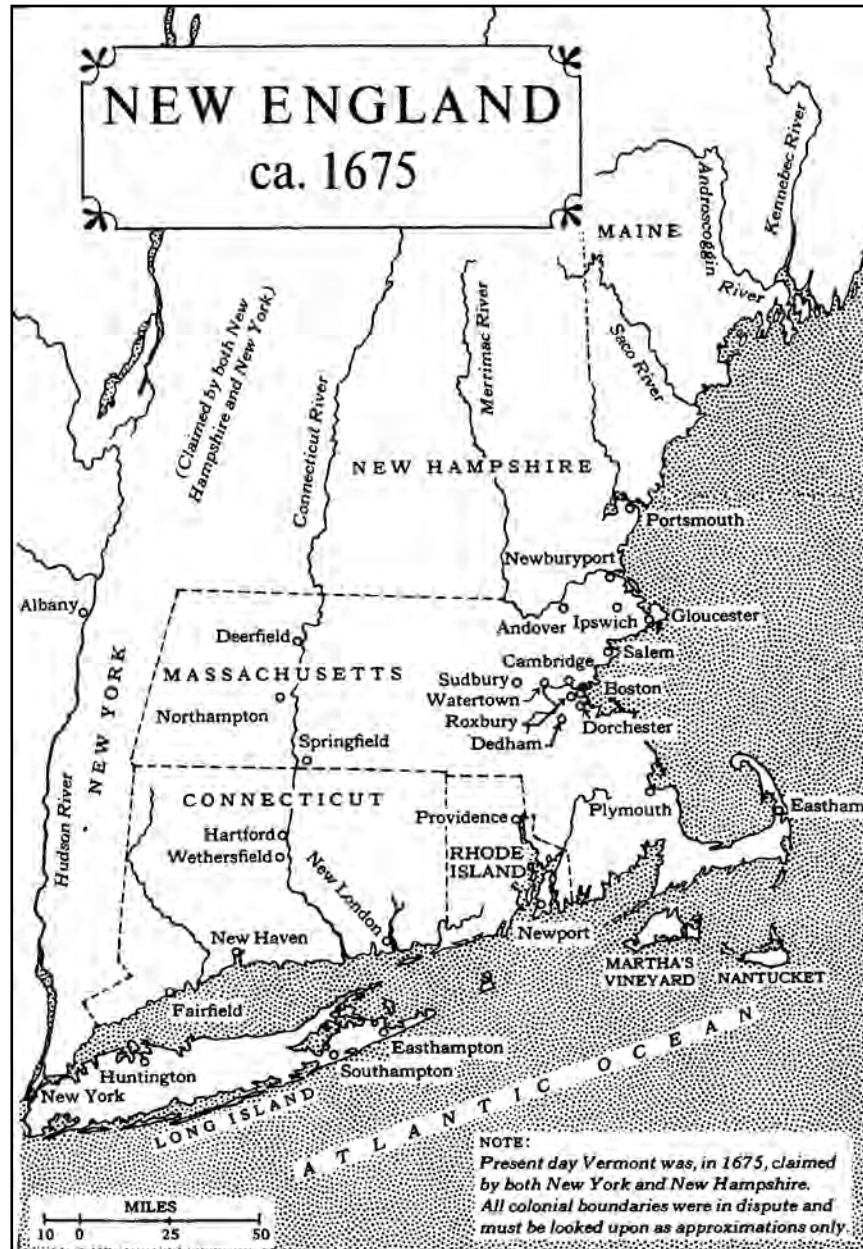
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

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.

Base your answer to question 1 on the map below and on your knowledge of social studies.



Source: Kenneth A. Lockridge, *A New England Town: The First Hundred Years*, W. W. Norton & Company, 1970

- 1 Based on this map, which statement about the geography of colonial New England is most accurate?
- (1) New Hampshire had the highest population density.
 - (2) Rivers served as natural boundaries between the colonies.
 - (3) The first communities developed along rivers and coastlines.
 - (4) The Atlantic Ocean isolated the region from the rest of the colonies.

2 Which heading best completes the partial outline below?

- I. _____
- A. Vast timber resources
 - B. Rocky soil
 - C. Rich ocean fishing grounds
 - D. Single-family farms

- (1) Factors in the Economic Development of Colonial New England
- (2) Reasons for the Development of Southern Plantations
- (3) Features Contributing to Dutch Success in Colonial New Amsterdam
- (4) Components of the British System of Mercantilism

3 One reason traditions of self-government developed in the American colonies before the French and Indian War was that the British

- (1) sent effective leaders to govern colonial settlements
- (2) required colonial representation in Parliament
- (3) practiced salutary neglect in the colonies
- (4) maintained a strong military presence in the colonies

4 The Proclamation of 1763 was intended to

- (1) allow American farmers to use the Mississippi River
- (2) outlaw slavery in the Ohio River valley
- (3) prevent France from expanding into the Great Lakes region
- (4) avoid conflicts with Native American Indians west of the Appalachian Mountains

5 In the 1760s, Americans in the original thirteen British colonies began to protest against

- (1) efforts by the king to extend voting rights to women
- (2) laws passed by the British Parliament regulating colonial trade
- (3) limits placed on land ownership by royal governors
- (4) decisions of British authorities to end immigration to the colonies

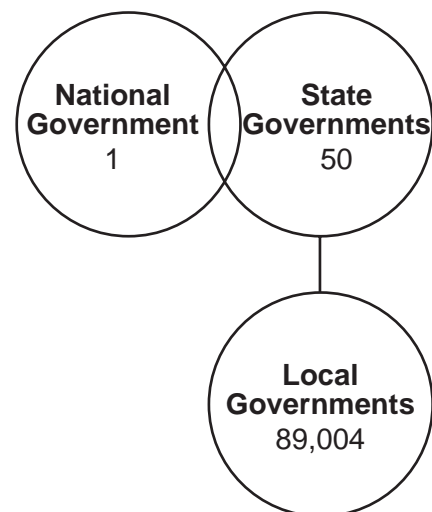
6 At the Constitutional Convention (1787), which issue was resolved by the Great Compromise?

- (1) method of electing the president
- (2) power of Congress to tax exports
- (3) regulation of interstate commerce
- (4) representation of states in Congress

7 To prevent tyranny, the authors of the Constitution drew on Montesquieu's concept of

- (1) religious liberty
- (2) universal suffrage
- (3) separation of powers
- (4) supremacy of the nobility

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



Source: U.S. Census Bureau,
2012 Census of Governments:
Organization Component
Preliminary Estimates

8 Which constitutional principle is best illustrated by the chart?

- (1) federalism
- (2) implied powers
- (3) due process
- (4) property rights

9 During the 1790s, one way Congress applied the elastic clause was by

- (1) establishing a national bank
- (2) creating a national postal system
- (3) adding Vermont and Kentucky as states
- (4) approving the Jay Treaty with Great Britain

- 10 The importance of the Supreme Court's ruling in *Marbury v. Madison* (1803) is that the Court
- (1) decided on the legality of state taxation of federal property
 - (2) allowed for the influence of political parties in the passage of laws
 - (3) refused to expand federal power over interstate trade
 - (4) established the power of judicial review of federal laws
- 11 What was a major foreign policy goal of the United States during the first half of the 1800s?
- (1) forming defense alliances with European nations
 - (2) establishing colonies in the Caribbean and Latin America
 - (3) maintaining neutrality while increasing foreign trade
 - (4) continuing the transatlantic African slave trade
- 12 **"Jackson Replaces Many Government Workers With His Supporters"**
"Jackson Vetoes Bank Recharter Bill for Political Reasons"
"Jackson Refuses to Enforce *Worcester v. Georgia* Decision"
- Which conclusion about President Andrew Jackson is most consistent with these headlines?
- (1) He allowed Congress to decide controversial issues.
 - (2) He expanded presidential powers.
 - (3) He demonstrated weakness in dealing with domestic issues.
 - (4) He relied on the Supreme Court to settle disputes.
- 13 Which event led directly to the secession of several Southern states from the Union?
- (1) violence in Kansas over the spread of slavery
 - (2) election of Abraham Lincoln as president
 - (3) publication of *Uncle Tom's Cabin*
 - (4) raid by John Brown at Harpers Ferry

- 14 After the Civil War, the purpose of adding the 13th, 14th, and 15th amendments to the Constitution was to
- (1) grant civil and political rights to Native American Indians
 - (2) allow women to become full citizens
 - (3) guarantee African Americans equal treatment under the law
 - (4) extend constitutional rights to new territories
- 15 Which form of agriculture was created and became dominant in the South in the decades immediately following the Civil War?
- (1) homesteading
 - (2) sharecropping
 - (3) ranching
 - (4) cooperative farming

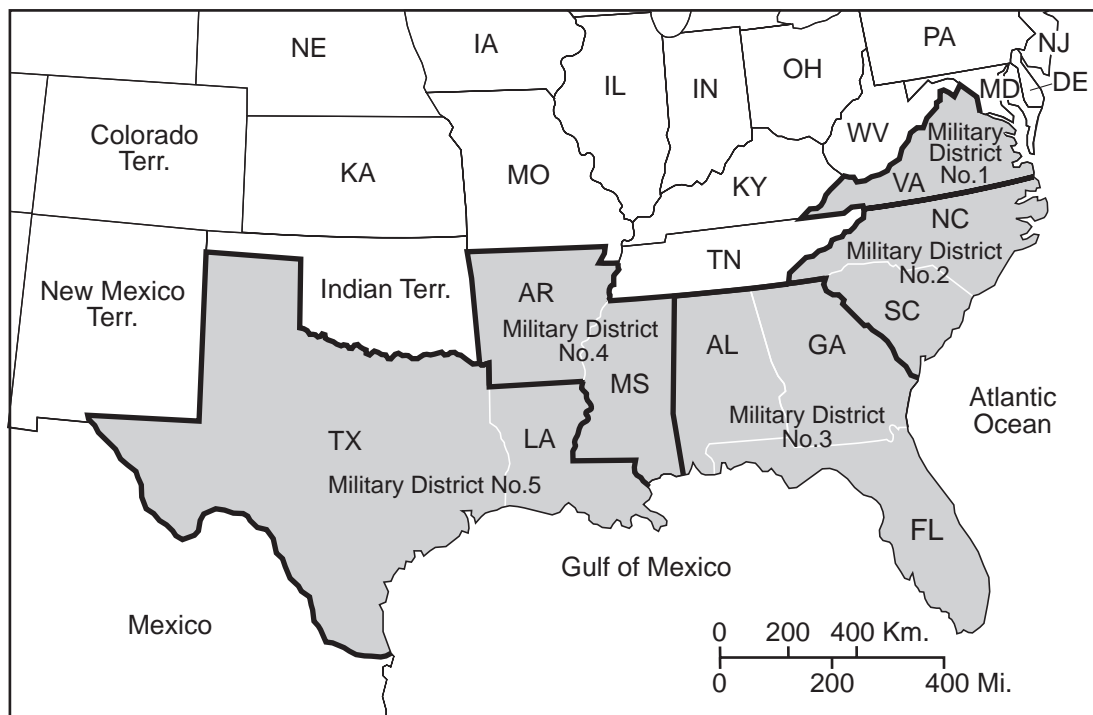
Base your answer to question 16 on the legislation below and on your knowledge of social studies.

That the master of any vessel who shall knowingly bring within the United States on such vessel, and land or permit to be landed, any Chinese laborer, from any foreign port or place, shall be deemed guilty of a misdemeanor, and on conviction thereof shall be punished by a fine of not more than five hundred dollars for each and every such Chinese laborer so brought, and may be also imprisoned for a term not exceeding one year.

— Section 2, Chinese Exclusion Act, 1882

- 16 Passage of this legislation was mainly a response to
- (1) economic and race-based opposition to immigrants in the western United States
 - (2) demands by businesses for additional workers
 - (3) efforts of the American Federation of Labor to recruit skilled workers
 - (4) pressure from railroads to limit competition in shipping
-

Base your answer to question 17 on the map below and on your knowledge of social studies.



Source: Robert A. Divine et al., *America Past and Present*, Scott, Foresman and Co., 1987 (adapted)

17 The military districts shown on the map were created during Reconstruction to

- (1) create economic and social equality in the South
- (2) pay for the physical rebuilding of the South
- (3) move Native American Indians to reservations
- (4) govern the former Confederate states

- 18 • Settlement of the Great Plains
• Creation of standard time zones
• Establishment of the first federal regulatory agency
• Introduction of new methods of business management and finance

These developments in the late 19th century show the importance of

- (1) railroads on the development of the United States
- (2) agrarian reformers in western states
- (3) the labor union movement on the nation
- (4) the oil industry in increasing American power in the world

19 Which Progressive Era muckraker's book led to the passage of the Meat Inspection Act?

- (1) Jacob Riis's *How the Other Half Lives*
- (2) Lincoln Steffens's *The Shame of the Cities*
- (3) Upton Sinclair's *The Jungle*
- (4) Frank Norris's *The Octopus*

20 During the Progressive Era, Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson broke with the policies of late 19th-century presidents concerning

- (1) colonial expansion
- (2) federal ownership of railroads
- (3) laissez-faire economic practices
- (4) civil rights for African Americans

Base your answers to questions 21 and 22 on the cartoon below and on your knowledge of social studies.

**The Rising of the Usurpers and
the Sinking of the Liberties of the People**



Source: Thomas Nast, 1889 (adapted)

- 21 The cartoonist is commenting on the
- (1) pollution in New York harbor
 - (2) excessive power of big business
 - (3) slum conditions in New York City
 - (4) limits placed on immigration
- 22 Which individual is most closely associated with creating the situation shown in the cartoon?
- (1) William Jennings Bryan
 - (2) Booker T. Washington
 - (3) John D. Rockefeller
 - (4) Gifford Pinchot

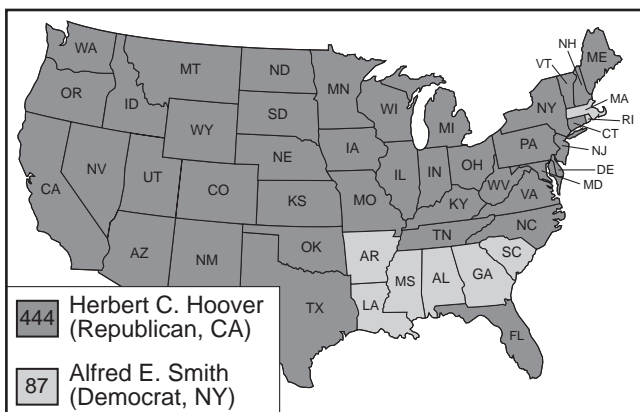
- 23 Maintaining trading opportunities in China for United States businesses was the primary purpose of
- (1) the Open Door Policy
 - (2) the Roosevelt Corollary
 - (3) the Gentlemen's Agreement
 - (4) Dollar Diplomacy
- 24 A major reason for the creation of the Federal Reserve System (1913) was to
- (1) regulate the supply of money in the economy
 - (2) lend money directly to consumers at low interest rates
 - (3) finance public works projects
 - (4) invest government money in private industries
- 25 The “clear and present danger” principle stated by the Supreme Court in *Schenck v. United States* (1919) had the effect of
- (1) prohibiting the president from implementing a military draft
 - (2) preventing the wartime internment of citizens
 - (3) restricting the formation of defense alliances
 - (4) limiting freedom of speech during wartime
- 26 Which factor was the basis of the United States Senate's opposition to the League of Nations after World War I?
- (1) rejection by President Woodrow Wilson of internationalism
 - (2) fear of becoming involved in another European war
 - (3) high financial cost of membership
 - (4) concern over communist control of international organizations
- 27 **“Radical Immigrants Deported”**
“Bombs Explode on Wall Street”
“Palmer Raids Criticized by Congress”

These post–World War I headlines are most closely associated with the

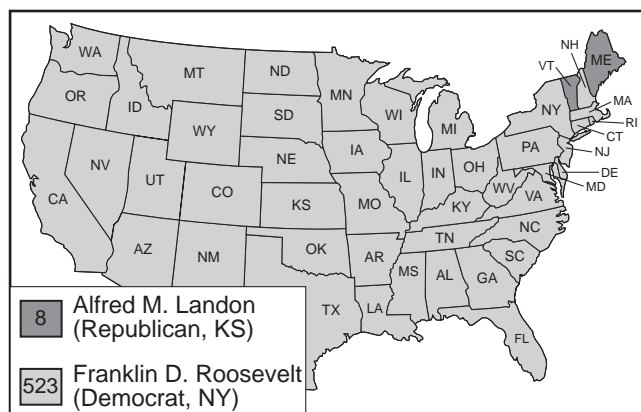
- (1) Volstead Act
- (2) Ku Klux Klan
- (3) Scopes trial
- (4) Red Scare

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

Electoral Vote, 1928 Presidential Election



Electoral Vote, 1936 Presidential Election



Source: National Atlas (adapted)

28 Which conclusion is most clearly supported by the information provided by these maps?

- (1) The Great Depression altered American political preferences.
- (2) The Republican Party remained strong in the deep South.
- (3) The Democratic Party lost support in the Northeast between the two elections.
- (4) Most voters believed in traditional approaches to economic problems.

29 “The annual quota of any nationality shall be 2 per centum of the number of foreign-born individuals of such nationality resident in continental United States as determined by the United States census of 1890, but the minimum quota of any nationality shall be 100.”

— Section 11a, Immigration Act of 1924

The passage of this act reflects the American public’s perception that

- (1) too many immigrants were coming into the country
- (2) dictatorships were emerging in western Europe
- (3) fewer workers were needed in consumer goods industries
- (4) economic prosperity was dependent on unskilled foreign labor

30 During the early 20th century, W. E. B. Du Bois was best known as a leader in the

- (1) creation of technical schools for African Americans
- (2) formation of the National Association for the Advancement of Colored People (NAACP)
- (3) development of the “Back to Africa” movement
- (4) effort to modernize farming in the South

31 The New Deal reform that helped labor unions win the right to represent workers was the

- (1) creation of Social Security
- (2) formation of the Securities and Exchange Commission
- (3) passage of the National Labor Relations (Wagner) Act
- (4) establishment of unemployment insurance

Base your answer to question 32 on the cartoon below and on your knowledge of social studies.

QUALIFYING TEST FOR SUPREME COURT JOBS



Source: Edward S. Brown, *New York Herald Tribune*, February 12, 1937 (adapted)

32 Based on this cartoon, President Franklin D. Roosevelt's goal concerning the Supreme Court was to

- (1) increase ethnic and racial diversity
- (2) insure support for New Deal legislation
- (3) appoint justices who would use a strict interpretation of the Constitution
- (4) strengthen judicial independence

33 What was the major purpose of the Lend-Lease Act (1941)?

- (1) sending United States troops to defend France
- (2) keeping the Soviet Union from invading China
- (3) helping Great Britain without going to war
- (4) profiting from Germany's demand for steel and oil from the United States

Base your answer to question 34 on the cartoon below and on your knowledge of social studies.

Stretched Around the World



Source: Fred O. Seibel, *Richmond Times Dispatch*, October 29, 1942 (adapted)

34 Which statement most accurately expresses the main idea of this 1942 cartoon?

- (1) Allied goals in World War II will affect every nation.
- (2) The Atlantic Charter will help only Europe and Asia.
- (3) The United States intends to rule the entire world.
- (4) American strategy will be to win the war in the Pacific first.

Base your answer to question 35 on the poster below and on your knowledge of social studies.



Source: Office of War Information, 1943

- 35 A key purpose of this World War II poster was to
- (1) encourage protests against the war
 - (2) gain support for the war effort
 - (3) influence the Axis powers to end the war
 - (4) illustrate the nature of modern warfare
-
- 36 The war crimes trials of German and Japanese officials after World War II demonstrate the principle that
- (1) only nations can be considered responsible for actions during war
 - (2) international law may not be applied to national leaders
 - (3) nations have the authority to suspend human rights
 - (4) leaders can be held accountable for crimes against humanity
- 37 The baby boom in the United States of the 1950s and 1960s had its most significant impact on the
- (1) rebirth of urban business districts
 - (2) decreased use of child labor in factories
 - (3) recruitment for the armed forces
 - (4) construction of housing and schools

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

An African American member of the armed forces from New York City examines the “Colored Waiting Room” sign at Terminal Station in Atlanta, Georgia, 1956.



Source: Hilary Herbold, “Never a Level Playing Field: Blacks and the GI Bill,” *Journal of Blacks in Higher Education*, Number 6, 1994/1995 (adapted)

- 38 Which circumstance is most clearly illustrated by this photograph?
- (1) equality in accommodations experienced by African Americans
 - (2) discrimination while serving one’s country
 - (3) civil disobedience being used to protest racial segregation
 - (4) social changes in New York City after World War II
-
- 39 Which development was a major result of the 1956 Interstate Highway Act?
- (1) revitalization of family farms
 - (2) migration to the suburbs
 - (3) population shift to the Northeast
 - (4) higher unemployment for the nation’s autoworkers

40 One way in which the feminist movement of the late 1960s and early 1970s is similar to the civil rights movement of the 1950s and 1960s is that both

- (1) used public demonstrations and protests to draw attention to their goals
- (2) opposed Supreme Court decisions expanding the rights of the accused
- (3) refused support from churches and religious leaders
- (4) focused on securing equal access to housing

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

Cars line up at a New York City gas station, 1973.



Source: *New York Times* (adapted)

41 This 1973 photograph shows a situation most directly related to

- (1) the development of nuclear power sources
- (2) the end of oil production in the Gulf of Mexico
- (3) terrorist attacks on United States petroleum reserves
- (4) an oil embargo imposed by nations in the Middle East

Base your answer to question 42 on the cartoon below and on your knowledge of social studies.

“Unindicted Co-Conspirator”



Source: Herblock, *Washington Post*, July 14, 1974 (adapted)

42 Which statement best describes the point of view of the cartoonist?

- (1) The press is responsible for misleading the public about the Nixon administration.
- (2) Most Americans continue to support the policies of the Nixon administration.
- (3) The articles of impeachment against President Richard Nixon are unjustified.
- (4) President Richard Nixon is directly involved in the Watergate cover up.

- 43 In the second half of the 20th century, federal efforts to reduce air and water pollution included
- (1) imposing limits on the number of imported automobiles
 - (2) increasing domestic coal production
 - (3) placing limits on factory emissions
 - (4) encouraging United States corporations to move operations overseas
- 44 Which action did President Ronald Reagan support to achieve economic growth?
- (1) lowering taxes on corporations and individuals
 - (2) increasing spending on social welfare programs
 - (3) cutting defense budgets
 - (4) increasing the regulation of industry
- 45 Which newspaper headline would have appeared after the breakup of the Soviet Union?
- (1) **"Russian Troops Invade Afghanistan"**
 - (2) **"Poland and Hungary Join NATO"**
 - (3) **"President Carter Announces Camp David Agreement"**
 - (4) **"President Reagan Supports Contras in Nicaragua"**
- 46 Balancing individual rights and freedoms with the need for national security has been one of the biggest challenges created by
- (1) global climate change
 - (2) cultural exchanges
 - (3) corporate globalization
 - (4) international terrorism
- 47 Which government action from the 1800s resulted in significant migration within the United States?
- (1) Embargo Act (1807)
 - (2) Fugitive Slave Law (1850)
 - (3) Homestead Act (1862)
 - (4) Sherman Antitrust Act (1890)

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

... 'Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!'

— Emma Lazarus

- 48 An American who holds the ideals expressed by the poem would most likely favor
- (1) allowing only highly educated immigrants to enter the United States
 - (2) using troops to stop immigration from Mexico
 - (3) penalizing businesses that hire illegal immigrants
 - (4) maintaining a policy of open immigration
-
- 49 The economic programs of President Franklin D. Roosevelt and President Lyndon B. Johnson both resulted in
- (1) increased responsibilities for the federal government
 - (2) significant reductions in state and federal spending
 - (3) federal ownership of major corporations
 - (4) reduced spending on public works projects
- 50 *Gibbons v. Ogden* (1824), *United States v. E. C. Knight Co.* (1895), and *Schechter Poultry Corporation v. United States* (1935) are all Supreme Court cases dealing with
- (1) presidential power during wartime
 - (2) federal authority to regulate interstate commerce
 - (3) protection of students' religious freedom
 - (4) government regulation of passenger transportation

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Foreign Policy (Cold War)

Following World War II, the threat of communist expansion led the United States to take diplomatic, military, and economic actions to limit the global influence of the Soviet Union and China. These Cold War actions met with varying degrees of success.

Task:

Select **two** specific actions taken by the United States to limit the expansion of communism during the Cold War and for **each**

- Describe the historical circumstances that led to the action
- Discuss the extent to which the action was successful in limiting the expansion of communism

You may use any action taken by the United States to limit the expansion of communism during the Cold War. Some suggestions you might wish to consider include the implementation of the Marshall Plan (1947–1952), the establishment of the North Atlantic Treaty Organization [NATO] (1949), intervention in Korea (1950–1953), the blockade of Cuba (1962), the escalation of the Vietnam War (1964–1973), the visit of President Richard Nixon to China (1972), and the pursuit of the Strategic Defense Initiative [SDI] (1983–1989).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

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

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

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

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

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

Part 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:

In the early years of the republic, various controversial issues divided the American people. Three such issues were *ratification of the Constitution*, *purchase of the Louisiana Territory*, and *expansion of slavery into the territories*.

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

Choose **two** issues mentioned in the historical context and for **each**

- Describe the historical circumstances surrounding the issue
- Discuss arguments of those *in favor of* **and** of those *opposed to* the issue. In your discussion, include *at least one* argument on **each** side of the issue.

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

... Almost immediately after the Confederation was created, many Americans, including [James] Madison, came to see that it was much too weak to do what they wanted. By the 1780s the problems were severe and conspicuous [obvious]. The Congress could not tax and pay its bills. It could not feed, clothe, or supply the army. It could not levy tariffs to regulate trade or to retaliate against the mercantilist European empires. It was even having trouble gathering a quorum to conduct business. Attempts to revise the Articles and grant the Congress the power to levy a 5 percent impost [tax] on imported European goods were thwarted by the need to get the unanimous consent of all thirteen states. Internationally the United States were being humiliated. In the Mediterranean the Barbary pirates were seizing American ships and selling their sailors into slavery, and the Confederation was powerless to do anything. It was unable even to guarantee the territorial integrity of the new nation. Great Britain continued to hold posts in the northwestern parts of United States territory in defiance of the peace treaty of 1783. In the southwest Spain was claiming territory that included much of present-day Alabama and Mississippi and plotting with American dissidents to break away from the Union....

Source: Gordon S. Wood, *Revolutionary Characters: What Made the Founders Different*, Penguin Press, 2006

- 1 According to Gordon S. Wood, what were **two** weaknesses of the national government under the Articles of Confederation that led to the Constitutional Convention? [2]

(1) _____

Score

(2) _____

Score

Document 2

John Jay of New York wrote *The Federalist*, Number 4, in support of ratification of the Constitution. This is an excerpt from that publication.

But whatever may be our situation, whether firmly united under one national government, or split into a number of confederacies, certain it is, that foreign nations will know and view it exactly as it is; and they will act toward us accordingly. If they see that our national government is efficient and well administered, our trade prudently regulated, our militia properly organized and disciplined, our resources and finances discreetly managed, our credit re-established, our people free, contented, and united, they will be much more disposed to cultivate our friendship than provoke our resentment. If, on the other hand, they find us either destitute of [lacking] an effectual government (each State doing right or wrong, as to its rulers may seem convenient), or split into three or four independent and probably discordant [quarreling] republics or confederacies, one inclining to Britain, another to France, and a third to Spain, and perhaps played off against each other by the three, what a poor, pitiful figure will America make in their eyes! How liable would she become not only to their contempt but to their outrage, and how soon would dear-bought experience proclaim that when a people or family so divide, it never fails to be against themselves.

Source: John Jay, *The Federalist*, Number 4, November 7, 1787

- 2 Based on this excerpt from *The Federalist*, Number 4, state **one** argument used by John Jay to support ratification of the Constitution. [1]

Score

Document 3a

... The first question that presents itself on the subject is, whether a confederated government be the best for the United States or not? Or in other words, whether the thirteen United States should be reduced to one great republic, governed by one legislature, and under the direction of one executive and judicial; or whether they should continue thirteen confederated republics, under the direction and controul [control] of a supreme federal head for certain defined national purposes only?...

In a republic of such vast extent as the United–States, the legislature cannot attend to the various concerns and wants of its different parts. It cannot be sufficiently numerous to be acquainted with the local condition and wants of the different districts, and if it could, it is impossible it should have sufficient time to attend to and provide for all the variety of cases of this nature, that would be continually arising...

These are some of the reasons by which it appears, that a free republic cannot long subsist [survive] over a country of the great extent of these states. If then this new constitution is calculated to consolidate the thirteen states into one, as it evidently is, it ought not to be adopted...

Source: *Antifederalist Papers*, Brutus Number 1, October 18, 1787

3a Based on this document, state **one** argument the Antifederalists used to oppose ratification of the Constitution. [1]

Score

Document 3b

There is no declaration of rights; and the laws of the general government being paramount [superior] to the laws and constitutions of the several states, the declarations of rights in the separate states are no security. Nor are the people secured even in the enjoyment of the benefits of the common law, which stands here upon no other foundation than its having been adopted by the respective acts forming the constitutions of the several states...

There is no declaration of any kind for preserving the liberty of the press, the trial by jury in civil cases, nor against the danger of standing armies in time of peace...

Source: George Mason, "Objections to the Constitution," October 7, 1787

3b According to George Mason, what is **one** argument against ratifying the new Constitution? [1]

Score

Document 4a

... There is on the globe one single spot, the possessor of which is our natural and habitual enemy. It is New Orleans, through which the produce of three-eighths of our territory must pass to market, and from its fertility it will ere [before] long yield more than half of our whole produce and contain more than half our inhabitants. France, placing herself in that door, assumes to us the attitude of defiance....

Source: President Thomas Jefferson, Letter to Robert Livingston, 1802

Document 4b



Source: Emma J. Lapsansky-Werner et al., *United States History*, Pearson Prentice Hall, 2008 (adapted)

4 Based on these documents, why was New Orleans important to the United States? [1]

Score

Document 5

... To acquire an empire of perhaps half the extent of the one we possessed, from the most powerful and warlike nation on earth, without bloodshed, without the oppression of a single individual, without in the least embarrassing the ordinary operations of your finances, and all this through the peaceful forms of negotiation, and in despite too of the opposition [despite the opposition] of a considerable portion of the community, is an achievement of which the archives of the predecessors, at least, of those now in office, cannot furnish a parallel....

Source: Senator John C. Breckenridge, November 3, 1803

- 5 According to Senator John C. Breckenridge, what is **one** reason he supports the purchase of the Louisiana Territory? [1]

Score

Document 6

... When news of the [Louisiana] purchase reached the United States, President [Thomas] Jefferson was surprised. He had authorized the expenditure of \$10 million for a port city, and instead received treaties committing the government to spend \$15 million on a land package which would double the size of the country. Jefferson's political opponents in the Federalist Party argued that the Louisiana purchase was a worthless desert, and that the Constitution did not provide for the acquisition of new land or negotiating treaties without the consent of the Senate. What really worried the opposition was the new states which would inevitably be carved from the Louisiana territory, strengthening Western and Southern interests in Congress, and further reducing the influence of New England Federalists in national affairs. President Jefferson was an enthusiastic supporter of westward expansion, and held firm in his support for the treaty. Despite Federalist objections, the U.S. Senate ratified the Louisiana treaty in the autumn of 1803....

Source: National Park Service

6 Based on this document, state **two** reasons the Federalist Party opposed the purchase of the Louisiana Territory. [2]

(1) _____

Score

(2) _____

Score

Document 7a

The expiring months of the [James K.] Polk Administration in 1848–49 gave a dark augury [sign] of the storms to come. Congress no sooner met in December than the agitation of the slavery question recommenced [began again]; and even when the surface of the political sea for a few days grew calm, beneath it all was commotion and intrigue. Polk in his last annual message dwelt upon the importance of promptly supplying Territorial governments for California and New Mexico. Three modes of settlement, he suggested, were open. One, which he preferred, was to carry the Missouri Compromise line to the Pacific; another, to let the people of the Territories decide the slavery question when they applied for admission; and the third, to lay the issue before the Supreme Court. But Northern free-soilers and Southern extremists could agree on none of the three....

Source: Allan Nevins, *Ordeal of the Union, Volume 1*, Charles Scribner's Sons, 1947

7a Based on this document, what were **two** ways President Polk proposed to address the issue of slavery in the territories? [2]

(1) _____

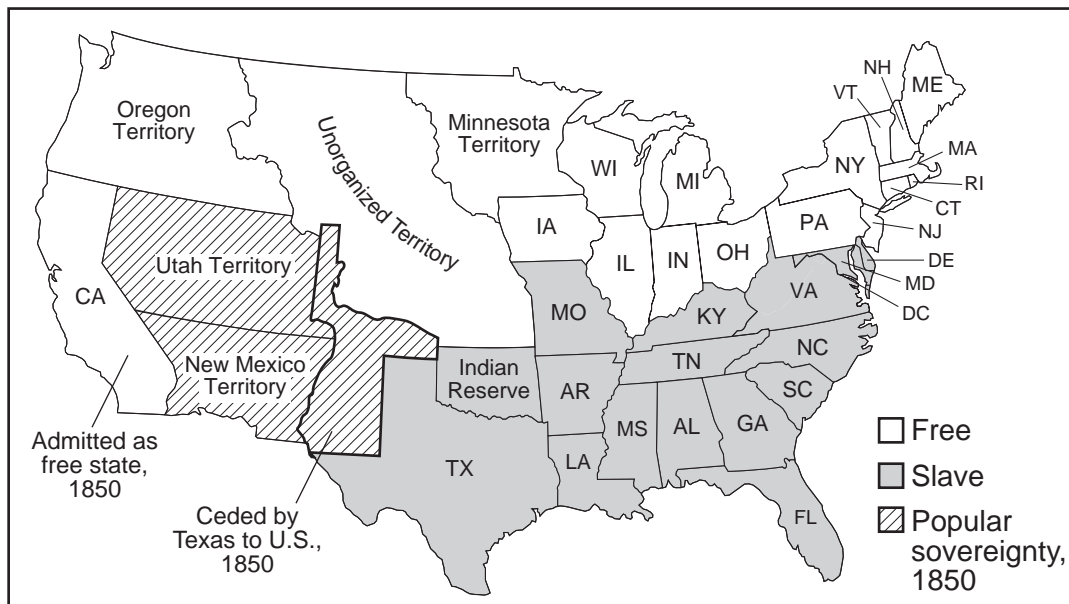
Score

(2) _____

Score

Document 7b

Effects of the Compromise of 1850 on the Territory
Gained from the Mexican Cession



Source: Thomas A. Bailey et al., *The American Pageant: A History of the Republic*, Houghton Mifflin, 1998 (adapted)

7b Based on this map, what is **one** way the Compromise of 1850 dealt with the issue of the expansion of slavery into the territory gained from the Mexican Cession? [1]

Score

Document 8

... It is not for them [the North], nor for the Federal Government to determine, whether our domestic institution [slavery] is good or bad; or whether it should be repressed or preserved. It belongs to us [the South], and us only, to decide such questions. What then we do insist on, is, not to extend slavery, but that we shall not be prohibited from immigrating with our property, into the Territories of the United States, because we are slaveholders; or, in other words, that we shall not on that account be disfranchised [deprived] of a privilege possessed by all others, citizens and foreigners, without discrimination as to character, profession, or color. All, whether savage, barbarian, or civilized, may freely enter and remain, we only being excluded...

Source: Senator John C. Calhoun, "The Southern Address," 1849

- 8 According to Senator John C. Calhoun, what is **one** reason Southerners should be allowed to take their slaves into the new territories? [1]

Score

Document 9

Excerpt from Republican Party Platform, 1860

That the normal condition of all the territory of the United States is that of freedom: That, as our Republican fathers, when they had abolished slavery in all our national territory [Northwest Territory], ordained that "no persons should be deprived of life, liberty or property without due process of law," it becomes our duty, by legislation, whenever such legislation is necessary, to maintain this provision of the Constitution against all attempts to violate it; and we deny the authority of Congress, of a territorial legislature, or of any individuals, to give legal existence to slavery in any territory of the United States.

Source: Republican Party Platform, May 17, 1860

- 9 According to this document, what was the position of the Republican Party in 1860 on the issue of expanding slavery into the territories? [1]

Score

Part B

Essay

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

Historical Context:

In the early years of the republic, various controversial issues divided the American people. Three such issues were *ratification of the Constitution*, *purchase of the Louisiana Territory*, and *expansion of slavery into the territories*.

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

Choose *two* issues mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding the issue
- Discuss arguments of those *in favor of and* of those *opposed to* the issue. In your discussion, include *at least one* argument on *each* side of the issue.

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

FOR TEACHERS ONLY

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

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 14, 2013 — 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			
13.....	132.....	262.....	392.....
21.....	143.....	274.....	401.....
33.....	152.....	281.....	414.....
44.....	161.....	291.....	424.....
52.....	174.....	302.....	433.....
64.....	181.....	313.....	441.....
73.....	193.....	322.....	452.....
81.....	203.....	333.....	464.....
91.....	212.....	341.....	473.....
104.....	223.....	352.....	484.....
113.....	231.....	364.....	491.....
122.....	241.....	374.....	502.....
	254.....	382.....	

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 Global History and Geography and United States History and Government*.

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay
August 2013

Theme: Foreign Policy (Cold War)

Following World War II, the threat of communist expansion led the United States to take diplomatic, military, and economic actions to limit the global influence of the Soviet Union and China. These Cold War actions met with varying degrees of success.

Task: Select *two* specific actions taken by the United States to limit the expansion of communism during the Cold War and for *each*

- Describe the historical circumstances that led to the action
- Discuss the extent to which the action was successful in limiting the expansion of communism

You may use any action taken by the United States to limit the expansion of communism during the Cold War. Some suggestions you might wish to consider include the implementation of the Marshall Plan (1947–1952), the establishment of the North Atlantic Treaty Organization [NATO] (1949), intervention in Korea (1950–1953), the blockade of Cuba (1962), the escalation of the Vietnam War (1964–1973), the visit of President Richard Nixon to China (1972), and the pursuit of the Strategic Defense Initiative [SDI] (1983–1989).

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (describing the historical circumstances that led to *each* of *two* diplomatic, military, and/or economic actions taken by the United States to limit the expansion of communism during the Cold War and discussing the extent to which *each* action was successful in limiting the expansion of communism).
2. The description of the historical circumstances that led to the action may focus on specific events that led to the action or may consider the broader issues of the time period (e.g., the Gulf of Tonkin incident and/or the domino theory could be discussed as leading to the Vietnam War).
3. Specific details about the action itself may be included in addressing either component of the task.
4. The discussion about the extent to which the action was successful may include immediate or long-term results.
5. The two actions may share similar themes but must include distinct and separate information for each, e.g., containment may be the theme for discussing the introduction of the Marshall Plan and the establishment of NATO, but the former should include information o the economic problems in postwar Europe, while the latter should include information related to the military threat of the Soviet Union in Europe.
6. The response may discuss the extent to which the action was successful from any perspective as long as the position taken is supported by accurate facts and examples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances that led to **each** of **two** diplomatic, military, and/or economic actions and the extent to which **each** action was successful in limiting the expansion of communism
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Marshall Plan*: connects the post–World War II containment policy, economic instability in war-torn Europe, and the fear of Soviet aggression to the Truman administration’s offer of a massive aid program for rebuilding Europe, the growth of prosperity in Western Europe, the stabilization of democratic governments, and the containment of communism to Eastern Europe; *Vietnam War*: connects the rise of anti-colonialism and communism in Vietnam, belief in the domino theory, and the Gulf of Tonkin incident to President Lyndon Johnson’s decision to commit thousands of United States ground troops to South Vietnam, the failure of containment when Vietnam was unified under communist rule, the redefining of the containment policy through détente, and the reassessment and limiting of United States military intervention policies
- Richly supports the theme with relevant facts, examples, and details, e.g., *Marshall Plan*: iron curtain; Secretary of State George Marshall; George Kennan; congressional appropriation; Britain and France; North Atlantic Treaty Organization; doubling of industrial production; boost in United States trade; creation of Common Market; *Vietnam War*: Geneva Accords; 17th parallel; Ho Chi Minh; military advisors; Gulf of Tonkin Resolution; Viet Cong; guerilla warfare; Tet Offensive; Cambodia; antiwar demonstrations; Henry Kissinger; Vietnamization; Paris Peace talks; renaming of Saigon; “Vietnam syndrome”
- 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 United States action more thoroughly than for the second action *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., *Marshall Plan*: discusses how the devastation of World War II left Europe unstable and vulnerable to communism, how the belief in containment prompted the Truman administration to provide economic aid to rebuild Europe and how communism was contained when Western European economies and democratic governments were strengthened and stabilized; *Vietnam War*: discusses how United States belief in the domino theory, South Vietnam’s weakness, and the North Vietnamese aggression in South Vietnam led President Lyndon Johnson to escalate the war, how South Vietnam fell to North Vietnam after the United States withdrew its troops, and how the experience in Vietnam prompted a reassessment of United States use of troops abroad
- 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 in little depth *or* develops *at least three* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Note: If *both* components of the task for *one* foreign policy action have been thoroughly developed evenly and in depth, and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

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

From the beginning of the Cold War to the very end, the United States has expended a lot of time, energy, and resources in attempt to stop the spread of communism. From the late 1940s to the early 1990s, the United States implemented many programs, had several wars, and carried out a plethora of secret operations. Two of these measures taken to contain communism were the Bay of Pigs invasion and the Vietnam War. Both of these attempts at stopping the spread of communism were very risky moves for the United States politically, and both were unsuccessful. Even though the United States had a clear purpose for engaging in these two events, both were not successful and impacted the United States in mostly negative ways.

The Bay of Pigs invasion occurred in 1961. United States troops did not engage in any of the fighting, but the United States was behind the invasion, and fully supported it. The plan was to train exiles from Cuba to invade Cuba and help overthrow the new communist Cuban government controlled by Fidel Castro. This plan also counted on the people of Cuba, who were discontented with the new government, to rise up during the invasion, and overthrow Castro's government. The exiles who were invading were considered the catalyst to start a new revolution by the people of Cuba. The planning for this invasion began in March 1960.

Prior to the invasion, the United States had supported the corrupt government of F. Batista for many years. When Fidel Castro started a revolt against Batista, the United States believed that Batista would win. However, Fidel Castro overthrew Batista's Cuban government in early 1959. Castro was determined to end the economic exploitation of Cuba by foreigners. Many Americans were hopeful that the Cubans

were going to choose democracy instead of communism. Once in power, Castro made anti-U.S speeches and began to seize and redistribute foreign owned land in Cuba, showing that he had picked the side of the Soviets and entered the Cold War. Soon Cuba began opening their sugar trade with the Soviet Union, and the United States halted their imports of Cuban sugar. Then Castro's government seized American-owned sugar mills and the United States government responded by denying Cuba any aid or loans. Vice President Nixon suggested an invasion to overthrow Castro and the planning began under Eisenhower's administration. The exiles were trained by the CIA in Latin American countries that were enemies with Castro's Cuba. Meanwhile power in the United States was transferred from Eisenhower to Kennedy.

In April 1961, the military began bombing Cuban air bases from Nicaragua to aid with the invasion, but they were unsuccessful. Several days later, the actual invasion of the Bay of Pigs occurred. Castro and his officials were already suspicious and had heard about the invasion. The invading exiles were met with heavy resistance and were not successful in fueling a revolution. Even if they were not met with resistance, Castro ordered the arrest of hundreds of suspected dissidents, so the revolution that the United States counted on never occurred. The last thing that went horribly wrong was the fact that the United States was behind the invasion became known to Castro and the Soviets. The Bay of Pigs invasion was highly unsuccessful in containing communism. It created an increase in tension between the United States and the Soviet Union. Cuba also remained communist, meaning that the effort made by the United States was much more

detrimental to them than helpful. Castro gained stature while the United States was embarrassed and humiliated.

The Vietnam War was also a measure taken by the United States government to help contain communism. The North Vietnamese, supported by the Soviet Union and Communist China, and the so-called democratic South Vietnamese were in the middle of a civil war. Under Ho Chi Minh, the North Vietnamese wanted to reunite their country and spread communism to the South Vietnam. The United States government sent thousands of military personnel, written off as advisors, to Vietnam to aid the South Vietnamese.

The real intervention in Vietnam from the United States, however, came after the Gulf of Tonkin incident. This incident, which occurred in international waters near Vietnam, was a skirmish between an American destroyer and a Vietnamese boat. This was used as President Lyndon Johnson's excuse for sending more troops to aid the South Vietnamese. By the end of 1965, almost 200,000 troops were in Vietnam in order to help stop the spread of communism. Another argument that Johnson made was on the domino theory which stated that if one country fell to communism, then the adjacent ones would and the world would become Communist. The war, however, took many turns for the worse, especially during the Tet offensive.

The American intervention in Vietnam and illegal bombings in Cambodia ended under President Richard Nixon. He wanted to pull American troops out of Vietnam but support the South Vietnamese. This, too, failed, and Saigon fell to the North Vietnamese shortly after the Americans withdrew. The war was a major failure. The American government was publicized in a bad light afterwards, and

communism was spread. The United States faced tremendous opposition to the war both at home and abroad and would be far less likely to fight another war for containment. A decade later, Congress opposed President Reagan's efforts to fight communism in Nicaragua by banning military aid to the Contras who were anti-communist.

Out of the many measures taken by the United States government to stop the spread of communism during the Cold War, the Bay of Pigs invasion and Vietnam War were, arguably, the two most unsuccessful. Not only did the Americans fail at their primary objectives, but communism was spread to the areas where they were trying to stop the spread. Although these two measures were failures, not all of the things done by the U.S. failed. Some, in fact, were highly successful including the Marshall Plan, Korean War, and Nixon's visit to China.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led to the Bay of Pigs invasion and the escalation of the Vietnam War and the extent to which each action was successful in limiting the expansion of communism
- Is more analytical than descriptive (*Bay of Pigs invasion*: United States was behind the invasion and supported it; exiles to help overthrow the new communist Cuban government; the exiles were considered the catalyst to start a new revolution by the people of Cuba; United States had supported the corrupt government of Batista; Castro overthrew Batista's Cuban government, began sugar trade with Soviet government, seized and redistributed foreign owned land; created an increase in tension between the United States and the Soviet Union; Castro gained stature while the United States was embarrassed and humiliated; *escalation of the Vietnam War*: the North Vietnamese, supported by the Soviet Union and communist China, and the so-called democratic South Vietnamese were in the middle of a civil war; Ho Chi Minh and North Vietnamese wanted to reunite their country; the United States faced tremendous opposition to the war, both at home and abroad and would be far less likely to fight another war for containment; a decade later, Congress opposed President Reagan's efforts to fight communism in Nicaragua by banning military aid to the Contras, who were anti-communist)
- Richly supports the theme with relevant facts, examples, and details (*Bay of Pigs invasion*: United States trained exiles from Cuba; Vice President Nixon suggested plan during Eisenhower administration; CIA trained exiles in Latin American countries; power transferred to Kennedy; April 1961 bombing of Cuban air bases from Nicaragua; met with heavy resistance; arrest of hundreds of suspected dissidents; Kennedy; *escalation of the Vietnam War*: taken to contain communism; thousands of military personnel as advisors; Gulf of Tonkin incident in international waters; almost 200,000 troops; domino theory; Tet Offensive; illegal bombings in Cambodia; President Richard Nixon; Saigon fell after Americans withdrew)
- Demonstrates a logical and clear plan of organization; includes an introduction that calls the two actions "risky and unsuccessful" and a conclusion that argues these actions were the most unsuccessful efforts of the Cold War

Conclusion: Overall, the response fits the criteria for Level 5. The inclusion of high-level analysis, the demonstration of a broad knowledge of Cold War events, and the thorough exploration of the tasks, especially for the Bay of Pigs invasion, make this a strong response.

From 1945, at Yalta, until the collapse of the Soviet Union in 1991, the U.S. foreign policy was dominated by a single goal: to contain the spread of communism. Such a goal led to conflict with the communist nations, specifically the Soviet Union, in what became known as the Cold War. Ironically, however, this “Cold” war was not really without “heat”—military action—for direct conflict never broke out between the U.S. and U.S.S.R. However, the U.S. did enter into several armed conflicts in order to stop the spread of “red.” These entanglements, in Korea and Vietnam, are prime examples of the misguidedness of U.S. foreign policy at this period. Neither of these could be called a success.

The impetus for the Korean War came when North Korea invaded South Korea in 1950; the nation had been split into a communist North and a noncommunist south following World War II. The split was meant to be a temporary measure, but the rise of Cold War tensions and two Korean governments with different goals raised the stakes. While most of the U.S. attention was focused on the Cold War in Europe, the first “hot” war erupted in East Asia. Because the U.S.S.R. was boycotting the UN over the failure to seat Communist China, the U.S.S.R. was not at the UN when the news of the invasion arrived, and so could not use its veto (allotted to it because of its Security Council status) to stop the UN from sending a military force to intervene in North Korea, which it did. Because of the United States total commitment to containment, over 90% of the forces were American, and the troops were led by Douglas MacArthur, also an American. The UN forces initially succeeded in pushing back the North Koreans, but went too far and pushed back too much into North Korean territory,

causing China, also communist, to send troops to help the North Koreans. (MacArthur wanted to bomb China, but Truman, angry that he was attempting to defy Presidential orders, was forced to fire him). The war dragged on until 1953, when an armistice—and not a peace treaty—was signed that restored the border between North and South to roughly where it had been in 1950 at the 38th parallel. The U.S. had stopped communism, but had not made any gains against it, and had lost many men. This new “limited” war was too costly, unpopular at home, and destroyed President Truman’s standing. North Koreans remain under a brutal communist dictator and the border between North and South remains one of the most heavily guarded today, with American troops remaining at the DMZ to protect South Korea from communist aggression. Today North Korea’s development of nuclear weapons and the firing of test missiles makes it one of America’s greatest threats.

The Vietnam War proved to be the worst failure for the U.S, as it became the only war, up until today, that America had lost. Vietnam had, like Korea, been divided into a communist north and noncommunist South following World War II. The French had once had control of the region as a colony, and fought to keep it so, but the Vietnamese fought for independence. Against its own ideals of national sovereignty and democracy, the United States ignored the pleas of Ho Chi Minh when he espoused such nationalist beliefs in a letter to the U.S president, Truman. So, on the heels of the communist aggression in Korea, the U.S intervened to help the French, and then, when they lost, aided the South Vietnamese all on their own. If containment was good enough for Europe and Korea, then it could be

applied to Vietnam. This policy incorporated the domino theory. (If one country became communist, then other nearby countries would follow.) Later, other American presidents were willing to use ground forces, bombing raids and vast amounts of money to prevent the “dominoes” from falling throughout Southeast Asia. JFK, Lyndon Johnson, and Richard Nixon all kept ordering more force (despite Nixon’s idea of Vietnamization, transferring responsibility to the South Vietnamese). Ultimately, the U.S., unable to withstand either the guerilla tactics of the Vietcong or the mounting opposition to the war at home, was forced to pull out of the war, letting South Vietnam fall to the Communists. The conflict represented an utter failure of containment. Korea is still divided, but Vietnam is a unified communist country, one of the few left in the world. Later, the United States opened trade with communist Vietnam. It is ironic that although the Vietnam War is seen as a great failure, capitalism now has a place there and the United States does not view Vietnam as a threat to our security.

The Korean and Vietnam Wars were attempts by the U.S. to use the military to support the policy of containment, originally proposed by Kennan. Both interventions were plagued by mistakes and undermined by being “limited” for the U.S. military, but it was “all-out war” for the North Koreans and the North Vietnamese. This combination led to only a partial success in North Korea and utter failure in Vietnam. Neither war ended communism in the regions as they were meant to.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led to intervention in Korea and the escalation of the Vietnam War and the extent to which each action was successful in limiting the expansion of communism
- Is more analytical than descriptive (*intervention in Korea*: while most of the United States attention was focused on the Cold War in Europe, the first “hot” war erupted in East Asia; USSR was boycotting the United Nations over the failure to seat Communist China; because of the United States total commitment to containment, over 90% of the forces were American and the troops were led by Douglas MacArthur; China sent troops to help North Korea; limited war was unpopular at home and destroyed President Truman’s standing; today, North Korea’s development of nuclear weapons and the firing of test missiles makes it one of America’s greatest threats; *escalation of the Vietnam War*: against its own ideals of national sovereignty and democracy, the United States ignored the pleas of Ho Chi Minh when he espoused such nationalist beliefs in a letter to the United States President; United States intervened to help the French and then the South Vietnamese; if containment was good enough for Europe and Korea, then presidents Truman and Eisenhower would also apply it to Vietnam; later presidents willing to use ground forces, bombing raids, and vast amounts of money to prevent “dominoes” from falling; the United States, unable to overcome either the guerilla tactics of the Viet Cong or the mounting opposition to the war at home, was forced to pull out of the war, letting South Vietnam fall to the communists; although the Vietnam War is seen as a great failure, capitalism now has a place there and the United States does not view Vietnam as a threat to our security)
- Richly supports the theme with relevant facts, examples, and details (*intervention in Korea*: split meant to be temporary; North Korea invaded South Korea; communist North; non-communist South; Security Council status; pushed back the North Koreans; armistice restored border at 38th parallel; United States lost many men; brutal communist dictator; heavily guarded border; DMZ; *escalation of the Vietnam War*: worst failure; communist North; non-communist South; French colony; Vietnamese fought for independence; Southeast Asia; JFK; Lyndon Johnson; President Nixon; Vietnamization; unified communist country; United States opened trade with communist Vietnam)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes the Cold War lasted from Yalta to the collapse of the Soviet Union and a conclusion that credits George Kennan with the containment policy and points out that neither conflict ended communism in those regions

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a sophisticated understanding of the similarities and differences between the United States involvement in Korea and in Vietnam during the Cold War and the long-term effects of these conflicts today.

During the Cold War the U.S. took actions to limit the spread of communism, including the implementation of the Marshall Plan and involvement in the Vietnam War. These economic and military actions were successful and unsuccessful, respectively. The United States action during the Cold War ultimately did not completely limit the spread of communism.

The Marshall Plan implemented after World War II was very successful. After World War II, many nations in Europe were severely impoverished as a result of wartime spending and they needed to rebuild from wartime damage. Often during times of economic downturn, the citizens of a country look for a change in leadership or in form of government. The U.S. had seen this happen in Germany, when Hitler rose to power due to bad economic conditions in Germany, which were the result of their involvement in World War I. In order to prevent these economically depressed European nations from turning to communism, the U.S. implemented the Marshall Plan. Under the Marshall Plan, the U.S. gave monetary aid to European countries (especially in the West) in order to prevent them from turning to communism. The Marshall Plan was very successful because it led to feelings of goodwill towards the U.S. because the surge of industry created better economic conditions in many European countries. The rebuilding of Western Europe stabilized the governments so the people were not tempted by the promises of communism. This was a major test of the containment policy and helped convince Western Europe that the U.S. meant to stay involved after World War II. Although the Marshall Plan was successful, the Vietnam War, which came after, was not.

The Vietnam War was not successful in containing the spread of Communism. In the 1950s, the struggle for independence in Vietnam led to a schism between the North and South. North Vietnam became communist and was led by the nationalist, Ho Chi Minh. In order to prevent the spread of Communism, the U.S. backed Ngo Dinh Diem in power in the South. The Eisenhower administration believed in the domino theory in which neighboring nations would fall to communism "like dominoes". To preserve South Vietnam as a noncommunist nation, the U.S. sent military advisors into the region to combat the North. These efforts did not work well and South Vietnam remained weak. After an American ship in the Gulf of Tonkin was fired on by the North Vietnamese (though whether or not this actually occurred is the subject of some controversy), president Lyndon B. Johnson increased military presence in Vietnam. He sent over 500,000 troops and bombed extensively. This war (although it was never officially declared as such) was ultimately unsuccessful. The Vietnam War was the first to be heavily televised, and so the American public was able to see the levels of violence and death that were occurring, especially during the Tet Offensive. The North Vietnamese found support in the South from the Viet Cong. There was vocal opposition to the war in the U.S. both as a result of the brutality of the war, the use of the draft and the high American casualty rate. Decreasing public support for the war eventually forced President Nixon to negotiate an end to U.S. involvement in the war.

After the U.S. withdrew, the North Vietnamese took over the South, unifying Vietnam. In addition, as a result of American bombing in Cambodia (an attempt to disrupt North Vietnamese supply lines), the

region became more unstable and Pol Pot was able to take power in Cambodia. Pol Pot forced the country to return to an agrarian state, which included mass killings of educated people. This was similar to the Great Leap Forward in China but with greater death rates.

Ultimately, the war in Vietnam was not successful in preventing the spread of Communism. Not only did Vietnam become communist after United States troops pulled out, neighboring Cambodia also fell, which war hawks viewed as a fulfillment of the domino theory.

During the Cold War, the U.S. took many diplomatic, military, and economic actions to prevent the spread of Communism. Some of them, such as the Marshall Plan, were successful. Others, such as the Vietnam War were unsuccessful and caused an increase in Communism.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the implementation of the Marshall Plan less thoroughly than the escalation of the Vietnam War
- Is both descriptive and analytical (*implementation of the Marshall Plan*: often during times of economic downturn, the citizens of a country look for a change in leadership or in the form of government; Hitler rose to power due to bad economic conditions in Germany; the rebuilding of Western Europe stabilized the governments so the people were not tempted by the promises of communism; major test of the containment policy; helped convince Western Europe that the United States meant to stay engaged after World War II; *escalation of the Vietnam War*: struggle for independence led to a schism between north and south; the Eisenhower administration believed in the domino theory; North Vietnamese found support in the south from Viet Cong; brutality of the war, draft, and high American casualty rate forced President Nixon to negotiate an end to United States involvement; American bombing in Cambodia to disrupt North Vietnamese supply lines made the region more unstable; not only did Vietnam become communist after United States troops pulled out, neighboring Cambodia also fell, which war hawks viewed as a fulfillment of the domino theory)
- Supports the theme with relevant facts, examples, and details (*implementation of the Marshall Plan*: nations in Europe severely impoverished; wartime spending; needed to rebuild; United States gave monetary aid; led to goodwill toward the United States; surge of industry; *escalation of the Vietnam War*: Ho Chi Minh; Ngo Dinh Diem; military advisors; Gulf of Tonkin; President Lyndon B. Johnson; never officially declared as war; first to be heavily televised; Tet Offensive; Pol Pot forced agrarian state; mass killing of educated people)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that generally restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response recognizes important forces that led to these actions and provides a detailed and analytical discussion of the extent to which the Vietnam War was successful. However, the discussion of the Marshall Plan is slightly less developed.

After the defeat of the Axis powers in World War II it was evident that the victors would come out as the new world powers. With the United States and the Soviet Union being the strongest nations of the victorious Allies they were the two countries who emerged as the new world powers but their views varied drastically. The Democratic U.S. and the Communist Soviets butted heads about each others views and the U.S. wanted to halt the spread of communism so it couldn't get to the rest of the world. The U.S. adopted a policy of containment to keep communism in the USSR and the other places it had spread. The U.S.'s main goal was to prevent the spread of communism and they did everything diplomatically, militarily, and economically in their power to do so.

One of the actions the U.S. took to limit the spread of communism was the establishment of NATO. After WWII Eastern Europe fell to the spread of communism and was under the Soviets influence and power. The nations of Western Europe were still democratic and the U.S. didn't want them to fall to communism like the east so they formed a military alliance called NATO to unite the Western European nations and the democratic U.S. against the Soviets and the communist satellite states. The United States contributed most of the money, troops and leadership to the organization. However, joining NATO was a huge break from past U.S. policy which had always followed George Washington's advice to avoid entangling alliances. With the formation of NATO it was very successful in preventing the spread of communism to western Europe because the Soviets knew that if they did anything to one of the nations in NATO then they would have to answer to and face the rest of the nations in NATO. NATO was

also successful because the countries who joined got the military support from the U.S. and the other joined nations. Even though the communists answered NATO with the formation of the Warsaw Pact this didn't expand communism any farther into Western Europe so NATO was very successful in preventing the spread of communism. In the 1990s, as the Soviet Union broke up and communist governments fell, NATO remained strong and today, some of the Warsaw Pact nations have joined it.

Another action that the United States took to limit the spread of communism was the U.S. intervention in Korea which became the Korean War. Korea had been controlled by the Japanese during WWII and had been temporarily split between the U.S. in the South and the Soviets in the North. With the outbreak of the Cold War, a plan for reuniting Korea was not done. The North Koreans decided to unify the country through war, not knowing that the U.S. would move to stop them. President Truman decided that the U.S. couldn't let communism spread that easily under the policy of containment. When the North Korean troops had pushed their way into South Korea the U.S. knew that the South Koreans would soon fall to communism if they didn't interfere so the U.S. joined the United Nations in sending troops. Under the command of General MacArthur the U.S. troops fought the North Koreans and pushed them back past the parallel border between South Korea and North Korea. General MacArthur kept pushing farther into North Korea and was going to push right up to the border with China. The Chinese then invaded North Korea to keep the U.S. troops from completely reuniting Korea. The U.S. troops fell back across the 38th parallel into South Korea. A truce

was later declared because the goal of containment had been reached because South Korea was free from the North Koreans and communism letting them become the democratic nation they are today. Thousands of United States troops remain in South Korea because North Korea is still an aggressive communist dictatorship. The limited war was successful in stopping the expansion of communism but the United States has spent billions of dollars over the years to defend the line between the two countries.

The Cold War may not have been full of bloodshed and military battles but it is one of the hardest wars the U.S. ever fought. The U.S. hated communism and wanted with all its power to stop it and fought for years to do so. With actions like the formation of NATO and the intervention in Korea the U.S. did all it could to follow its policy of containment and stop the spread of communism in its tracks. The U.S. limited the expansion of communism as well as it could and used great effort to do so. The policy of containment they followed and the great actions they took against communism shows how serious of a problem communism was and what lengths the U.S. went to to keep it down.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the establishment of the North Atlantic Treaty Organization and for intervention in Korea
- Is both descriptive and analytical (*establishment of the North Atlantic Treaty Organization*: after World War II, Eastern Europe fell to the spread of communism and was under the Soviets' influence and power; nations of Western Europe were democratic; formation of NATO was very successful in preventing the spread of communism to Western Europe because the Soviets knew that if they did anything to one of the nations in NATO, then they would have to answer to and face the rest of the nations in NATO; United States contributed most of the money, troops and leadership; today, some Warsaw Pact nations have joined NATO; *intervention in Korea*: Korea had been controlled by the Japanese during World War II; split was temporary, but with outbreak of Cold War, no plan to reunite was done; the United States could not let communism spread that easily under the policy of containment; United States troops remain because North Korea is still an aggressive communist dictatorship; the limited war was successful in stopping the expansion of communism but the United States has sent billions of dollars over the years to defend the line between the two countries)
- Supports the theme with relevant facts, examples, and details (*establishment of the North Atlantic Treaty Organization*: military alliance; satellite states; Soviet Union broke up; communist governments fell; NATO remained strong; *intervention in Korea*: Korean War; United Nations; General MacArthur; China; President Truman; 38th parallel; truce declared)
- Demonstrates a logical and clear plan of organization; includes a good introduction with historical circumstances that led to both actions and a conclusion that notes the difficulty of pursuing the policy of containment

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates a good understanding of containment and the lasting effects of the two actions. However, it is somewhat repetitive and lacks the depth and analysis of a Level 5 paper.

Following the end of World War II, the United States and the Soviet Union entered a period known as the Cold War. This struggle to be the leading superpower also led to the U.S. foreign policy of containment. For several decades, the majority of U.S. involvement was based on limiting, if not stopping, the spread of communism. The blockade of Cuba in 1962 and the escalation of the Vietnam war were both examples of U.S. attempts of containing the spread of communism.

The Blockade of Cuba in 1962 was a prime example of U.S. attempts at preventing the spread of communism. After Fidel Castro took control of Cuba, he allied himself with the Soviet Union, receiving aid and supplies from the Communist superpower. In 1962 planes shot aerial footage of missile's that had been placed on the island by the Soviet Union. These missiles were pointed at the United States, and could successfully reach U.S. cities quickly. President Kennedy demanded that the missiles be disabled and removed from the island. In 1962, The United States Navy Blockaded Cuba, preventing any Soviet ships with supplies and weapons to reach the island. As the Soviet ships sailed closer and closer, the U.S. demanded they return to the Soviet Union. For days the ships waited in range of each other and the world was on the brink of nuclear war. The soviet ships eventually turned around and went home. The missiles were soon disabled and removed from Cuba.

The blockade of Cuba protected the U.S. from a Soviet nuclear attack. In fact, the soviets had little intention of using the missiles to farther the spread of communism, but were used as a threat to the U.S. Soon after the tense standoff, relations between the USSR and the United States relaxed somewhat. The Nuclear Test Ban treaty was

signed to stop nuclear testing in the atmosphere and under water. President Kennedy also installed a special “hot line” with the Soviet Union so that the nations could avoid a nuclear disaster from miscommunication. Nuclear war was avoided, but Cuba was still a communist country supported by the Soviet Union.

The escalation of the Vietnam war from 1964 to 1973 was a failed attempt by the United States to limit the spread of communism. Vietnam had been split into Communist North Vietnam and democratic South. The Geneva Accords said that elections would be held to decide how Vietnam would be ruled. The president of the South, president Diem, refused to hold elections when the time came. Diem was disliked by his people, as he discriminated against their religion of Buddhism, and did little to prevent poverty. After Diem refused to hold elections, some people in the South, the Vietcong, began to rebel and fought for Ho Chi Minh and the communists. President Johnson sent thousands of troops to the war in hopes of preventing the spread of communism into the South. After a long period of fighting, victory seemed unlikely and under President Nixon the U.S. slowly gave control of the war to the South Vietnamese. Soon after the last U.S. soldiers left, the North invaded, but the U.S. went back on its promise to protect them and let communist North Vietnam take over the South. U.S. involvement in Vietnam was a failure at limiting communism. While they were able to prevent the spread for years, when the United States gave over control to the South Vietnamese, they were powerless against the strong Northern army. U.S. involvement did not limit the spread, as all of Vietnam soon became communist. U.S. actions to prevent communism from spreading into

Southeast Asia failed for many reasons. The U.S. attempted to play the offensive against guerilla rebels in a land they did not know how to fight in.

United States involvement in limiting the spread of communism was a mix of success and failures. While they were able to prevent the spread in some areas, they failed in others.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the extent to which the blockade of Cuba prevented the spread of communism in more depth than for the escalation of the Vietnam War
- Is both descriptive and analytical (*blockade of Cuba*: planes shot aerial footage of missiles on the island that were pointed at the United States and could reach United States cities quickly; for days, the ships waited in range of each other and the world was on the brink of nuclear war; Soviets had little intention of using missiles to further the spread of communism, but were used as a threat to the United States; Nuclear Test Ban Treaty signed to stop nuclear testing in the atmosphere and under water; nuclear war was avoided, but Cuba was still a communist country supported by the Soviet Union; *escalation of the Vietnam War*: Diem was disliked by his people as he discriminated against their religion and did little to prevent poverty; President Johnson sent thousands of troops, but victory seemed unlikely; United States involvement was a failure)
- Supports the theme with relevant facts, examples, and details (*blockade of Cuba*: Fidel Castro allied with communist superpower; President Kennedy; United States navy blockaded supplies and weapons; Soviet ships turned around; hot line installed; *escalation of the Vietnam War*: communist North Vietnam; democratic South; Geneva Accords; Diem refused to hold elections; Viet Cong; Ho Chi Minh; President Nixon; guerilla rebels)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The response includes ample detail about the historical circumstances leading to each action as well as a good discussion of the success of the Cuban blockade. However, the discussion of the extent to which the escalation of the Vietnam War was successful in limiting communism is general and repetitive.

The Cold War represents a period of diplomatic tension between the democratic world, represented by the United States, and the communist world primarily led by the Soviet Union. The threat of the expansion of communism led to certain actions being taken to preserve democracy. The Cuban Missile Crisis and the Vietnam War both represent events that occurred that had the sole purpose of containing communism where it already was. Ultimately, these events experienced varying degrees of success.

The Cuban Missile Crisis is arguably one of the most important events in American history. If handled incorrectly, a World War III could have commenced with the threat of a nuclear holocaust. In 1962, U.S. airplanes spotted Soviet missile bases in Cuba, an island dangerously close to the tip of Florida. President John F. Kennedy recognized the urgency of the situation, so he acted quickly yet with a great deal of care. Aggression would have been countered with severe retaliation, so JFK knew that this was not a possibility. Instead, he forcefully blockaded Cuba to “persuade” the Soviets to leave the island. Thankfully, no harm was done but relations between the nations were obviously strained. Historians typically refer to the Cuban Missile Crisis as one of JFK’s crowning achievements. The ability to get the job done without losing American lives marks a great success in containing communism without letting the way of life spread.

The Vietnam War is definitely not regarded with the same praise that the handling of the Cuban Missile Crisis is. The U.S. feared the domino theory that stated that all of Asia would fall to communism if it was not contained in North Vietnam. The U.S. sent military advisors and money to try to strengthen South Vietnam, but this did not work.

well and our help kept growing from the 1950s into the 1960s. The United States got involved in combat after communist forces in South Vietnam with help from North Vietnam threatened to overwhelm South Vietnam. This war ultimately turned out to be a huge failure on many fronts. The rise of television led many to see the atrocities of warfare, and this led to public support for the war diminishing. Young people and students held rallies against America's cause in Vietnam. This may not seem like a big deal, but it's difficult for a government to continue a war when the majority of its constituents weren't for it. Also, Lyndon B. Johnson promoted a domestic policy called the Great Society, primarily based around ending poverty. Unfortunately, much of the government's money went to supporting the war instead of the Great Society, leaving the true potential of this domestic policy unfulfilled. Finally, the Vietnam War did not even accomplish what it set out to do. America was ill-prepared for a war in someone else's homeland as the Viet Cong was familiar with the land. American forces left Vietnam while the fighting was still going on and communist forces would ultimately take over South Vietnam. Therefore, this event to curtail communist expansion was unsuccessful, with American forces failing and communism expanding.

For most of the Cold War, the United States concerned itself with limiting communist expansion. Several events, including the response to the Cuban Missile Crisis and the Vietnam War portray this belief albeit with much different degrees of success. The Cuban blockade was extremely successful as communism was contained and no American lives were lost. The Vietnam War on the other hand was

Anchor Paper – Thematic Essay—Level 3 – A

nearly the exact opposite. Communism spread and many American lives were lost. This contrast ultimately represents the varying degrees of success the United States experienced in their attempt to control communism.

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

- Develops the historical circumstances that led to the blockade of Cuba and the escalation of the Vietnam War and the extent to which Vietnam failed to limit the expansion of communism in some depth
- Is both descriptive and analytical (*blockade of Cuba*: if handled incorrectly, a World War III could have commenced with the threat of a nuclear holocaust; United States airplanes spotted Soviet missile bases in Cuba, an island dangerously close to Florida; blockaded Cuba to persuade the Soviets to leave the island; the Cuban blockade was extremely successful as communism was contained and no American lives were lost; *escalation of the Vietnam War*: war definitely not regarded with same praise that the handling of Cuban missile crisis is; United States sent military advisors and money to strengthen South Vietnam, but this did not work well; communist forces in South Vietnam with help from North Vietnam invaded South Vietnam; this war ultimately turned out to be a failure on many fronts; television led many to see the atrocities of warfare; American forces left while fighting was still going on; communism spread and many American lives were lost); includes faulty application (*escalation of the Vietnam War*: the United States feared the domino theory that stated that all of Asia would fall to communism if it was not contained in North Vietnam)
- Includes some relevant facts, examples, and details (*blockade of Cuba*: President John F. Kennedy acted quickly; crowning achievement; *escalation of the Vietnam War*: student rallies; Lyndon B. Johnson; Great Society; Viet Cong)
- Demonstrates a satisfactory plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that contrasts the degree of success of the two actions

Conclusion: Overall, the response fits the criteria for Level 3. The response provides some analysis of the historical circumstances leading to each action and the lack of success in Vietnam. However, it fails to develop the extent of the success of the blockade of Cuba.

Following 1945, the end of the WWII, tensions arose between the United States and the Soviet Union that eventually escalated into the cold war. The USSR fought to spread communism while the U.S. sought to contain it. The U.S. sought to contain communism through the Marshall Plan and the the Intervention of Korea.

The Marshall Plan was implemented from 1947–1952. After WWII, there was widespread destruction and the economies of western Europe were struggling. The U.S. feared that if they did not help improve economic conditions in western Europe, then those countries might find communism appealing. To contain the spread of communism, President Truman enacted the Marshall Plan, to send billions in monetary aid to these western countries. They believed that this money would help rebuild the economy and preserve the democratic governments in western Europe. The Marshall Plan was very successful in that it prevented western Europe from turning communist. The aid that those countries received helped to stabilize their economies. It made communism less appealing because jobs were created and countries were rebuilt. Overall, the Marshall Plan contained communism and strengthened ties between the United States and western Europe.

The Intervention in Korea was another action taken by the U.S. to limit communism. Korea at this time was divided into North Korea and South Korea. North Korea was controlled by a communist government while South Korea was controlled by a democratic government. The North was backed by the Soviet Union and China while the South was backed by the U.S. The Korean War began when North Korea invaded South Korea. With the help of the United Nations

and U.S. troops, South Korea managed to push back northern troops to near the Chinese border. The Chinese considered this a threat and eventually drove the southern troops out of North Korea. This conflict ended with the boundary between North and South Korea remaining at the original 38th parallel. The Korean War is an example of how the U.S. tried to contain communism. It was successful in that it kept South Korea free of communism. It helped contain communism and kept it in the North. Even to this day, North and South Korea have not signed a peace treaty. Even though there are no actual battles, the 2 countries are still enemies and United States troops still protect South Korea.

Overall, the Marshall Plan and the Intervention of Korea fulfilled the U.S.'s original goal. The U.S. just wanted to contain communism. It did so in that it helped nations rebuild so that communism won't look appealing and helped stop communism from expanding into South Korea.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for the implementation of the Marshall Plan and intervention in Korea
- Is more descriptive than analytical (*implementation of the Marshall Plan*: the United States feared that if they did not help improve economic conditions in Western Europe, then these countries might find communism appealing; money would help rebuild the economy and preserve the democratic governments; the Marshall Plan helped to contain communism and strengthened the ties between the United States and Western Europe; *intervention in Korea*: the Korean war began when North Korea invaded South Korea; helped contain communism and kept it in the North; the two countries are still enemies and United States troops still protect South Korea)
- Includes some relevant facts, examples, and details (*implementation of the Marshall Plan*: widespread destruction; President Truman; billions in monetary aid; jobs were created; countries were rebuilt; *intervention in Korea*: communist government; democratic government; United Nations; 38th parallel)
- Demonstrates a satisfactory plan of organization; includes a brief introduction and conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of how containment was accomplished in Western Europe and Korea, but it lacks depth and analysis.

When Bolshevik revolutionaries passionately declared that the workers of the world should unite to overthrow the governments of their respective countries after the Russian Revolution of 1917, America became fearful of a communist revolution or uprising that could happen in the U.S. at any time. This especially became a big fear shared by many American citizens after the end of World War II when America's World War II ally, the USSR, became America's new enemy. The USSR encouraged the spread of communism, alarming the U.S. Harry Truman started the policy of containment, which was where the U.S. would stop the spread of communism throughout the world by any means necessary. Two examples of the U.S. trying to contain the spread of communism after World War II are the Vietnam War, which was largely unsuccessful in stopping the spread of communism, and the Korea War, which largely was.

An example of the U.S. using any means necessary to stop communism from spreading around the world after WWII was by fighting the Korean War from 1950-1953. After the end of World War II, Japan had to relinquish control of Korea. Korea was then divided into 2 halves, a communist northern part and a capitalist southern part. In 1950, North Korea invaded South Korea. Following the policy of containment, the U.S. intervened to stop communism from spreading to all of Korea. This case was successful because the war ended in 1953, with South Korea remaining independent and capitalist, just like how it was before the war and still is today. This was a successful case of the U.S. preventing communism from spreading to non-communist parts of the world.

Another initiative that America took to stop the spread of

communism was by fighting the Vietnam War. When the U.S. saw communist North Vietnam invade capitalist South Vietnam after the independence of Vietnam from the French in 1954, the U.S. didn't want to stand by while another country, South Vietnam, would become communist. The U.S. was afraid that communism would spread throughout Southeast Asia, and many Americans believed in the saying "better dead than red". The U.S. decided to send troops to Vietnam to follow the policy of containment, which was to stop communism from spreading to more countries such as South Vietnam. But, this was unsuccessful because in 1973, the U.S. pulled out of South Vietnam, ending the war. However, South Vietnam fell to North Vietnam 2 years later, making it become communist. This shows the Vietnam War was unsuccessful in stopping the spread of communism in this case, which was to South Vietnam.

Two examples of the U.S. trying to prevent the spread of communism around the world after World War II are the Vietnam War and the Korean War. The Vietnam War was unsuccessful because South Vietnam was taken over by communist North Vietnam, but the Korean War was successful because South Korea remained independent and capitalist after the war.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for the intervention in Korea and the escalation of the Vietnam War
- Is more descriptive than analytical (*intervention in Korea*: in 1950, North Korea invaded South Korea; this case was successful because the war ended in 1953 with South Korea remaining independent and capitalist; *escalation of the Vietnam War*: we were afraid that communism would spread throughout Southeast Asia, and many Americans believed in the saying, “better dead than red”; United States pulled out of South Vietnam; however, South Vietnam fell to North Vietnam two years later, making it become communist)
- Includes some relevant facts, examples, and details (*intervention in Korea*: Japan had to relinquish control; divided into two halves; communist northern part; containment; *escalation of the Vietnam War*: communist North Vietnam invaded capitalist South Vietnam; independence from the French in 1954; containment)
- Demonstrates a satisfactory plan of organization; includes an introduction about the post–World War II spread of communism and a conclusion that reiterates the theme

Conclusion: Overall, the response fits the criteria for Level 3. The introduction provides some information about the historical circumstances that are common to each action. In general, however, the response is a cursory and repetitious review of the actions.

In the post WWII years, the U.S took measures to prevent the spread of communism. Having emerged as a world leader, the U.S took the responsibility of containment, or limiting communism to places where it already existed, like China and the Soviet Union. The Marshall Plan was meant to ensure that democracy would thrive in Europe, and when communism threatened to spread to Vietnam, the U.S. sent American troops to fight the Vietcongs.

Western Europe was in a mess after WWII. Millions of families were torn apart, the economy was in a slump, and poverty was rampant. Afraid that these countries would turn to communism, the U.S decided to loan Western Europe money to rebuild its infrastructure, and more importantly, to keep democracy alive. From 1947-1952, the U.S gave more than \$13 billion in aid to numerous countries. This not only helped Western Europe recover, it also stimulated American business and manufacturing because the countries were only allowed to buy American products and couldn't use U.S aid to trade with communist nations. The Marshall Plan successfully prevented the spread of communism for Western Europe after WWII.

While the Marshall Plan had peacefully contained communism, U.S involvement in Vietnam was aggressive from the start. North Vietnam was led by communist Ho Chi Minh while South Vietnam was led by Ngo Dinh Diem in favor of democracy. The South was fighting a losing battle and so U.S troops were sent in 1964 to aid the Southern Vietnamese. During the course of 9 years, more and more American soldiers were stationed in Vietnam and actively fighting the Vietcong. However, South Vietnam still fell to the North Vietnamese.

when the Vietcong captured the South's capitol of Saigon. Around 50,000 Americans had died in the war the American public felt that it was a wasted effort. In fact, President Johnson had withheld much information about the cost and number of soldiers in Vietnam, so the public was not prepared for the defeat that had seemed imminent to Johnson's military advisor, Ball. The loss of South Vietnam to Northern Vietnamese Communism was a low blow for Americans who felt that U.S. soldiers had died in vain.

The Red Scare was a fear of communism, a practice that seemed to go against all the virtues of democracy and capitalism. To protect its interests, the U.S. passed the Marshall Plan to aid Western Europe after WWII and make sure that it wouldn't fall to communism. When communism threatened to take over Vietnam the country went to war against the North Vietnamese. The Marshall Plan was effective, while the Vietnam War ended in democratic defeat.

Anchor Level 2-A

The response:

- Develops most aspects of the task in little depth for the implementation of the Marshall Plan and the escalation of the Vietnam War
- Is primarily descriptive (*implementation of the Marshall Plan*: in Western Europe after World War II, millions of families were torn apart, the economy was in a slump and poverty was rampant; United States gave more than \$13 billion in aid to numerous countries; successfully prevented the spread of communism to Western Europe; *escalation of the Vietnam War*: North Vietnam was led by communist Ho Chi Minh while South Vietnam was led by Ngo Dinh Diem in favor of democracy; the loss of South Vietnam to North Vietnamese communism was a low blow for Americans who felt that United States soldiers had died in vain); includes faulty application (*escalation of the Vietnam War*: President Johnson had withheld much information and the public was not prepared for the defeat)
- Includes few relevant facts, examples, and details (*implementation of the Marshall Plan*: money to rebuild its infrastructure and keep democracy alive; stimulated American business and manufacturing; *escalation of the Vietnam War*: Viet Cong; Saigon; 50,000 Americans died; Johnson's military advisor, Ball); includes inaccuracies (*implementation of the Marshall Plan*: United States decided to loan Western Europe money; only allowed to buy American products; could not use United States aid to trade with communist nations)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Despite several inaccuracies, the response includes some relevant details about the historical circumstances of each action. The response is also weaker in developing the extent to which each action limited the expansion of communism.

Following World War II there was a lot of chaos and devastation in the world. The most prevalent of the remains of the war was confusion and fear. In the eyes of America the biggest fear was communism. The eyes of the world looked up to the super power, that was America and wondered how they would proceed after such a victory over Japan, Germany, and the USSR. America felt this responsibility and carried this burden. With the world on its shoulders America began implementing strategies such as the Marshall Plan and The NATO Alliance.

After World War II Europe was in turmoil and confusion. Everything was broken, including homes, villages, economies and spirits. America realized how vulnerable these countries were and knew that if they didn't help, then the Soviet Union would. In an attempt to contain communism, Congress passed the Marshall Plan. It began as a 12 billion program called The European Recovery Act. It was U.S. money offered to stimulate and repair the failing European Economy. It was later changed to a \$13.15 billion program now known as the Marshall Plan. This recovery led to many beneficial European programs, including the European Union which created a unified currency.

Another program that was created in order to contain the threat of communism, was the NATO Alliance. Western Europe at the time was still too vulnerable and weak to fight off the strong force of communism presented by Eastern Europe. America, being the superpower that it was, had the resources and the power to create a defense against Eastern Europe. The North Atlantic Treaty Organization formed an alliance between the U.S., Canada, and

Anchor Paper – Thematic Essay—Level 2 – B

Western Europe. If there was an attack on any one, then all the others would be defense.

These programs proved to be effective. Western Europe regained its strength and place in this world. The repair touched the economy, the communities, and the people. Government was restored, and there was now an order. The United States suppressed the spread of communism, and made the world an open place for democracy.

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

- Develops some aspects of the task in some depth for the implementation of the Marshall Plan and the establishment of the North Atlantic Treaty Organization
- Is primarily descriptive (*implementation of the Marshall Plan*: everything was broken including homes, villages, economies, and spirits; United States money offered to stimulate and repair the failing European economy; *establishment of the North Atlantic Treaty Organization*: America had the resources and the power to create a defense against Eastern Europe; formed an alliance between the United States, Canada, and Western Europe)
- Includes few relevant facts, examples, and details (*implementation of the Marshall Plan*: European Recovery Act; European Union; unified currency; *establishment of the North Atlantic Treaty Organization*: Western Europe, vulnerable and weak; America, a superpower); includes an inaccuracy (America's victory over the USSR)
- Demonstrates a general plan of organization; includes an introduction that emphasizes the fear of communism and America's position as a superpower and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response offers concise descriptions of the conditions in Western Europe that led to the Marshall Plan and NATO but includes only limited statements about the extent to which the actions were successful in containing communism.

After World War II, the United States and its citizens feared the further rise and spread of communism. These feelings of fear were known as Red Scares. The United States Government took a number of actions to limit the communistic influence of the Soviet Union and China. Some of these actions were successful while others were not. Two examples of strategies used include the intervention in Korea and the blockade of Cuba.

Korea in the 1950s was in the midst of a civil war. Northern Korea had fallen to a Communist Government. The U.S.S.R. was helping Northern Korea spread its communist ideas south to the rest of Korea. The Southern Part of Korea fought back, favoring democratic ideas and government. The United States stepped in to try and contain the communist ideas in North Korea, or push for Democracy all together. In 1953, a cease fire was reached. Korea was divided at a parallel with a demilitarized zone in the middle. The United States action of stepping in was somewhat successful. It limited the spread of communism to just North Korea and also set up Democracy in the South.

In 1962, Cuba, the island nation only about 100 miles from the southern coast of Florida, had a communist government headed by Fidel Castro. At the Bay of Pigs, the U.S. had planned on leading a revolt to overthrow him. However, it was unsuccessful. Later on, Castro allowed the U.S.S.R. to build missile launch pads facing the United States. This was known as the Cuban Missile Crisis. The U.S. warned Cuba and the U.S.S.R. to remove them. After ignoring those demands, the U.S. Navy blockaded Cuba. This was a red flag that the U.S. was on the brink of war. High tensions in the air, the Soviet Union finally removed the missile sites. Cuba remained as a communist Nation.

Anchor Paper – Thematic Essay—Level 2 – C

These actions of the United States Government were very effective in containing communism.

Communism was feared all throughout the United States after World War II. Knowing communism would spread, the United States Government attempted to contain it through the intervention in Korea and the blockade in Cuba. Both actions were successful.

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

- Minimally develops all aspects of the task for intervention in Korea and the blockade of Cuba
- Is primarily descriptive (*intervention in Korea*: the southern part of Korea fought back, favoring democratic ideas and government; United States stepped in to contain the communist ideas in North Korea; Korea was divided at a parallel with a demilitarized zone in the middle; *blockade of Cuba*: island nation about 100 miles from Florida; Castro allowed the USSR to build missile launch pads facing the United States; Soviet Union removed the missile sites; Cuba remained as a communist nation); includes faulty application (*intervention in Korea*: Northern Korea had fallen to a communist government)
- Includes few relevant facts, examples, and details (*intervention in Korea*: civil war; cease fire; *blockade of Cuba*: unsuccessful Bay of Pigs; Cuban missile crisis; United States Navy; brink of war)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that emphasize the United States fear of communism after World War II

Conclusion: Overall, the response fits the criteria for Level 2. The response shows a general knowledge of the two actions but lacks depth.

Following World War II, the spread of communism became a threat to the United States, which led them to take various actions to limit the global influence of the Soviet Union and China. Two specific actions taken by the United States was, the intervention in Korea and the visit of President Richard Nixon to China.

The United States chose to intervene in Korea because North Korea was communist and South Korea was not. North Korea was attempting to take over South Korea and the US did not want communism to spread. So the US sent troops to help fight back against the communist side of Korea. This stopped North Korea from taking over South Korea.

Another action taken by the US to stop the spread of communism was President Nixon's visit to China. China was a communist country. President Nixon went to China to recognize it as a communist country. This helped stop the spread of communism and lessened the tensions between the nations.

The United States was led to take various actions following World War II because the spread of communism became a threat. Two specific actions that were taken to stop the spread of communism was the intervention in Korea and President Richard Nixon's visit to China.

Anchor Level 1-A

The response:

- Minimally develops the task for intervention in Korea and for President's Nixon's visit to China
- Is descriptive (*intervention in Korea*: North Korea was attempting to take over South Korea and the United States did not want communism to spread; this stopped North Korea from taking over South Korea; *President's Nixon's visit to China*: went to recognize it as a communist country; lessened tensions between the nations)
- Includes few relevant facts, examples, or details (*intervention in Korea*: North Korea was communist; United States sent troops; *President's Nixon's visit to China*: China was communist)
- Demonstrates a general plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response contains a few general statements about both actions with little elaboration.

After World War II the Soviet Union had control of many parts of Asia and Europe. This led to red scare which was the spread of communism. The Soviet Union was turning the countries it had control of, into communist nations, and this was a major threat to democracy for the United States. It is because of this scare that the United States had to do something to stop the spread of communism.

One thing the United States put in place was the Truman Doctrine, the Truman Doctrine stated that the U.S. would help countries from being taken over. The first thing the United States did was send 400 million dollars to Turkey and Greece so that they could build up their economies and militaries. This was a major help because it prevented the Soviet Union from taking them over as communist nations.

Another thing the United States did to stop communism was in Germany with the Berlin Wall. After World War II Germany was divided into four zones and controlled by the allied nations. During the Cold War, France, Great Britain, and the United States, combined their territories to form Western Germany and the Soviet Union controlled East Germany. Berlin was the dividing line between communism and democracy. There, there was a wall, the Berlin Wall, also known as the Iron Curtain. It was what separated the two parts of Germany and stopped further spread of communism, because the Soviet Union didn't have total control of Berlin.

The Berlin Wall and the Truman Doctrine were major during post World War II and the Cold War. They were successful in slowing down and stopping the spread of communism, and keeping the world safe for democracy.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for the enactment of the Truman Doctrine
- Is descriptive (*enactment of the Truman Doctrine*: doctrine stated that the United States would help countries from being taken over; this was a major help because it prevented the Soviet Union from taking them over as communist nations)
- Includes few relevant facts, examples, or details (*enactment of the Truman Doctrine*: \$400 million; Turkey and Greece; built up their economies and militaries)
- Demonstrates a general plan of organization; includes an introduction that links the Red Scare to actions aimed at stopping the spread of communism and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response shows some knowledge of the Truman Doctrine but incorrectly implies that the United States was responsible for the Berlin Wall and that its purpose was to stop the further spread of communism.

The after effects of WWII led the United States to initiate actions to attempt to cease the spread of communism from influential nations, such as, the Soviet Union and China. The means of which the actions were qualified as included diplomatic, military, and economic initiatives. The implementation of the Marshall Plan and escalation of the Vietnam War are two actions taken by the United States. However, these decisions were met with varying success.

Directly after the end of WWII, President Truman declared the Marshall Plan in 1947, which entailed that America would provide billions of dollars of economic aid to the desperate nations in Europe to assist them in their recovery from the enormous destruction of war. Bridges, roads, schools and factories had been destroyed by the Germans. Countries like England and France worried about another severe depression. The United States had not suffered the same widespread devastation and could offer aid to our friends. While this opportunity was available to all, only western Europeans received this service. The Soviet-controlled Eastern Europeans were not permitted to accept the provisions from the United States because the Soviets wanted to prevent American influence in their sphere. Some of the Eastern Europeans desired the aid; but Soviet puppet governments prevented them from having any choice in the matter. The Marshall Plan was extremely successful in that it accomplished its goal of containing communism. The program provided for the Western Europeans and that area was able to recover. Without it, they might have lost popular support and been replaced by pro-communist governments. Instead of an economic depression, factory production quickly tripled, cities were rebuilt and families survived. Eastern

European countries who were not allowed to accept United States aid had a harder time recovering from the war. The Marshall Plan is the epitome of an American economic action to limit the influence of communism in Europe.

The decision to contain communism in Europe naturally led to other commitments in other places. During the 1950s, aid to Vietnam was a result of the domino theory. If South Vietnam fell to communism then so would its neighbors. The United States embarked on diplomatic, military, and economic actions during the escalation of the Vietnam War to try to stop the spread of communism in North Vietnam to the democratic South Vietnam. However, this proved futile for the Americans due to difficult conditions in Vietnam and opposition at home. In the beginning, the United States sent money and military aid to support Diem, the democratic leader in South Vietnam. However, he was very unpopular with the people because of his corrupt, authoritarian policies and western ways. Moreover, a rebel South Vietnamese group known as the Vietcong emerged in support of North Vietnam's communist regime and threatened Diem's government. Later, President Johnson took stronger military action by sending thousands of combat troops to support the South Vietnamese troops battling the Viet Cong and Ho Chi Minh's North Vietnam army invasion. Yet, even with America's military power, escalation of the war, and a few victories, this was not enough to win the war. Americans were unfamiliar with the terrain and guerilla warfare was being used by the Vietnamese. It was difficult for American troops to know who was a friend and who was an enemy. With all of the obstacles, communist rule was inevitable. However, President Nixon

still had one more card to play with diplomatic action. With the war at standstill, the United States signed the Paris Peace agreement with North Vietnam which called for United States troop withdrawal. Once the United States troops withdrew, South Vietnam was overcome by the communists. Overall, the Vietnam war was a disastrous war that did not contain the spread of communism.

In conclusion, even though the United States made diplomatic, military, and economic actions to try to prevent the spread of communism, they resulted in various conclusions. Some of the policies succeeded, while others were unsuccessful. The Marshall Plan prevented the spread of communism in Western Europe, but could not help Eastern European nations. In addition, even with the influx of American soldiers and aid in Vietnam, the spread of communism was unable to be contained. All in all, these Cold War actions were met with varying results.

After World War II, the three nation leaders met together in a conference, Great Britain, Soviet Union and the United States, to discuss their next course of action. The Soviet Union dictator wanted to protect its borders and strengthen its country after the devastating effects the war took on it. In order to protect itself, the country wanted to form alliances with other bordering countries and spread communism. In order to protect the freedoms of self-government for other countries, the U.S. took on the foreign policy of containment. These turn of events led up to the Cold War and the Vietnam War.

The Soviet Union soon become allies with Cuba after revolutionary leader Fidel Castro siezed the government. With Fidel Castro and his regime, the country become communist. The Soviet Union gave Cuba supplies to build nuclear weapons. Once the United States discovered the nuclear threat in Cuba by the U2 spy plane, President John F. Kennedy decided to blockade the trading ports in Cuba. Through this blockade, Soviet Union ships could not transport materials to build a nuclear bomb. The U.S. also started their own nuclear arms race, creating the atomic bomb and later the hydrogen bomb. These nuclear weapons were used as defense in case the Soviet Union threatened to attack the country. This intervention was successful because the Soviet Union backed off and ended the trade with Cuba. In return both countries created a negotiation to remove some nuclear weapons from enemy lines. A hot line was also established between both leaders in case of emergency.

In 1964, there was internal conflict within Vietnam. The North Vietnamese wanted a communist regime, whereas the South was against it. Northern Communist leader Ho Chi Minh created the North

Vietnamese Army to fight against the South Vietnamese. In order to resolve this conflict and contain communism, the U.S. became involved in the war. America did not immediately intervene with the military force but sent aid and supplies to the South Vietnamese people. However, the war soon became "Americanized" and American forces took over the fight against the North Vietnamese. New, advanced weapons were made in defense against the Vietcong and the North Vietnamese Army such as napalm. These weapons had a devastating impact on the environment and killed and injured many innocent civilians. The intervention was not successful and it limited American supplies and killed many soldiers. This led to the peace movement in America in the 1970s, many college students had also gotten involved. America did not succeed in containing communism and eventually extracted American soldiers from Vietnam.

Through the foreign policy of containment, the U.S. had become militarily involved with many other foreign countries besides the Soviet Union. The U.S. advanced its nuclear technology during the Cold War however the Vietnam War was not as successful. America takes on the "older Brother" role, seeking to defend independent, self-governed countries despite the military costs and casualties of a war, and whether or not America succeeds.

Following World War II, the threat of communist expansion led to the United States to take diplomatic, military, and economic actions to limit the global influence of the Soviet Union and China. These cold war actions met with varying degrees of success. The blockade of Cuba, and the escalation of the Vietnam War, helped America expand.

First, The blockade of Cuba helped America expand because, America had economic businesses in Cuba. When Cuba was attacked America lost a lot of business and money. When Cuba was attacked America declared war and conquered new territories, so America expanded by gaining new territories like Puerto Rico and other Islands.

Second, the escalation of Vietnam War helped America to gain new territories and expand. When America attacked Vietnam, they lost a lot of money sending soldiers and making new weapons. After America defeated Vietnam they gain new territories and money for defeating Vietnam. The money they lost on the war they got it back.

In conclusion, The Blockade of Cuba and the escalation of the Vietnam War both helped America gain new territories and expand. Also the country became wealthy and powerful just because they won every battle or every struggle they faced.

Following the end of War World II, Europe found itself divided by an "iron curtain." The United States, which was democratic, and the Soviet Union, which was communist, "fought" for their influence over the other countries. While the Soviet Union attempted to spread communism, the United States tried to contain it through the use of their diplomatic, military, and economic actions.

The Berlin airlift is an example of a successful action headed by the United States. Before the imminent defeat of Germany, France, Great Britain, the United States, and the Soviet Union had divided Germany and the capital, Berlin, into four parts. After the war, democratic countries, France, Great Britain, and the United States combined their pieces of land; however, the Soviet Union kept their piece. Thus, Germany was divided into the democratic West Germany and West Berlin along with the communist East Germany and East Berlin. However, West Berlin, since it was in East German territory, was surrounded by communism. In an attempt to convert West Berlin into a communist establishment, the Soviet Union cut off all supplies going into West Berlin so they would be forced to turn to communism. So, to prevent the spread of communism, the United States organized airplanes to ship food and medical supplies to West Berlin in the late 1940's. This campaign was very successful since West Berliners didn't turn to communism. The Soviet Union lifted the blockade after a year.

However, the United States were unsuccessful with containing the spread of communism in Vietnam. Before the United States intervened, Vietnam was experiencing a civil war. Vietnam was divided into democratic South Vietnam and communist North

Vietnam; however, North Vietnam was attempting to make South Vietnam communist as well. So, to prevent the spread of communism, the United States intervened with an accusation that North Vietnam had attacked them in the Gulf of Tonkin. The United States then increased the number of troops and its military presence. However, our efforts were a complete failure. Millions of young Americans protested about the drafts and urged for peace. Also, in Vietnam, the Americans had trouble tracking down the Vietcong since they were using guerilla warfare. In addition, many Southern Vietnamese people hated the Americans since they thought American soldiers were oppressing them. Realizing that it was impossible to win the war, the United States pulled their troops out in 1973. Shortly after that, North Vietnam took over South Vietnam.

All of the actions taken by the United States were completely necessary. If it wasn't for the United States' efforts, the whole entire world might be communist today. And although there were unsuccessful attempts to contain communism, the United States couldn't just stand by and do nothing. Every action they made was essential.

Following World War II, the U.S. and the Soviet Union who were allied against Nazi Germany, Italy, and Japan became two superpowers and split apart ideologically. The U.S. feared that the USSR would gain power worldwide and spread communism, undermining U.S. capitalist interests. The U.S. sent troops to Korea in 1950 and aided the mujahideen in Afghanistan from 1979–1989 in an effort to stop Soviet expansion.

President Truman sent military forces to Korea in 1950 as part of a United Nations attempt to prevent the communist North Koreans from taking over South Korea and spreading communism further across Asia. In 1949, China had undergone a revolution, and Mao Zedong and the communist People's Republic of China took power. The U.S. greatly feared communist China's intervention in N. Korea and the possible takeover of the entire peninsula. The U.S. troops were initially pushed back to the Southeast corner, but then General Douglas MacArthur successfully landed troops behind enemy lines at Inchon, and the U.S. troops pushed the North Koreans all the way back to the Chinese border. At this point, communist Chinese forces invaded Korea, and the U.S. Marines were trapped in a ferocious battle at Chosin Reservoir. Eventually, then Colonel Lewis "Chesty" Puller led this men South to Koto-ri, where they were able to regroup. A small Marines force inflicted terrible casualties against a large portion of the Chinese Army and were not overrun. Eventually, an armistice was signed, setting the border at the 38th parallel again, although to this day, a peace treaty has not been signed, and North and South Korean troops patrol the demilitarized zone.

The Korean war was successful at stopping the spread of

communism, because it prevented North Korea or communist China from taking over South Korea, however, it did so only at the expense of many thousands of lives.

Another example of the U.S. attempting to stop the spread of communism was U.S. aid to the mujahideen in Afghanistan during the Soviet occupation. The Soviets entered Afghanistan in 1979 to prop up the failing Marxist dictator, and initially took over the country with superior firepower. The Carter Administration protested the Soviet invasion by boycotting the 1980 Moscow Olympics and stopping the export of grain to the Soviets. Moreover, the CIA gave the mujahideen Stinger missiles with which to shoot down Soviet helicopters, and training to defeat the Soviets. After 10 years of being slowly destroyed by this force of Afghan warlords and their supporters, the Soviet Union withdrew from Afghanistan and collapsed completely two years later, in 1991.

The U.S. aid to the mujahideen was very effective in limiting the spread of communism in Afghanistan. Also, the failed Soviet occupation severely strained the resources of the ailing superpower, and was one of the causes of its demise. By aiding the mujahideen, the U.S. defeated the USSR by proxy. However, United States support of the Afghan rebels created another problem because, following the Soviet withdrawal from Afghanistan, the U.S. failed to help rebuild Afghanistan with education, health care, and employment, and so many of the U.S. trained mujahideen turned against the U.S., such as Osama bin Laden and Gulbiddin Hekmatyar, who would later form Al-Qaeda and Hezb-e-Islami respectively to try to destroy the U.S.

The Korean war was effective at blocking the spread of communism,

because it stopped North Korea from taking over South Korea, but only at the expense of thousands of lives. The US aid to the mujahideen also stopped the spread of communism and ended up weakening the USSR, but failed US policy after led to the creation of radical anti-US terrorist groups.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the implementation of the Marshall Plan more thoroughly than the escalation of the Vietnam War
- Is both descriptive and analytical (*implementation of the Marshall Plan*: bridges, roads, schools and factories had been destroyed by the Germans; England and France worried about another severe depression; the United States had not suffered the same widespread devastation and could offer aid to our friends; factory production tripled, cities were rebuilt, and families survived; *escalation of the Vietnam War*: if South Vietnam fell to communism, so would its neighbors; futile due to conditions in Vietnam and opposition at home; United States sent money and military aid to support Diem, very unpopular with people because of corrupt authoritarian policies and western ways; difficult for American troops to know who was a friend and who was an enemy; President Nixon signed the Paris Peace agreement which called for United States troop withdrawal; once the United States troops withdrew, South Vietnam was overcome by the communists)
- Supports the theme with relevant facts, examples, and details (*implementation of the Marshall Plan*: President Truman; billions of dollars of economic aid; Western Europeans; Soviet-controlled Eastern Europeans; puppet governments; extremely successful in containing communism; *escalation of the Vietnam War*: domino theory; communism in North Vietnam; democratic South Vietnam; Viet Cong; President Johnson sent thousands of combat troops; Ho Chi Minh's North Vietnamese army invasion; America's military power; few victories; unfamiliar with terrain; guerilla warfare)
- Demonstrates a logical and clear plan of organization; includes an introduction that is little more than a restatement of the theme and a conclusion that restates the introduction

Conclusion: Overall, the response fits the criteria for Level 4. The response includes a good discussion of the historical circumstances and a good evaluation of the Marshall Plan's success. However, the discussion of the escalation of the Vietnam War would have benefited from further development.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task for the blockade of Cuba and the escalation of the Vietnam War
- Is primarily descriptive (*blockade of Cuba*: the Soviet Union soon became allies with Cuba after revolutionary leader Fidel Castro seized the government; this intervention was successful because the Soviet Union backed off; *escalation of the Vietnam War*: America did not immediately intervene with military force but sent aid and supplies to the Vietnamese people; war became Americanized; America did not succeed in containing communism and eventually extracted American soldiers from Vietnam); includes weak and isolated analysis (*escalation of the Vietnam War*: it limited American supplies)
- Includes some relevant facts, examples, and details (*blockade of Cuba*: nuclear threat; U2 spy plane; President John F. Kennedy; hotline; *escalation of the Vietnam War*: internal conflict; Ho Chi Minh; North Vietnamese army; Viet Cong; napalm; peace movement; college students); includes several inaccuracies (*blockade of Cuba*: Soviet Union gave Cuba supplies to build nuclear weapons; the United States also started their own nuclear arms race, creating the atomic bomb and later the hydrogen bomb; Soviet Union ended trade with Cuba)
- Demonstrates a general plan of organization; includes an introduction that describes United States and Soviet national interests after World War II and a conclusion that primarily refers to the United States role in Vietnam

Conclusion: Overall, the response fits the criteria for Level 2. Some knowledge of the historical circumstances that led to each action is apparent, but the response lacks adequate discussion of the extent to which communism was limited by either action. Chronological errors weaken this response.

Practice Paper C—Score Level 0

The response:

Fails to develop the task

Conclusion: The response fits the criteria for Level 0. Discussions of the Cuban blockade and the Vietnam War lack understanding of containment and include no relevant information. In addition, the response incorrectly cites territorial expansion and success in every battle as proof of the success of each action.

Practice Paper D—Score Level 3

The response:

- Develops the historical circumstances that led to the implementation of the Berlin airlift and the escalation of the Vietnam War in some depth and the extent to which these actions were successful in limiting the expansion of communism in little depth
- Is more descriptive than analytical (*implementation of the Berlin airlift*: France, Great Britain, and the United States combined their pieces of land; West Berlin was surrounded by communism; in an attempt to convert West Berlin into a communist establishment, the Soviet Union cut off all supplies going into West Berlin so they would be forced to turn to communism; United States organized airplanes to ship food and medical supplies to West Berlin in the late 1940s; West Berliners did not turn to communism; the Soviet Union lifted the blockade after a year; *escalation of the Vietnam War*: before the United States intervened, Vietnam was experiencing a civil war; United States intervened with accusation that North Vietnam had attacked them in Gulf of Tonkin; United States increased the number of troops and its military presence; Americans had trouble tracking down the Viet Cong; United States pulled their troops out in 1973; shortly after that, North Vietnam took over South Vietnam)
- Includes some relevant facts, examples, and details (*implementation of the Berlin airlift*: defeat of Germany; divided Germany into four parts; democratic West Germany; communist East Germany; East Berlin; *escalation of the Vietnam War*: democratic South Vietnam; communist North Vietnam; young Americans protested drafts; guerilla warfare)
- Demonstrates a satisfactory plan of organization; includes an introduction that describes Europe as divided by an iron curtain and a conclusion that overstates the United States role in containing communism

Conclusion: Overall, the response fits the criteria for Level 3. The response includes descriptions of the historical circumstances that led to each action but makes only a few statements about the success of each action in limiting the expansion of communism.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the extent to which intervention in Korea limited the expansion of communism less thoroughly than the extent to which aid to the mujahideen in Afghanistan did during the Soviet occupation
- Is both descriptive and analytical (*intervention in Korea*: the United States greatly feared communist China's intervention in North Korea and the possible takeover of the entire peninsula; eventually, an armistice was signed, setting the border at the 38th parallel again; to this day, a peace treaty has not been signed and North and South Korean troops patrol the demilitarized zone; *aid to the mujahideen in Afghanistan*: the Soviets entered Afghanistan in 1979 to prop up the failing Marxist dictator and initially took over the country with superior firepower; Carter administration protested by boycotting the 1980 Moscow Olympics and stopping the export of grain to the Soviets; after ten years of being destroyed by Afghan warlords and their supporters, Soviet Union withdrew; the failed Soviet occupation severely strained the resources of the ailing superpower and was one of the causes of its demise; United States failed to rebuild Afghanistan with education, healthcare, and employment and mujahideen turned against the United States)
- Supports the theme with relevant facts, examples, and details (*intervention in Korea*: President Truman; United Nations; Mao Zedong; Communist People's Republic of China; General Douglas MacArthur; Inchon; United States Marines; Chosin Reservoir; Colonel Lewis "Chesty" Puller; Koto-ri; terrible casualties; expense of thousands of lives; *aid to the mujahideen in Afghanistan*: CIA; stinger missiles; Soviet helicopters; training; Osama Bin Laden; Gulbiddin Hekmatyar; Al-Qaeda; Hezb-e-Islami)
- Demonstrates a logical and clear plan of organization; includes an introduction that describes the onset of the Cold War and a conclusion that notes both actions stopped the spread of communism but at a cost

Conclusion: Overall, the response fits the criteria for Level 4. The descriptions of the historical circumstances that led to the two actions are strong, especially the military campaigns in Korea. The discussion of aid provided to the mujahideen shows an understanding of United States involvement in Afghanistan. However, the discussion of the extent to which the Korean War was successful in limiting the expansion of communism lacks development.

United States History and Government Specifications

August 2013

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

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

Notes:

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

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

The *Chart for Determining the Final Examination Score for the August 2013 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, August 14, 2013 — 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 Global History and Geography and United States History and Government*.

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The conversion chart for this examination is located at <http://www.p12.nysed.gov/assessment/> and must be used for determining the final examination score.

United States History and Government
Part A Specific Rubric
Document-Based Question
August 2013

Document 1

... Almost immediately after the Confederation was created, many Americans, including [James] Madison, came to see that it was much too weak to do what they wanted. By the 1780s the problems were severe and conspicuous [obvious]. The Congress could not tax and pay its bills. It could not feed, clothe, or supply the army. It could not levy tariffs to regulate trade or to retaliate against the mercantilist European empires. It was even having trouble gathering a quorum to conduct business. Attempts to revise the Articles and grant the Congress the power to levy a 5 percent impost [tax] on imported European goods were thwarted by the need to get the unanimous consent of all thirteen states. Internationally the United States were being humiliated. In the Mediterranean the Barbary pirates were seizing American ships and selling their sailors into slavery, and the Confederation was powerless to do anything. It was unable even to guarantee the territorial integrity of the new nation. Great Britain continued to hold posts in the northwestern parts of United States territory in defiance of the peace treaty of 1783. In the southwest Spain was claiming territory that included much of present-day Alabama and Mississippi and plotting with American dissidents to break away from the Union....

Source: Gordon S. Wood, *Revolutionary Characters: What Made the Founders Different*, Penguin Press, 2006

1 According to Gordon S. Wood, what were *two* weaknesses of the national government under the Articles of Confederation that led to the Constitutional Convention?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* weakness of the national government under the Articles of Confederation that led to the Constitutional Convention as stated in this document

Examples: Congress did not have the power to tax; Congress could not pay its bills; Congress could not feed/clothe/supply the army; Congress did not have the power to levy tariffs/could not regulate trade/could not levy tariffs to retaliate against the mercantilist European empires; Congress had trouble gathering a quorum to conduct business; unanimous consent of all thirteen states was required to change the Articles; the government could not stop the Barbary pirates from seizing United States ships in the Mediterranean/from selling sailors into slavery; the territorial integrity of the nation could not be guaranteed/the government could not force Great Britain to evacuate its posts in the northwestern parts of United States territory/could not get Great Britain to honor the peace treaty of 1783; the territorial integrity of the nation could not be guaranteed/could not prevent Spain from claiming territory in the southwest; the national government's inability to protect its territory and its sailors led to international humiliation

Note: To receive maximum credit, two *different* weaknesses of the national government under the Articles of Confederation that led to the Constitutional Convention must be stated. For example, *the territorial integrity of the nation could not be guaranteed* and *the government could not force Great Britain to evacuate its posts in the northwestern parts of United States territory* are the same weakness expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the United States could not claim new territory; Congress was forbidden to pass laws; Congress had too much power; Congress could levy taxes
- Vague response
Examples: attempts to revise the Articles; there were plots; American dissidents plotted; problems were severe/conspicuous; they had bills; it was unable to guarantee; defiance; efforts were thwarted
- No response

Document 2

John Jay of New York wrote *The Federalist*, Number 4, in support of ratification of the Constitution. This is an excerpt from that publication.

But whatever may be our situation, whether firmly united under one national government, or split into a number of confederacies, certain it is, that foreign nations will know and view it exactly as it is; and they will act toward us accordingly. If they see that our national government is efficient and well administered, our trade prudently regulated, our militia properly organized and disciplined, our resources and finances discreetly managed, our credit re-established, our people free, contented, and united, they will be much more disposed to cultivate our friendship than provoke our resentment. If, on the other hand, they find us either destitute of [lacking] an effectual government (each State doing right or wrong, as to its rulers may seem convenient), or split into three or four independent and probably discordant [quarreling] republics or confederacies, one inclining to Britain, another to France, and a third to Spain, and perhaps played off against each other by the three, what a poor, pitiful figure will America make in their eyes! How liable would she become not only to their contempt but to their outrage, and how soon would dear-bought experience proclaim that when a people or family so divide, it never fails to be against themselves.

Source: John Jay, *The Federalist*, Number 4, November 7, 1787

2 Based on this excerpt from *The Federalist*, Number 4, state *one* argument used by John Jay to support ratification of the Constitution.

Score of 1:

- States an argument John Jay used in *The Federalist*, Number 4, to support ratification of the Constitution
Examples: foreign nations will respect a firmly united nation; foreign nations will be more disposed to cultivate our friendship if the national government is efficient and well administered/if our trade is prudently regulated/if our militia is properly organized and disciplined/if our resources and finances are discreetly managed/if our credit is reestablished/if our people are free, contented, and united; how the nation is governed will affect relations with other countries/a well-governed nation will improve relations with other countries; a lack of unity would allow Britain/France/Spain to play off the various republics/confederacies against each other; if we were divided we could become liable to the contempt/outrage of other nations

Score of 0:

- Incorrect response
Examples: it would allow us to get land from Britain/Spain/France; it would split us into a number of confederacies; foreign nations would respect a divided nation
- Vague response
Examples: it is our situation; foreign nations will know; to be against themselves; contempt; affect other countries
- No response

Document 3a

... The first question that presents itself on the subject is, whether a confederated government be the best for the United States or not? Or in other words, whether the thirteen United States should be reduced to one great republic, governed by one legislature, and under the direction of one executive and judicial; or whether they should continue thirteen confederated republics, under the direction and controul [control] of a supreme federal head for certain defined national purposes only?...

In a republic of such vast extent as the United–States, the legislature cannot attend to the various concerns and wants of its different parts. It cannot be sufficiently numerous to be acquainted with the local condition and wants of the different districts, and if it could, it is impossible it should have sufficient time to attend to and provide for all the variety of cases of this nature, that would be continually arising...

These are some of the reasons by which it appears, that a free republic cannot long subsist [survive] over a country of the great extent of these states. If then this new constitution is calculated to consolidate the thirteen states into one, as it evidently is, it ought not to be adopted....

Source: *Antifederalist Papers*, Brutus Number 1, October 18, 1787

3a Based on this document, state *one* argument the Antifederalists used to oppose ratification of the Constitution.

Score of 1:

- States an argument the Antifederalists used to oppose ratification of the Constitution based on this document
Examples: the United States is too big to be governed by one legislature; a single legislature could not attend to the various concerns and wants of its different parts; the legislature could not be large enough/sufficiently numerous to be acquainted with the local conditions/wants of different districts; the legislature would not have sufficient time to attend to/provide for all the variety of cases; a free, large republic cannot long subsist/exist; one great republic will not be as good as thirteen confederated republics

Score of 0:

- Incorrect response
Examples: a confederated government is not the best for the United States; the thirteen states should be consolidated into one/consolidated into one great republic; the United States needed to be governed by one legislature
- Vague response
Examples: there are some reasons; the new constitution is calculated; the legislature cannot attend; there is not time to attend to all the cases of this nature; it ought to be adopted
- No response

Document 3b

There is no declaration of rights; and the laws of the general government being paramount [superior] to the laws and constitutions of the several states, the declarations of rights in the separate states are no security. Nor are the people secured even in the enjoyment of the benefits of the common law, which stands here upon no other foundation than its having been adopted by the respective acts forming the constitutions of the several states....

There is no declaration of any kind for preserving the liberty of the press, the trial by jury in civil cases, nor against the danger of standing armies in time of peace....

Source: George Mason, "Objections to the Constitution," October 7, 1787

3b According to George Mason, what is *one* argument against ratifying the new Constitution?

Score of 1:

- States an argument against ratifying the new Constitution according to George Mason
Examples: there is no declaration of rights; since the laws of the federal government will be paramount over those of the states, the states' declarations of rights will not provide security; the benefits of the common law to protect the peoples' rights are not part of the proposed federal constitution; the common law has not been adopted within the new federal constitution; no declaration of any kind for preserving the liberty of the press/the trial by jury in civil cases; no protection against the danger from standing armies in time of peace; it lacks a bill of rights

Score of 0:

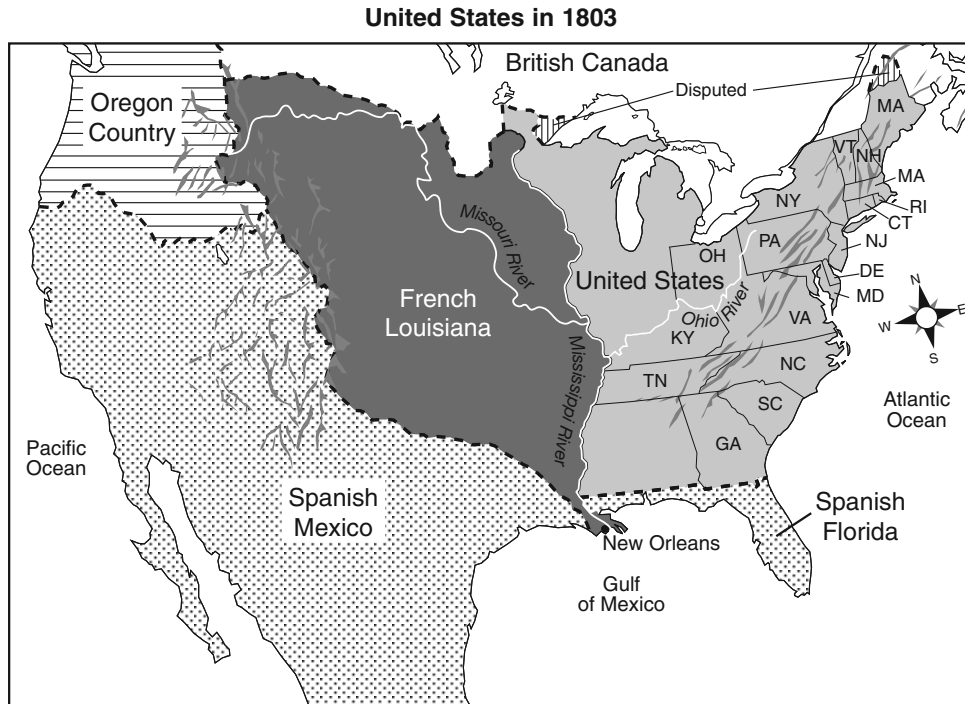
- Incorrect response
Examples: there is a declaration of rights; the people will enjoy the benefit of common law; the laws of the states would be superior to the federal government
- Vague response
Examples: declaration of rights; the constitutions of several states; it has no foundation; it is paramount
- No response

Document 4a

... There is on the globe one single spot, the possessor of which is our natural and habitual enemy. It is New Orleans, through which the produce of three-eighths of our territory must pass to market, and from its fertility it will ere [before] long yield more than half of our whole produce and contain more than half our inhabitants. France, placing herself in that door, assumes to us the attitude of defiance....

Source: President Thomas Jefferson, Letter to Robert Livingston, 1802

Document 4b



Source: Emma J. Lapsansky-Werner et al., *United States History*, Pearson Prentice Hall, 2008 (adapted)

4 Based on these documents, why was New Orleans important to the United States?

Score of 1:

- States a reason New Orleans was important to the United States based on these documents
Examples: the produce of three-eighths of our territory passes through New Orleans to get to market; it is located at the mouth of the Mississippi River; it is the gateway to the Gulf of Mexico and therefore to trade with the rest of the world; it is a major trading port; without New Orleans, the Mississippi River's value for trading is limited; France could stop our shipments of produce to market; France controls trade through New Orleans; lack of control over New Orleans threatens our trade/exports; any foreign power holding New Orleans would be our natural and habitual enemy/an enemy controlled it; it was strategically important

Score of 0:

- Incorrect response
Examples: it contains more than half of our inhabitants; it is located at the mouth of the Missouri River; it provides a route to Spanish Mexico; yields more than half our whole produce
- Vague response
Examples: it is on the globe; one single spot; France assumes an attitude of defiance; our natural and habitual enemy; France placed herself in that door
- No response

Document 5

... To acquire an empire of perhaps half the extent of the one we possessed, from the most powerful and warlike nation on earth, without bloodshed, without the oppression of a single individual, without in the least embarrassing the ordinary operations of your finances, and all this through the peaceful forms of negotiation, and in despite too of the opposition [despite the opposition] of a considerable portion of the community, is an achievement of which the archives of the predecessors, at least, of those now in office, cannot furnish a parallel....

Source: Senator John C. Breckenridge, November 3, 1803

5 According to Senator John C. Breckenridge, what is *one* reason he supports the purchase of the Louisiana Territory?

Score of 1:

- States a reason Senator John C. Breckenridge supported the purchase of the Louisiana Territory according to this document
Examples: we would gain half again the amount of territory/land the United States currently possesses; it would extend the size of the United States; the acquisition of territory is occurring without bloodshed/without oppression of a single individual; it was affordable/it would not embarrass our finances; it was achieved through peaceful negotiations

Score of 0:

- Incorrect response
Examples: there was no opposition to the purchase; it would be free; it would cut the United States in half
- Vague response
Examples: it would be half the extent; it furnished a parallel; it would be a considerable portion of the community; without bloodshed; cannot furnish a parallel
- No response

Document 6

... When news of the [Louisiana] purchase reached the United States, President [Thomas] Jefferson was surprised. He had authorized the expenditure of \$10 million for a port city, and instead received treaties committing the government to spend \$15 million on a land package which would double the size of the country. Jefferson's political opponents in the Federalist Party argued that the Louisiana purchase was a worthless desert, and that the Constitution did not provide for the acquisition of new land or negotiating treaties without the consent of the Senate. What really worried the opposition was the new states which would inevitably be carved from the Louisiana territory, strengthening Western and Southern interests in Congress, and further reducing the influence of New England Federalists in national affairs. President Jefferson was an enthusiastic supporter of westward expansion, and held firm in his support for the treaty. Despite Federalist objections, the U.S. Senate ratified the Louisiana treaty in the autumn of 1803....

Source: National Park Service

6 Based on this document, state *two* reasons the Federalist Party opposed the purchase of the Louisiana Territory.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason the Federalist Party opposed the purchase of the Louisiana Territory based on this document
Examples: the Louisiana Purchase/territory was a worthless desert; the Constitution did not provide for the acquisition of new land/negotiating treaties without the consent of the Senate/Federalists believed the purchase was unconstitutional; new states would be carved from the Louisiana territory; new states would strengthen the western and southern interests in Congress/the new states would reduce the influence of New England Federalists in national affairs

Note: To receive maximum credit, two *different* reasons the Federalist Party opposed the purchase of the Louisiana Territory must be stated. For example, *Federalists believed the purchase was unconstitutional* and *the Constitution did not provide for the acquisition of new land* are the same reason expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: it was constitutional; it would strengthen the influence of New England; it would increase the influence of Federalists in national affairs; the United States Senate ratified the treaty; \$15 million was too much to spend
- Vague response
Examples: expenditures were authorized; President Jefferson held firm; treaties were received; there was no consent; it favored some states/regions
- No response

Document 7a

The expiring months of the [James K.] Polk Administration in 1848–49 gave a dark augury [sign] of the storms to come. Congress no sooner met in December than the agitation of the slavery question recommenced [began again]; and even when the surface of the political sea for a few days grew calm, beneath it all was commotion and intrigue. Polk in his last annual message dwelt upon the importance of promptly supplying Territorial governments for California and New Mexico. Three modes of settlement, he suggested, were open. One, which he preferred, was to carry the Missouri Compromise line to the Pacific; another, to let the people of the Territories decide the slavery question when they applied for admission; and the third, to lay the issue before the Supreme Court. But Northern free-soilers and Southern extremists could agree on none of the three....

Source: Allan Nevins, *Ordeal of the Union*, Volume 1, Charles Scribner's Sons, 1947

7a Based on this document, what were *two* ways President Polk proposed to address the issue of slavery in the territories?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way President Polk proposed to address the issue of slavery in the territories based on this document
Examples: carry the Missouri Compromise line to the Pacific; let the people of the territories decide the slavery question when they applied for admission/popular sovereignty; let the Supreme Court decide/lay the issue before the Supreme Court

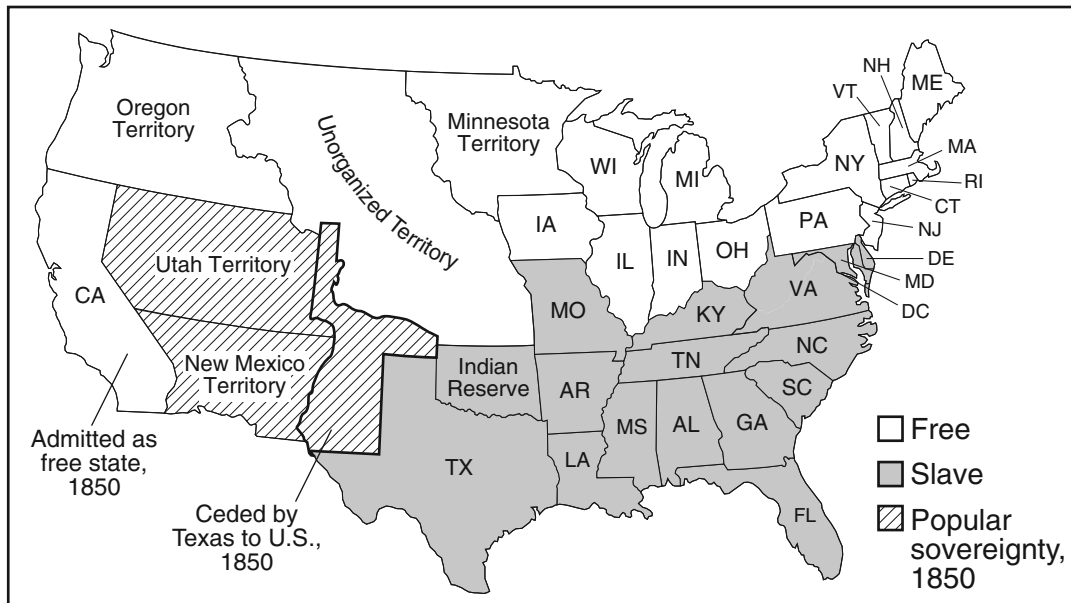
Note: To receive maximum credit, two *different* ways President Polk proposed to address the issue of slavery in the territories must be stated. For example, *let the people of the territories decide the slavery question when they applied for admission* and *popular sovereignty* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: an agreement between Northern free-soilers and Southern extremists; rejecting the Missouri Compromise; keeping the issue out of the Supreme Court; using commotion and intrigue; supplying territorial governments for California/New Mexico
- Vague response
Examples: by a dark augury; to recommence; by three modes; Supreme Court; by extending the line
- No response

Document 7b

Effects of the Compromise of 1850 on the Territory Gained from the Mexican Cession



Source: Thomas A. Bailey et al., *The American Pageant: A History of the Republic*, Houghton Mifflin, 1998 (adapted)

7b Based on this map, what is *one* way the Compromise of 1850 dealt with the issue of the expansion of slavery into the territory gained from the Mexican Cession?

Score of 1:

- States a way the Compromise of 1850 dealt with the issue of the expansion of slavery into the territory gained from the Mexican Cession based on this map
Examples: designated territory in the Southwest would be open to popular sovereignty/allowed for popular sovereignty in New Mexico and Utah territories/territory ceded by Texas; admitted California as a free state

Score of 0:

- Incorrect response
Examples: kept an equal number of slave states and free states; set aside land as an Indian reserve; admitted Missouri as a free state
- Vague response
Examples: designated some territory; admitted California; added territory from Texas
- No response

Document 8

... It is not for them [the North], nor for the Federal Government to determine, whether our domestic institution [slavery] is good or bad; or whether it should be repressed or preserved. It belongs to us [the South], and us only, to decide such questions. What then we do insist on, is, not to extend slavery, but that we shall not be prohibited from immigrating with our property, into the Territories of the United States, because we are slaveholders; or, in other words, that we shall not on that account be disfranchised [deprived] of a privilege possessed by all others, citizens and foreigners, without discrimination as to character, profession, or color. All, whether savage, barbarian, or civilized, may freely enter and remain, we only being excluded....

Source: Senator John C. Calhoun, "The Southern Address," 1849

8 According to Senator John C. Calhoun, what is *one* reason Southerners should be allowed to take their slaves into the new territories?

Score of 1:

- States a reason Southerners should be allowed to take their slaves into the new territories according to Senator John C. Calhoun
Examples: the federal government has no right to decide if a Southerner can move their slaves into new territories; slaves are property and Southerners are entitled to migrate with their property; to prohibit them from taking slaves into new territory takes away a privilege of property owners/ slaveholders should not have their property rights/normal privileges limited; the federal government should not be able to repress the institution of slavery in new territories; it is their right as citizens to move their slaves/property; the inability to take their slaves into territories would disfranchise them of a privilege possessed by all others

Score of 0:

- Incorrect response
Examples: slaves are not property; to be disfranchised; it is the decision of the federal government; to determine if slavery is good or bad
- Vague response
Examples: it is not for them; migrate/immigrate; the question has been decided; it should not be prohibited; it is a violation; people have a right
- No response

Document 9

Excerpt from Republican Party Platform, 1860

That the normal condition of all the territory of the United States is that of freedom: That, as our Republican fathers, when they had abolished slavery in all our national territory [Northwest Territory], ordained that "no persons should be deprived of life, liberty or property without due process of law," it becomes our duty, by legislation, whenever such legislation is necessary, to maintain this provision of the Constitution against all attempts to violate it; and we deny the authority of Congress, of a territorial legislature, or of any individuals, to give legal existence to slavery in any territory of the United States.

Source: Republican Party Platform, May 17, 1860

9 According to this document, what was the position of the Republican Party in 1860 on the issue of expanding slavery into the territories?

Score of 1:

- States the position of the Republican Party in 1860 on the issue of expanding slavery into the territories according to this document
Examples: that the normal condition of all territory of the United States is that of freedom; it was the same as our Republican/founding fathers, who kept slavery out of the Northwest Territory; slavery should not be legal in any territory of the United States; it should not be expanded because "no persons should be deprived of life, liberty, or property without due process of law"; Congress/a territorial legislature/an individual cannot give legal existence to slavery in any territory of the United States; they oppose it/are against it

Score of 0:

- Incorrect response
Examples: slavery in any territory of the United States is legal; authority of Congress gives legal existence to slavery; slavery should be abolished
- Vague response
Examples: condition is freedom; authority should be denied; to give legal existence
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
August 2013

Historical Context: In the early years of the republic, various controversial issues divided the American people. Three such issues were *ratification of the Constitution*, *purchase of the Louisiana Territory*, and *expansion of slavery into the territories*.

Task: Choose *two* issues mentioned in the historical context and for *each*

- Describe the historical circumstances surrounding the issue
- Discuss arguments of those *in favor of* **and** of those *opposed to* the issue. In your discussion, include *at least one* argument on *each* side of the issue.

Scoring Notes:

1. This document-based question has a minimum of *six* components (describing the historical circumstances surrounding *each* of *two* controversial issues of the early republic and discussing *at least one* argument of those *in favor of each* issue **and** *at least one* argument of those *opposed to each* issue).
2. The description of historical circumstances surrounding a controversial issue of the early republic may be included as part of the discussion of the arguments.
3. The description of historical circumstances may focus on immediate events or long-term issues, e.g., influence of pre-Revolutionary events or a discussion of the weaknesses of the Articles of Confederation for ratification of the Constitution.
4. The response should discuss *at least two* arguments for *each* issue. *At least one* argument should be of those in favor of the issue and *at least one* argument should be of those opposed to the issue. Additional arguments for each issue could be included as part of either discussion.
5. Arguments of those in favor of and of those opposed to the issue may or may not be labeled as long as the point of view is clear in the discussion.
6. An argument in favor of or opposed to the issue may be discussed from a variety of perspectives as long as the positions taken are supported with appropriate and accurate historical facts and examples, e.g., the Louisiana Purchase doubling the size of the United States may be used as an argument to oppose or favor the Purchase.
7. The discussion should be directly related to the issue itself, e.g., the discussion should focus on the expansion of slavery, not slavery in general. Information should be evaluated according to its relevance in each case.
8. The resolution of the controversial issue may be, but is not required to be, included in the discussion of the arguments.
9. Only two issues should be chosen from the historical context. If three issues are addressed, only the first two issues should be rated.
10. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 3a, 3b, 4a, 4b, 7a, and 7b may be considered as separate documents *if* the response uses specific, separate facts from each document.
11. Any document provided for this essay question may be used in the response if the information is relevant to the issue being discussed. For example, Document 4 provides information that may be used in a description of the historical circumstances related to the expansion of slavery into the territories. Such usage should be evaluated on its relevance in each case.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances surrounding **each** of **two** controversial issues and discussing **at least one** argument of those **in favor of each** issue **and** **at least one** argument of those **opposed to each** issue
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *purchase of the Louisiana Territory*: connects President Jefferson's vision of an agrarian nation and his goal of expanding national borders to guarantee farmers' right of deposit at New Orleans to the argument of supporters who wished to avoid an entangling alliance with England against France and to the argument of Federalists who opposed the purchase based on their belief it would further diminish their political power by expanding opportunities for farmers and support for Jeffersonian ideals; *expansion of slavery into the territories*: connects the political concerns over the balance between slave and free states that resulted from westward expansion into the Louisiana Territory and the Mexican Cession to the argument of Southern states that used the compact theory and the fifth amendment as constitutional arguments justifying the extension of slavery into the territories and to the argument of those who opposed the expansion of "Slave Power" based on governmental precedents that banned slavery from new territories
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to controversial issues in the early years of the republic (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *purchase of the Louisiana territory*: Napoleon's need to finance war in Europe; Mississippi River; strict interpretation of the Constitution; Livingston and Monroe; expanded border to Rockies; national market; Lewis and Clark expedition; role of Native American Indians; expansion of slavery; *expansion of slavery into the territories*: terms of Missouri Compromise; Maine admitted as free state; extension of 36°30' line; role of Manifest Destiny; war with Mexico; terms of Kansas-Nebraska Act; reasons for Bleeding Kansas; compact theory; Calhoun's *Exposition and Protest*; role of King Cotton; *Dred Scott* decision; role of Frederick Douglass; role of *Uncle Tom's Cabin*; supremacy clause
- 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 issue more thoroughly than for the second issue **or** 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., *purchase of Louisiana*: discusses President Jefferson's vision of an agrarian nation, the importance of guaranteeing farmers the right of deposit at New Orleans, the argument of supporters who were concerned about a possible negative economic influence with the continuation of French control on the Mississippi, and the argument of opponents who were concerned about its constitutionality; *expansion of slavery into the territories*: discusses how westward expansion raised the issue of the balance of power between slave and free states, the argument of those who believed that slaves were property and could be taken anywhere, and the argument of those who believed that Congress had the constitutional power to govern new territories
- Incorporates relevant information from **at least four** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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.

Ratification of the Constitution

Historical Circumstances

<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 1—Inability of Congress to tax; pay bills; feed, clothe, or supply the army; levy tariffs to regulate trade; retaliate against mercantilist European empires</p> <p>Trouble gathering a quorum to conduct business</p> <p>Need for unanimous consent of all thirteen states for revision of Articles</p> <p>International humiliation (powerless to stop Barbary pirates seizing American ships and selling American sailors into slavery)</p> <p>Unable to guarantee territorial integrity of new nation (Great Britain holding posts in northwestern parts of United States territory in defiance of peace treaty of 1783; Spain claiming territory in southwest and plotting with American dissidents to break away from the Union)</p>	<p>Imbalance in debts and trade with Britain</p> <p>No executive or judicial branch in Articles</p> <p>No uniform currency</p> <p>Boundary and land disputes between states</p> <p>Massachusetts farmers facing foreclosure of property</p> <p>Fear of anarchy after Shays' rebellion</p> <p>Fear of conservatives over threat to property</p> <p>Annapolis Convention held to discuss trade</p> <p>Philadelphia Convention held to revise Articles</p>

Arguments in Favor

<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 2—Need for stronger central government to earn respect of foreign nations</p> <p>Cultivation of friendship by other nations if government efficient and well administered; trade well regulated; militia organized and disciplined; finances stable and credit reestablished; people free, contented, and united</p> <p>Protection for states from being taken advantage of by foreign countries</p> <p>Support of <i>Federalist Papers</i> for new Constitution</p>	<p>Details about <i>Federalist Papers</i></p> <p>Need for executive branch to enforce laws</p> <p>Need for judiciary to arbitrate disputes between states</p> <p>Facilitation of foreign and interstate trade with uniform currency</p> <p>Protection from invasion and Native American Indians with strong military</p> <p>Agreement by Federalists to add Bill of Rights</p> <p>Details about specific amendments in Bill of Rights to address Antifederalist concerns</p>

Arguments Opposed

<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 3—Difficult for one legislature in republic as vast as the United States (various concerns and wants, not acquainted with local conditions and wants of different districts, not enough time to attend to variety of concerns)</p> <p>No declaration of rights (no security for states' declarations of rights when laws of general government superior)</p> <p>No declarations to preserve liberty of press, trial by jury in civil cases, protection from standing armies in times of peace</p>	<p>Precedent of the Revolutionary War being fought against a powerful central government</p> <p>Fear of executive acting like a monarch</p> <p>Perceived favoring of upper class, merchants, and bankers</p> <p>Limits on democracy (electoral college, Senate, lifetime judiciary appointments)</p> <p>No Bill of Rights</p>

Purchase of the Louisiana Territory

Historical Circumstances

<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 4—Possession of New Orleans by a foreign power makes them a natural and habitual enemy of United States (France)</p> <p>Control of New Orleans and Louisiana territory by France</p> <p>Produce of three-eighths of United States territory passing through New Orleans to market</p> <p>Potential for agricultural produce and settlement in Louisiana Territory</p> <p>New Orleans connecting Mississippi River to Gulf of Mexico</p> <p>Doc 6—President Jefferson an enthusiastic supporter of westward expansion</p>	<p>Need for right of deposit for trade</p> <p>Details of Pinckney Treaty</p> <p>Migration of large numbers of Americans to Kentucky and Tennessee</p> <p>Transfer of Louisiana territory from Spain to France (1802)</p> <p>Diminished importance of Louisiana to France with slave uprising in Caribbean under Toussaint L'Ouverture</p> <p>Napoleon's need for money to conquer Europe</p> <p>Offer of all of Louisiana to New Orleans negotiators, Livingston and Monroe</p> <p>President Jefferson's vision of an agrarian nation</p>

Arguments in Favor

<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 5—Increasing the size of the United States by half</p> <p>Acquisition of territory without bloodshed/oppression of single individual</p> <p>Acquisition of territory by peaceful negotiation</p> <p>Well within the means/finances of the country</p> <p>Doc 6—Doubling the size of the United States</p>	<p>Dependence of Northwest and Southwest farmers on Mississippi River</p> <p>Increase in nationalism and international prestige</p> <p>Minimal cost compared to value</p> <p>Control of entire Mississippi River</p> <p>Expansion of United States border to Rocky Mountains</p> <p>Ending of French influence in North America</p> <p>Major step toward future goal of Manifest Destiny</p> <p>Precedent for further land acquisition</p> <p>Expansion of national markets</p> <p>Possibilities of new animal and plant life discoveries</p> <p>Potential mineral deposits and other resources</p>

Arguments Opposed

<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
<p>Doc 6—Cost of \$15 million despite authorization of only \$10 million</p> <p>Louisiana a worthless desert</p> <p>Acquisition of new land not provided for in Constitution</p> <p>Requirement in Constitution for consent of Senate for treaties</p> <p>Western and southern interests in Congress to be strengthened by new states</p> <p>Loss of New England Federalist influence in national affairs</p>	<p>Violation of strict interpretation of the Constitution</p> <p>Negative impact on Native American Indians</p> <p>Possible future conflicts with Great Britain and Mexico over undefined boundaries</p> <p>Difficulty of governing such a vast territory</p> <p>Potential conflict over expansion of slavery</p>

Expansion of Slavery into the Territories

Historical Circumstances

<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
Doc 7 —Local settlers to vote on whether to allow slavery (popular sovereignty) Agitation over slavery question in Congress President Polk asking for territorial governments in California and New Mexico Polk’s proposal of options (extending Missouri Compromise line to Pacific, popular sovereignty, Supreme Court ruling) Disagreement with Polk’s proposals by Northern free-soilers and Southern extremists Compromise of 1850 (California admitted as free state, popular sovereignty applied to Utah and New Mexico territories)	Maintenance of balance between slave and free states, establishment of 36°30' line for remainder of Louisiana Territory with Missouri Compromise Role of Manifest Destiny Economic motivation of King Cotton Abolitionists’ influence on controversy (William Lloyd Garrison, Grimke sisters) Role of Wilmot Proviso, Kansas-Nebraska Act, Bleeding Kansas, John Brown

Arguments in Favor

<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
Doc 8 —Only the South to determine whether slavery good or bad, whether it should be repressed or preserved—not the federal government or the North Desire for same privileges of property as citizens and foreigners No prohibitions on Southern slaveholders from taking property into territories	Desire for more land with increased profitability of slave-based Cotton Kingdom Protection of property using fifth amendment upheld by Supreme Court in <i>Dred Scott</i> Maintenance of balance of power in Senate

Arguments Opposed

<i>Key Ideas from Documents</i>	<i>Relevant Outside Information</i> (This list is not all-inclusive.)
Doc 9 —Abolition of slavery in Northwest Territory Duty of Congress to maintain ideal “no persons should be deprived of life, liberty, or property without due process of law” Denial of authority of Congress, territorial legislatures, individuals in 1860 Republican Party Platform to give legal existence to slavery in any United States territory	Contradiction of ideals of Declaration of Independence Slavery considered a brutal and inhumane institution Work of abolitionists (Frederick Douglass, Harriet Beecher Stowe) Congressional jurisdiction over territories in Constitution

Whenever there is a controversial issue, conflict is something that naturally arises. 2 opposing sides clash, each believing that their own position is correct. Both can make excellent points in favor of their opinion and sometimes it is difficult to choose which side is right. There have been many conflicts in American history where this has been the case. Two examples are the ratification of the United States Constitution and the expansion of slavery.

The Constitution is a document outlining the purpose and powers of the national government. It was written to be broad and flexible to better suit the needs of future generations. However, before this document was created, there was another, the Articles of Confederation. The Articles weren't effective; they gave the federal government little to no power because the writers feared the kind of power the British monarchy had over the colonists. Although it was our first unifying government and it created the Northwest Ordinance, which set up the process for territories to become states, its weaknesses were a threat to the well-being of the United States. Since the federal government was not given much power, states had the final say about almost everything, very little money could be collected from taxes, the army was weak, and tariff laws could not be made without unanimous consent. This did not make for an effective central government, and despite Shays' rebellion, supporters of state governments and individual rights enjoyed the power that this government gave them. Opponents of the new constitution, who preferred the Articles, were called antifederalists. They would have liked to amend the Articles but it was almost impossible to get unanimous approval for changes. After a new constitution was written they opposed its ratification because

they were concerned about presidential powers and Congress abusing their powers. Also it did not provide a guarantee for civil liberties. Other arguments against it were that one powerful central government would be unable to provide for the needs of individuals because it was far removed from the states. The Antifederalists even published articles in the newspapers to gain supporters as did the federalists. Those that supported the constitution were federalists such as John Jay, Alexander Hamilton, and James Madison. They believed that a strong effective central government would provide a stable country and encourage respectful, diplomatic relations with other nations as well as a strong economy. The government needed to be able to have more control over the states and enforce laws without becoming too powerful. In order to counteract the central government's power, a system of checks and balances was put into place. This prevents the government from growing too strong by distributing power among three branches of government. A system of federalism would distribute power between the states and the federal government. In order to convince antifederalists to ratify the Constitution, the federalists agreed to add a Bill of Rights to the Constitution. This was a list of individual rights that would be guaranteed to people. The federalists won the argument when 9 of the 13 states ratified the new constitution.

In the 1800s, people divided over the issue of the expansion of slavery into the territories. The nation was literally split in two. The North had gradually abolished slavery, and the South was generally committed to slavery. There were new territories being added to the United States at this time. When territories such as Missouri applied

to be states, there was a debate on whether or not slavery would be permitted. The Missouri Compromise established a precedent for dealing with the expansion of slavery. With the addition of land after the Mexican-American War and another debate over the expansion of slavery, President Polk stated that there were three possible solutions to this conflict. The first would be to extend the Missouri Compromise line out to the Pacific Ocean. Any territory above the line would be free, and any below would be slave. A second possible solution would be to allow popular sovereignty to decide if the state is free or slave. This method was later attempted unsuccessfully in Kansas when applying to become a state and an early "civil war" occurred there known as "Bleeding Kansas". The third possible solution was to allow the Supreme Court to decide. Some southerners rejected the idea of being prohibited from taking slaves from the south to new territories. From the southern perspective, this was infringing on their right to travel freely with their property. They felt like their constitutional rights were taken away. The Supreme Court agreed with them in the Dred Scott case. This is ironic from a Northern perspective because the southerners were oppressing their slaves and taking away their rights, the rights that are guaranteed by the constitution that "no persons should be deprived of life liberty or property. . .". Northerners and southerners interpreted the Constitution differently. Some southerners believed that no person or people had the right to determine if slavery was right or wrong, it was a southern institution and therefore southerners should decide if it stays or goes. Some northerners believed that if this institution was breaking the Constitutional laws and rights of the people, then it was the responsibility of the federal government to

enforce the Constitution. This conflict of interests led to the bloodiest war in American history, the Civil War.

In both incidents, there was opposition and each side truly believed that their side was right. Federalists believed in a strong central government to provide a stable nation, antifederalists believed in providing state governments with power in order to preserve individual rights. Northern Republicans in 1860 believed that slavery violated the Constitution and that it was the federal government's job to stop it from spreading. Southerners believed that it was their institution and that they should decide what to do with it. Both conflicts were solved, but in different ways. The Constitution was ratified due to compromises made to check the powerful central government, and a Bill of Rights to provide individual rights. The slavery issue ultimately could not be solved by a compromise and the Civil War had to finally resolve it. Many times there will be conflict on controversial issues, but there may be ways to compromise so that all can agree on it.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for ratification of the Constitution and expansion of slavery into the territories
- Is more analytical than descriptive (*ratification of the Constitution*: it was almost impossible to get unanimous approval for changes to the Articles; Antifederalists feared one powerful central government would be unable to provide for the needs of individuals; Federalists believed a strong, effective central government would provide a stable country and encourage respectful diplomatic relations; *expansion of slavery*: when territories applied for statehood there was a debate whether slavery would be permitted; some Southerners rejected the idea of being prohibited from taking their slaves into new territories because it was infringing on their constitutional right to travel freely with their property; from a Northern perspective this was ironic because Southerners were oppressing their slaves and taking away rights guaranteed by the Constitution; some Southerners believed that no person or people had the right to determine if slavery was right or wrong; slavery was a Southern institution and therefore Southerners should decide if it stays or goes)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*ratification of the Constitution*: writers of the Articles feared the kind of power the British monarchy had over the colonists; despite Shays' Rebellion supporters of state governments enjoyed the power the Articles gave them; the Antifederalists were concerned about abuse of presidential and Congressional powers; Federalists agreed to add a Bill of Rights; Federalists won when 9 of the 13 states ratified; *expansion of slavery*: North had gradually abolished slavery and the South was generally committed to slavery; Missouri Compromise established a precedent; after the Mexican-American War there was another debate over the expansion of slavery; popular sovereignty was unsuccessfully attempted in Kansas and an early "civil war" known as "Bleeding Kansas" occurred; the Supreme Court agreed with Southerners in the *Dred Scott* case; conflict over slavery led to the Civil War)
- Richly supports the theme with many relevant facts, examples, and details (*ratification of the Constitution*: under Articles very little money could be collected from taxes, army was weak, and tariff laws could not be made without unanimous consent; Antifederalists were opponents of the Constitution who preferred the Articles; opposed by Antifederalists because no guarantee for civil liberties; supported by Federalists; both Federalists and Antifederalists published articles in newspapers to gain support; *expansion of slavery*: President Polk proposed extending Missouri Compromise line to Pacific Ocean, allowing popular sovereignty, or allowing the Supreme Court to decide)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses that sometimes it is difficult to choose which side is right in controversial issues and a conclusion that discusses that the conflicts regarding the ratification of the Constitution and expansion of slavery into the territories were solved but in different ways

Conclusion: Overall, the response fits the criteria for Level 5. The historical circumstances and arguments for and against ratification of the Constitution and expansion of slavery are clearly delineated using historically accurate information and integrate outside information with document information. The response demonstrates a strong understanding of constitutional principles. The details found in the treatment of each issue buttress the contention that both sides of an argument can be supported by valid information and that compromise is not always possible.

From its formation in the late 18th century, the United States has been fraught with controversial issues. These issues, such as the expansion of slavery and the ratification of the Constitution have split public opinion. Political leaders and the American people debated the pros and cons. Principles dear to the American heart, like freedom and individual rights were in the balance.

Until the late 1780s, the United States had a national government based on the Articles of Confederation, created during the Revolutionary War. This document gave the majority of the power to the state governments since central power was not trusted. Each individual state did what was in their own self-interest. There was no executive or judicial branch, only Congress, which had responsibilities but hardly any power. It was a very weak Congress because it "could not tax and pay its bills" because states contributed only what they wanted to (Doc. 1). They printed their own money, ignored calls for tariffs, and controlled their own trade with other states. Without a stable money supply or control of interstate trade, the government's hands were tied and it could not pay its debts. Although it had the responsibility of handling foreign policy, Congress could not take effective action when dealing with foreign nations. The military was weak and our navy was small. Barbary pirates were seizing American ships. (Doc 1). The British still sat in their forts in the Northwest, even though the U.S. was officially independent as states would not honor the terms of the Treaty of Paris. State governments themselves were threatened by unhappy groups of farmers. After Shays' Rebellion in Massachusetts key leaders decided something needed to be done.

In 1787, the Philadelphia Convention convened, bringing together representatives from the states. After much debate over revising the Articles, a new document was created: the Constitution. It called for a stronger national government with an executive and judicial branch (Doc 3a). The power of the state governments would be reduced and Congress would be able to levy taxes and tariffs as well as regulate interstate trade and coin money. However, implementation of the Constitution was not immediate; it still needed to be ratified by the states. Some agreed and some did not because they saw the change as too radical.

The Federalists under the leadership of John Jay, James Madison, and Alexander Hamilton supported the Constitution. The leaders even published a series of papers advocating ratification. In these papers, they discussed the importance of the Constitution and why it would help the nation. In the fourth paper John Jay wrote that the Constitution would make other nations “cultivate our friendship” (Doc 2) rather than “provoke our resentment” (Doc 2). A united nation would provide stronger wall to foreign imperialism. A country with a national government based on strong states would be weaker and more vulnerable. The whole idea of the American Revolution was to protect liberty through becoming a strong independent nation. The adoption of the Constitution would help to ensure that.

On the other hand, the first draft of the Constitution did not mention individual rights. This was one of the bones the Anti-Federalists picked at. George Mason, who held Anti-Federalists views, wrote “There is no declaration of rights,” (Doc 3b). This sentiment was another reason why the U.S. broke away from Britain; they wanted

their rights. They felt acts, such as the Quartering Act imposed by the British trespassed on their rights. They fought for liberty, and some felt that the Constitution created a government that would take away those liberties. The Constitution as written did not protect “the liberty of the press” (Doc 3b) or “trial by jury” (Doc 3b). These were essential to the America people. The press was used to freely express opinions, without fear of repercussion. Trial by jury allowed for a fairer and more just decision. Thus, many Anti-Federalists feared the Constitution would implement a government similar to the tyrannical oppression under the British Parliament. Even though the Federalists did not agree, they were willing to compromise and add the first ten amendments guaranteeing civil liberties.

In the next century, the young nation experienced a different dilemma: extension of slavery. African slaves were a cheap labor source. Plantations worked by slaves was a way of life in the South, ever since the 1600s when slaves were first brought to Jamestown. The Northern states began to free slaves after the Revolution, in part because of the effect of Revolutionary ideals and because the North lacked plantations. As a result, Northerners had small farms and some manufacturing. As more territory was added to the nation, in transactions like the Louisiana Purchase, the issue of slavery popped up again and again. The two sections of the country hassled over whether new states should allow slavery, or not, beginning in the early 1800s when Missouri applied for statehood. The debates over slavery in Missouri although leading to a compromise were tense and indicated that arguing over slavery in the territories applying for statehood was not finished.

With the addition of the Mexican Cession and continuing until the Civil War the debate grew larger and larger, putting the North and South against one another. Southerners felt that slaves were their property, and as such they could not “be prohibited from immigration with our property,” (Doc 8). Southerners felt it natural to move to other states with their slaves, as Dred Scott’s owners did. For example, many Southerners wanted to move to the Southwest leading to a debate over whether slavery should be allowed in those territories. For Southerners, their very existence was threatened by the debate, because they depended heavily on their slaves to grow their crops. Without them they would need a new labor source or a new lifestyle.

Some Northerners, and especially abolitionists, vehemently protested slavery. They contested that slavery violated the basic freedoms of every human being. Abraham Lincoln and the Republican Party, although not abolitionists, felt that, “no persons should be deprived of life, liberty . . . without due process of law,” (Doc 9). That was one of the main principles supported by the 5th amendment in the Bill of Rights in the Constitution. They did not want slavery to spread into the territories. Furthermore, they believed that no authority could give “legal existence to slavery in any territory of the United States,” (Doc 9). Some in the North believed slavery was completely immoral and inexcusable. The more the North pressed their arguments, the closer the country came to civil war.

In conclusion, the United States has been faced with controversial issues in the past. However, debates were necessary and their outcomes important. The debate over the Constitution was ended peacefully while that over the extension of slavery was only settled through a civil war.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for ratification of the Constitution and expansion of slavery into the territories
- Is more analytical than descriptive (*ratification of the Constitution*: government could not pay its debts; Constitution reduced power of state governments; some saw Constitution as too radical; a series of papers by the Federalists discussed why the Constitution would help the nation; Federalists thought government based on strong states would be more vulnerable; Constitution did not mention individual rights; Antifederalists felt Constitution would take away freedoms; even though Federalists did not agree they compromised and added the first ten amendments; *expansion of slavery*: issue of slavery popped up as more territories were added; beginning with Missouri, two sections of the country hassled over whether new states should allow slavery; with the addition of the Mexican Cession the debate grew; many Southerners wanted to move to the Southwest with their property; Southerners' existence was threatened because they depended on slaves; without slaves Southerners would need a new labor source or a new lifestyle)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*ratification of the Constitution*: under Articles individual states did what was in their self-interest; no executive or judicial branch in Articles; under Articles Congress could not tax or pay its bills because states contributed what they wanted; after Shays' Rebellion something needed to be done; Federalists believed idea of the American Revolution was to protect liberty by becoming a strong independent nation and the adoption of the Constitution would help ensure that; Antifederalists pointed out that we broke away from Great Britain because they denied our rights; *expansion of slavery*: plantations were a way of life ever since slaves were brought to Jamestown; debates over slavery in Missouri were tense and indicated that arguments were not finished; Southerners felt it natural to move to other states with their slaves as Dred Scott's owners did; abolitionists vehemently protested slavery; Lincoln and the Republicans believed due process was supported by the fifth amendment; the more the North pressed their arguments the closer the country came to a Civil War)
- Richly supports the theme with many relevant facts, examples, and details (*ratification of the Constitution*: until 1780s national government based on Articles; Barbary pirates seized American ships; British remained in their forts in Northwest even though United States officially independent; under Constitution Congress could levy taxes and tariffs and regulate interstate trade; Federalists under leadership of John Jay, James Madison, and Alexander Hamilton published series of papers advocating it; *expansion of slavery*: Lincoln and Republicans did not want slavery to spread into territories)
- Demonstrates a logical and clear plan of organization; includes an introduction that states controversial issues led to debates over principles and a conclusion that the debate over the Constitution was ended peacefully while the debate over slavery was settled through civil war

Conclusion: Overall, the response fits the criteria for Level 5. Document interpretation and outside historical references establish the backdrop for an analytical appraisal of circumstances leading to the debate over ratification of the Constitution and expansion of slavery. Conclusions in the discussion of arguments for both issues support the premise that debates were necessary and their outcomes important.

In the early years of the republic, various controversial issues divided the American people. Most of those issues concerned the power of the national government versus the power of the states. Some people believed that a strong central government was essential to the success of the U.S. while others believed that the power should lay with the states. It was these beliefs that caused the ratification of the Constitution to be controversial. The purchase of the Louisiana Territory also became a controversy over power during the early years of the United States.

The ratification of the Constitution caused much debate between those that supported the Constitution, the Federalists, and those that opposed it, the Antifederalists. The Constitution was created from the failure of the Articles of Confederation. Under the Articles, the federal government was too weak to do almost anything effectively with the exception of the land ordinances. The states were left with most of the power and even allowed to coin their own currency. This became a huge problem in trade between states with different currencies with different exchange rates every time a merchant crossed a state boarder. A meeting was held in Annapolis to discuss trade problems, but more had to be done to improve the Articles. A convention was then called to revise the Articles but the final product was a complete scraping of the Articles and the drafting of a new Constitution which surprised some Americans. According to Gordon S. Wood those that may have seen the drafting of the Constitution as outside of the powers of the convention should have been able to see that under the Articles the government could not tax the people and this led to a debt that would prevent the paying of bills or even proper maintenance of the army.

Opponents should also have been reminded that as a new nation, the U.S. now had to compete in foreign markets against European empires. Ratification and the adoption of the Constitution was urged so that the government could have the power to levy tariffs, raise revenue, and regulate trade so that the U.S. could stand a chance in the foreign markets (Doc 1). John Jay supported the ratification of the Constitution in The Federalist number 4, which was one of a series of letters sent to newspapers explaining the Federalist viewpoint to encourage ratification. He urged the states to ratify the Constitution and show to the European nations that the U.S. was truly a nation and not just a bunch of quarreling states which could be pushed around in the Northwest or on the Mississippi. By ratifying it, the U.S. would gain international prestige and respect which could aid them in future conflicts (Doc 2). Despite these great points, Antifederalists still opposed the ratification of the constitution fearing it gave the federal government too much power. Sources such as the Antifederalist papers argued that a federal government could not possibly look out for the interests of each state and, that due to the diversity of each state, some state will have their interests overlooked and suffer under this strong central government (Doc 3a). Others, such as George Mason, opposed the Constitution because it did not have a Bill of Rights safeguarding the rights of the people. They argued that with a strong central government, the rights of the people would be violated and they'd be in the same situation as they were when under British control (Doc 3b). Both sides had strong arguments but in the end the Constitution was ratified and adopted by all thirteen states. James Madison had agreed to a Bill of Rights as

a compromise to get Antifederalists to ratify the new constitution.

The purchase of the Louisiana Territory was another controversial issue during the early 1800's. The French having control of the territory offered to sell it to the U.S. for only \$15 million because they desperately needed the money. Many people were for making the deal with the French because it also included the acquisition of New Orleans along with doubling the size of the U.S. New Orleans was extremely important in this case because it was a major trading port where 3/8th of American produce went through before going to market. Acquisition of the port through the purchase would be a greatly strategical, economic move. (Doc 4a & b). Others such as Senator Breckenridge saw it as an amazing deal, all the better because it was acquired peacefully from France, one of Europe's strongest powers (Doc 5). However, despite how promising the deal seemed, the federalists opposed the purchase. The federalists pushed a strict interpretation of the Constitution and claimed if it wasn't in the Constitution, it wasn't allowed. They said that the Constitution did not provide for the acquisition of new land or negotiating treaties without the consent of the Senate. They also feared that new states formed from the acquisition of this territory would cause a shift in the balance of the Senate with the addition of new senators. This would cause an increase in the interests of the Western and Southern states and cause a decrease in the influence of the New England states (Doc 6). Despite these concerns, most Americans supported Thomas Jefferson and the Louisiana purchase was made, effectively doubling the size of the U.S. and giving the U.S. control of New Orleans.

Many controversial issues faced the young republic and divided

the American people. The ratification of the Constitution threatened the power of the states but was able to create a strong nation that has lasted more than two hundred years. The Louisiana purchase went against the strict interpretation of the Constitution and threatened to change the balance of power amongst the regions, but it gave control of New Orleans to the U.S. and was the spark of Manifest Destiny, allowing the U.S. to become what it is today. Despite these controversies, as history has shown, the decisions that were made proved to be correct and they have helped turn the U.S. into the great nation that it currently is today.

Anchor Level 4-A

The response:

- Develops all aspects of the task for ratification of the Constitution and purchase of the Louisiana Territory
- Is both descriptive and analytical (*ratification of the Constitution*: under the Articles states were left with most of the power; those who may have seen the drafting of Constitution as outside the powers of the Convention should have been able to see that under the Articles the government could not pay bills or properly maintain the army; it was urged so the government could have power to levy tariffs, raise revenue, and regulate trade; it would show European nations that the United States was not a bunch of quarreling states which could be pushed around; Antifederalists argued that a federal government could not possibly look out for the different interests of each state; some argued that with a strong central government the rights of the people would be violated; *purchase of the Louisiana Territory*: New Orleans was a major trading port; acquisition of New Orleans would be a strategic economic move; Breckenridge saw it as an amazing deal acquired peacefully from France, one of Europe's strongest powers; Federalists pushed a strict interpretation of the Constitution and claimed if it was not in the Constitution it was not allowed)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*ratification of the Constitution*: land ordinances were one of the successes of the Articles; states allowed to coin their own currency under Articles; trade between states with different currencies became a huge problem; some argued they would be in the same situation as under British control; a convention called to revise Articles but final product a complete scrapping of them and the drafting of a new constitution; a series of letters sent to newspapers explained Federalist viewpoint; *purchase of the Louisiana Territory*: French desperately needed money; it provided the spark for Manifest Destiny; Federalists feared new states formed from this territory would cause a shift in balance of Senate)
- Supports the theme with relevant facts, examples, and details (*ratification of the Constitution*: Federalists supported it; Antifederalists opposed it; supported by Jay in *Federalist*, Number 4; *purchase of the Louisiana Territory*: French offered to sell for \$15 million; included New Orleans; doubled size of United States; opposed by Federalists)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses that many of the controversial issues of the early republic concerned the power of the national government versus the power of the states and a conclusion that discusses the positive outcomes of the ratification of the Constitution and the purchase of the Louisiana Territory

Conclusion: Overall, the response fits the criteria for Level 4. An analytical approach to document interpretation and effective historical integration of that information characterize the appraisal of both issues. While good conclusions are made throughout the discussion, strengthening of historical circumstances concerning the Louisiana Purchase and further explanation of outside information would have added depth to the response.

In the history of the United States, there have been many clashes over political ideals. Some of the biggest of these disagreements came in the first twenty five years that the United States was in existence. As a new democratic nation, there was a lot for our founding fathers to figure out. The first issue was regarding the constitution. Some people wanted to ratify it, while others felt it gave the national government too much power. A second major conflict over political ideals was the purchase of the Louisiana Territory.

After declaring our independence from Great Britain we needed a government. The United States first constitution was the Articles of Confederation, which loosely unified 13 sovereign states. This document intentionally granted little power to the central government and almost complete autonomy to the states which had their own constitutions.

According to document 1, the Articles did not allow the federal government to tax, maintain an army, or regulate much of anything. Having little authority quickly became a problem. Debts weren't paid, Spain knew that if it wanted to it could stop farmers from using the Mississippi River, and states did what they wanted. It seemed as if we were not a nation at all. These failures led Revolutionary War leaders such as George Washington and Alexander Hamilton to call for a convention to revise the Articles, but instead they drafted a new document called the United States Constitution. Getting the states to ratify, or agree to, this new government however would not be easy because it was a change that some found threatening.

Many people in the United States supported the government laid out in the constitution, while others strongly opposed it. The group that

supported the ratification were called Federalists. Many of the Federalist leaders had attended the convention and believed they had written a constitution that would strengthen the United States. They agreed that a strong national government was a necessity if the country was to survive. In Doc 2 John Jay states his support for the constitution because it would get the United States more respect in the international community. Others would say it would create more respect for the government in the United States and create more confidence in the economy. Federalists supported having a powerful central government with a checks and balances system to protect against tyranny. With built-in balance, individual liberties would also be protected.

The antifederalists were afraid of a government with so much centralized power. They felt that in the new constitution, despite checks and balances, civil liberties were not protected since there was no Bill of Rights. George Mason in Document 3b shows this sentiment. Some antifederalists agreed to ratify the constitution only when the Federalists suggested a Bill of Rights could be added. Other antifederalists, like the author of the papers in doc 3a, simply felt that a national legislature would be ineffective in such a large country and that giving more power to the states made governing sense. The Constitution represented extreme change and worried Americans who feared that a stronger central authority could be abusive. In the end, the Constitution was passed with Federalist and some antifederalist support and a Bill of Rights was soon drafted and added as the first ten amendments to the constitution.

The purchase of the Louisiana Territory was also a question of

governmental power. At the start of the 19th century, Napoleon, the Emperor of France, was involved in his quest to rule Europe. He was also having trouble with his overseas colonies. In the Caribbean, Toussant L'Overture was leading a rebellion of former slaves. To focus on his European conquests, Napoleon wanted to release his North American possessions. He planned on doing so by selling them to the United States. Part of the area he planned to sell was New Orleans. Doc 4b shows that this is the port on the Mississippi River where it reaches the Gulf of Mexico. For some time, America had wanted control of this area.

Many citizens supported the decision to buy the land, while others felt it was not allowed in the Constitution. Thomas Jefferson supported his decision because it was a great economic opportunity. According to doc 4a much of the western produce went through the port, so control of it would help U.S. economics and farmers who might otherwise be shut off from using the Mississippi River by the French. Senator Breckenridge in Doc 5 supports the decision by saying it's the deal of a lifetime and will go down in history as a brilliant move for economic and political reasons. The Federalists opposed the purchase. They felt threatened because new states in the West and South would dampen their power because they were mostly New Englanders. As a section, New England was worried about its own future as the rest of the country was feeling more nationalistic about new westward opportunities. They also felt that Jefferson was abusing presidential power because the Constitution did not give the president power to purchase land on his own. They thought there was no value in the purchase and it would not be beneficial to our future. But Jefferson

helped prove its value by sending Lewis and Clark to explore overland to the Pacific Ocean.

The two decisions affected a lot in their time. The adoption of the United States Constitution changed the entire set up of American government. Not only is it the government we still have today, but it also helped form the basis of other countries constitutions. The purchase led to U.S. expansion across the continent. Both drastically affect our life today.

Anchor Level 4-B

The response:

- Develops all aspects of the task for ratification of the Constitution and purchase of the Louisiana Territory
- Is both descriptive and analytical (*ratification of the Constitution*: federal government having little authority under the Articles became a problem; Federalists agreed a strong national government was a necessity if the country was to survive; Antifederalists felt civil liberties were not protected; Constitution represented extreme change and worried Americans who feared a strong central authority could be abusive; *purchase of the Louisiana Territory*: Jefferson supported his decision because it was a great economic opportunity; control of New Orleans would help farmers who might otherwise be shut off from using the Mississippi; Breckenridge believed it was the deal of a lifetime; Federalists felt threatened because new states would dampen their power; Federalists believed the Constitution does not give the president power to purchase land; Federalists thought there was no value in it)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*ratification of the Constitution*: after declaring independence from Great Britain we needed a government; Articles loosely unified 13 sovereign states; failures led to a call to revise Articles but instead a new document was drafted; Federalists supported a powerful central government with a checks and balances system to protect against tyranny; a Bill of Rights was soon drafted and added as first ten amendments; *purchase of the Louisiana Territory*: Napoleon involved in quest to rule Europe and was having trouble with his overseas colonies; to focus on European conquests, Napoleon wanted to sell his North American possessions; New England was worried about its future as the rest of the country was feeling more nationalistic about new westward opportunities; Jefferson helped prove its value by sending Lewis and Clark to explore to the Pacific Ocean)
- Supports the theme with relevant facts, examples, and details (*ratification of the Constitution*: Articles were first constitution; Articles did not allow federal government to tax or maintain an army; supported by Federalists; *purchase of the Louisiana Territory*: port of New Orleans on Mississippi River where it reaches Gulf of Mexico; much western produce went through port of New Orleans; opposed by Federalists)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses that as a new democratic nation there was much for the Founding Fathers to figure out and a conclusion that states the ratification of the Constitution changed the government to one we still have today and the Louisiana Purchase led to expansion across the continent

Conclusion: Overall, the response fits the criteria for Level 4. The circumstances surrounding ratification of the Constitution and the purchase of Louisiana are developed using accurate facts. While important concepts are integrated in the treatment of differing viewpoints, further factual support of document information would have strengthened the discussion.

In the early years of the republic, various controversial issues divided the American people. Two of these issues were the ratification of the Constitution and the Louisiana Purchase. Both had people in favor and against the issues and both had long lasting impacts on the nation. The ratification of the Constitution was important as it united us under a government that worked and could adapt to the changing world. The Purchase of Louisiana nearly doubled the size of our nation and gave us control of the city of New Orleans.

At first our newly independent country was under a government set up by the Articles of Confederation. This government had a lot of decisions to make and problems to solve but didn't have enough power. Looking back on them Articles today we can see how ineffective this government was. According to Gordon S. Wood (source 1) the national government wasn't given the power to levy taxes to pay its bills because most of the people in the states remembered British taxation and didn't like it. Not having much money Congress could not feed, clothe, or supply the army. The states didn't seem to care about a government without power until they started to worry that a Shays' Rebellion might happen in their own state. So the Constitutional Convention met in Philadelphia in 1787 to fix the Articles. They ended up scrapping them and creating the U.S. Constitution which was very different from the Articles. The new government had three branches and could adapt more easily over time with amendments that did not require unanimous consent of the states. The Congress got delegated powers to tax, control interstate trade, and raise an army and navy to correct weaknesses of the Articles. The document needed to be approved by 9 of the 13 states to be put into place. Ratification had its fair

share of opposition because an entirely new government was being established. The Constitution gave a lot more power to the national government and the states worried it could be oppressive. George Mason wrote in "Objections to the Constitution" that it didn't "preserve the liberty of press, trial by jury in civil cases nor against the danger of standing armies in time of peace" (Doc 3b). The arguments about freedom of press and trial by jury were answered with the Bill of Rights in 1791. It listed the first ten Amendments and the basic rights of all men including the ninth amendment which assured the people that the rights listed were not the only ones they had. John Jay wrote in the Federalist papers that this new more efficient government would look good on the world stage and help us become a respected power (Doc 2). The ability to raise money and a military would lead to repayment of debts and a safer nation. We could begin to live up to our potential after the successful Revolutionary War. The Constitution was ratified by 9 of the 13 states and after Rhode Island gave in, it meant it was approved by all.

The Louisiana Purchase also was a controversial topic in the early 1800's. France at the time led by Napoleon needed some quick money to fund the large amount of fighting being done in Europe. France offered to sell the Louisiana territory to the United States for \$15 million because it was no longer useful to them but the money was. It would double the size of our country and give us control of New Orleans which we had been willing to pay \$10 million for. New Orleans was a major port and outlet for the Mississippi river and trade through it (Doc 4a + 4b). Farmers needed the river and the U.S. would be better off not having the French so close to our borders. The

weakening Federalist party politically feared westward expansion and was not in favor of the purchase. They thought that Louisiana was a worthless desert and a waste of money. It would also add to the national debt. But according to Senator John C. Brackenridge the chance to add Louisiana was a once in a lifetime opportunity to get such a piece of land for so cheaply from a warlike nation in a time of peace without bloodshed. It was an offer that couldn't be turned down and despite Federalist opposition Congress agreed. The 1803 Louisiana Purchase proved to be one of the best decisions in U.S. history.

In the early years of the republic there had been many controversial issue that affected us even to this day. The ratification of the Constitution over the old Articles set in place a new government that was like nothing ever seen before. The Louisiana Purchase doubled the size of our country, gave the US control of the Mississippi and New Orleans, and would help inspire the idea of Manifest Destiny. The issues both had their own opposition but today it is clear the right decisions had been made.

Anchor Level 4-C

The response:

- Develops all aspects of the task for ratification of the Constitution and the purchase of the Louisiana Territory
- Is both descriptive and analytical (*ratification of the Constitution*: under Articles government had many decisions to make and problems to solve but not enough power; new government had three branches and could adapt more easily than Articles over time; Constitution gave much more power to national government and states worried it could be oppressive; ability to raise money and a military would lead to repayment of debts and a safer nation; *purchase of the Louisiana Territory*: farmers needed the river and United States would be better off not having French so close; weakening Federalist Party feared westward expansion; Federalists' belief that the Constitution did not allow for acquisition of new land without consent of the Senate was a narrow view; it proved to be one of the best decisions in United States history)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*ratification of the Constitution*: under Articles national government was not given power to levy taxes to pay its bills because most of the people remembered British taxation and did not like it; states did not seem to care about a government without power until they started to worry that a Shays' Rebellion might happen in their own state; Convention met in Philadelphia in 1787 to fix the Articles which they ended up scrapping; Congress was given delegated powers to tax, control interstate trade, and raise an army and navy to correct weaknesses of Articles; it needed nine of thirteen states; arguments about freedom of press and trial by jury were answered in the Bill of Rights in 1791; ninth amendment assured people that rights listed were not the only ones they had; it would help us live up to our potential after a successful Revolutionary War; *purchase of the Louisiana Territory*: Napoleon leader of France needed some quick money to fund fighting in Europe; Napoleon offered to sell Louisiana because it was no longer useful but the money was)
- Supports the theme with relevant facts, examples, and details (*ratification of the Constitution*: Articles of Confederation first constitution; Congress could not feed, clothe, or supply army under Articles; *purchase of the Louisiana Territory*: would double size of country; would give us control of New Orleans)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that states ratification united us under a government that could adapt to the changing world and the Louisiana Purchase doubled the size of our nation and gave us control of New Orleans

Conclusion: Overall, the response fits the criteria for Level 4. Relevant historical information is used in support of document interpretation to explain why ratification of the Constitution was necessary from the Federalist perspective, while the Antifederalist argument could be strengthened. The discussion of the Louisiana Purchase, while supported by document information, could have been strengthened by additional supporting outside information.

Two major issues that divided the union in the early years were the ratification of the Constitution and the expansion of slavery into territories. Replacing the Article of Confederation and giving more power to the federal government with the Constitution led to opposing groups, Federalist and Antifederalist. The expansion of slavery greatly divided the nation sectionally between the North, South and the West.

The ratification of the Constitution and the subsequent replacement of Articles of Confederation was a major issue, dividing the nation, in the early Republic. It created the Federalists, who were for the Constitution, and the Antifederalists, who were against it. The Confederation had many weaknesses to it. It did not give Congress the power to tax, raise an army, settle disputes between states, regulate trade, required all 13 states consent for amendments, and only created a unicameral legislature. Almost all American political leaders saw at least some of these weaknesses but they were divided over how to improve the situation. Some political leaders decided to meet in Philadelphia to make changes and increase federal government's power. However, many leaders, such as James Madison and Thomas Jefferson, realized making changes would not be enough and an entirely new document would have to be made (Doc 1). Federalist, like John Jay, argued for the Constitution and made arguments that if other nations saw how efficiently the new nation could operate they would be more likely to respect and befriend them (doc 2). They also argued that the increased power would help further unify the states and increase efficiency to help the people, even though it took away states power. Antifederalist argued it gave too much power to the federal government and not enough to the states, out of fear of

being under a tyranny like Britain again. They also believed that such a large government could not tend to the needs of all of its people in different regions, like smaller state governments could (doc 3a). Another Antifederalist argument was that it did not guarantee peoples rights, freedoms and liberty, like freedom of press and right to a jury in civil cases (doc 3b). Thus, a compromise was made and the Bill of Rights was created, guaranteeing the people their rights and stating in the 9th and 10th amendments that the people have more rights than were stated and powers not directly given to the federal government or denied to the states in the Constitution would be left to the states. The ratification of the Constitution was one of the most important achievements in the early republic.

The issue over the expansion of slavery was one of the most dividing issues in the history of the Union that ultimately led to a Civil War. An early compromise was made during Monroe's presidency, called the Missouri Compromise, that banned slavery above the 36° 30' line in the Louisiana Territory and allowed for the admission of Missouri as a slave state and Maine as a free state. However, with the U.S. acquiring more territory the issue quickly arose again and grew exponentially in the 1840s. During President Polk's term, the issue was brought up again in Congress when the northern anti-expansionists and the southern pro-expansionists argued over whether slavery should go into new western territories. President Polk proposed three ways of addressing the expansion of slavery into new territories. First he proposed extending the Missouri Compromise line to the Pacific Ocean, then he proposed popular sovereignty, which is letting the people of the territories decide, and finally he proposed letting the issue go to

the Supreme Court (doc 7a). The first proposal was shot down but the second proposal was accommodated in the Compromise of 1850, where the territories of Utah and New Mexico would be granted popular sovereignty, California was admitted as a free state and the Fugitive Slave Law was strengthened (doc 7b). The North and South disagreed over the Compromise of 1850, depending on their view of slavery in the territories. The third proposal would later occur in the Dred Scott Case, which ruled slaves were property and Congress had no right to decide where people could bring slaves. This case caused more disagreement because it was northerners who called for no expansion of slavery. Most of the Republican Party was in the north, and, the Republican party of 1860 was against slavery's expansion (doc 9). They believed slavery violated the Constitution and the liberty of African Americans. Southerners wanted expansion because they believed slaves were their property and not people. They argued that just like everyone else they should be allowed to bring their property where they pleased, and that meant into the territories (doc 8). Some others wanted popular sovereignty and the right to choose. This issue greatly divided the nation to the breaking point and the Civil War.

The Ratification of the Constitution and the expansion of slavery greatly divided the nation during the first 100 years of independence. Without the ratification of the Constitution and the division over the expansion of slavery, that would ultimately lead to the abolishment of slavery after the Civil War, the United States would not be the same today.

Anchor Level 3-A

The response:

- Develops some aspects of the task in some depth for ratification of the Constitution and expansion of slavery into the territories
- Is more descriptive than analytical (*ratification of the Constitution*: Federalists argued that increased power would help unify states and increase efficiency even though it took away states' power; Antifederalists argued that a large government could not tend to the needs of people in different regions like smaller state governments could; *expansion of slavery*: issue was brought up again in Congress with Northern anti-expansionists and Southern pro-expansionists; Polk's proposals included extending Missouri Compromise line to Pacific Ocean, using popular sovereignty, or letting the Supreme Court decide the issue)
- Incorporates some relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*ratification of the Constitution*: leaders decided to meet in Philadelphia to make changes and many realized an entirely new document was needed; Antifederalists feared being under a tyranny like Britain again; a compromise was made and the Bill of Rights was created guaranteeing people rights; *expansion of slavery*: ultimately led to the Civil War; Missouri Compromise banned slavery above 36°30' line in Louisiana Territory and allowed for admission of Missouri as a slave state and Maine as a free state; Compromise of 1850 strengthened the Fugitive Slave Law; *Dred Scott* case ruled slaves property and Congress had no right to decide where people could bring slaves; Republicans believed slavery violated the Constitution and the liberty of African Americans)
- Includes some relevant facts, examples, and details (*ratification of the Constitution*: Articles did not give Congress power to tax, raise an army, settle disputes between states, or regulate trade; *expansion of slavery*: territories of Utah and New Mexico granted popular sovereignty and California admitted as free state in Compromise of 1850; in 1860 Republican Party against it)
- Demonstrates a satisfactory plan of organization; includes an introduction that states that ratification of the Constitution led to two opposing groups while the expansion of slavery divided the nation into sections and a conclusion that states without ratification of the Constitution and the division over expansion of slavery into the territories that ultimately led to its abolition after the Civil War the United States would not be what it is today

Conclusion: Overall, the response fits the criteria for Level 3. Good descriptive information is provided through a blending of outside information and document interpretation. While the opposing arguments are clearly developed in the discussion of the ratification of the Constitution, the opposing viewpoints are not as well developed in the narrative concerning the expansion of slavery.

The United States has often been divided on issues, that impact politics. Three major issues in the 18th and 19th centuries were the passing of the Constitution, purchase of the Louisiana Territory, and the expansion of slavery. Citizens and entire regions and social classes were divided on these conflicts, and the result was a heavy impact on actions of the gov't and of the country.

The two major groups debating the US Constitution were the federalists and the anti-federalists. The Federalists saw a need for strong national gov't to strengthen the states as one nation. Their reasoning was the weak central gov't of the Articles of Confederation. Gordon S. Wood commented on the Article's weaknesses in Revolutionary Characters. The gov't was weak because Congress could not tax, and therefore, couldn't pay bills. It could not support its own army, and could not levy tariffs to protect the economy from foreign trade if all the states did not agree to it. The economy was suffering and as a developing country we could not compete successfully with European nations because they would not open their markets. [Doc.1]. There were other reasons to call for a stronger central gov't. In The Federalist Number 4, John Jay argued that a strong central gov't would cause European nations to respect the U.S. Reversely, he stated, a disordered nation under the Articles of Confederation would be bullied by European powers because they knew they could get away with it [Doc. 2] The anti federalists saw reasons to not support the Constitution however. In the Antifederalist Papers Number 1, they argued such a large nation could not satisfy all its people, or attend to the concerns of its different parts. [Doc. 3a]. One gov't couldn't make everyone in a large territory happy because different areas might have

problems that a faraway gov't would not understand and could not solve. One large gov't would be stretched too thin to work well. The Federalists believed that citizen's rights were implied and protected in state constitutions. The Anti-Federalists wanted specific rights explicitly stated in the Constitution. In Objections to the Constitution, George Mason declared the declaration of rights by the state didn't go far enough, and the Constitution needed a Bill of Rights. [Doc. 3b] In the end enough Antifederalists were satisfied by the promise of an addition of a Bill of Rights and the Constitution was passed.

Now that the Constitution was secured it became known as the highest law. So debate once again rose when the issue of land acquisition appeared. France was facing debt along other problems, and Napoleon offered President Jefferson the Louissiana Territory for just \$15 million. It would double the size of the country, but debate arose between strict and loose interpreters of the Constitution. Jefferson, who traditionally held a strict interpretation of the Constitution, now looked to loosely interpret it to be able to buy the territory. He argued since it was vital to US trade, the advantage must be taken. [Doc 4a]. Senator Breckenridge supported Jefferson. He stated it was a great opportunity to take such a great amount of land from one of the world's biggest powers, especially peacefully [Doc 5]. The Federalist Party however wanted strict interpretation of the Constitution. They declared Louissiana was a wasteland and a worthless desert. [Doc 6]. Despite their arguments Jefferson didn't budge and Congress eventually supported purchase of the territory, doubling the size of the nation.

With expansion of the nation came more debate. Now it was whether

slavery should be allowed in acquired territories. In Ordeal of the Nation, Polk proposed continuing the Missouri Compromise line west to the Pacific, using popular sovereignty, or Supreme Court rulings [Doc. 7a] Neither side budged, and conflict continued. The Compromise of 1850 finally agreed to popular sovereignty, which led to floods of migration to create free and slave states. [Doc 7b]. John Calhoun still argued slaves, like property, should be taken by slaveholders migrating to the territories. [Doc 8]. The Republican Platform opposed him and declared slavery unacceptable. [Doc. 9] No agreement would be made, and the split debate ultimately led to the Civil War.

Many times in history Americans became split on conflicting interests. After long debates and periods of argument, compromise is usually reached. Other times citizens are put against each other, and compromise isn't reached until years later.

Anchor Level 3-B

The response:

- Develops some aspects of the task with some depth for ratification of the Constitution and the purchase of the Louisiana Territory
- Is more descriptive than analytical (*ratification of the Constitution*: under the Articles Congress could not tax and therefore, could not pay its bills; Articles could not levy tariffs to protect the economy from foreign trade if all states did not agree; Antifederalists argued that a large nation could not satisfy all its people; Antifederalists wanted rights explicitly stated in the Constitution; *purchase of the Louisiana Territory*: Jefferson argued that since it was vital to United States trade advantage must be taken; Breckenridge believed it was a great opportunity to take such a great amount of land from one of the world's powers, especially peacefully)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*ratification of the Constitution*: European nations would not open their markets; Mason believed the Constitution needed a Bill of Rights; Federalists believed citizen's rights were implied and protected in state constitutions; *purchase of the Louisiana Territory*: France was facing debt along with other problems and Napoleon offered it to Jefferson; Federalists wanted strict interpretation of Constitution; Jefferson, traditionally strict about the Constitution, looked to loosely interpret it to be able to buy the territory)
- Includes some relevant facts, examples, and details (*ratification of the Constitution*: two major groups debating issue were Federalists and Antifederalists; Articles of Confederation; weak central government; *purchase of the Louisiana Territory*: offered to Jefferson for \$15 million; would double size of country; Federalists declared Louisiana wasteland and worthless desert)
- Demonstrates a satisfactory plan of organization; includes an introduction that states controversy divided citizens, entire regions, and social classes and the results had an impact on actions of the government and the country and a conclusion that states after long debates compromise is usually reached but sometimes not until many years later

Conclusion: Overall, the response fits the criteria for Level 3. Three issues are addressed; however, only the first two issues may be rated. The framework for the response is focused on methodical document explanation that establishes the context for valid conclusions, especially in the discussion of ratification. Additional supporting facts and details in the discussion of the purchase of the Louisiana Territory would have strengthened the discussion. Outside information is not integrated well.

In the early years of the republic, many different controversial issues occurred that divided the American people. Such issues were the ratification of the Constitution; and the purchase of the Louisiana Territory. Both events included people that either opposed the issue and those who supported it.

When the Articles of Confederation were written people did not realize its shortcomings. Congress, the only branch, was unable to pay its bills because collecting money from the states was almost impossible because it didn't have the power to tax. It could only ask the states for money. Some states, believing they wouldn't benefit from tariffs, refused to approve them. Congress could not regulate interstate or foreign trade. It was hard even to conduct business. These issues resulted in the U.S. not being taken seriously by other countries and economic problems that couldn't be solved. Some state leaders thought it was time for a complete change. This ultimately led to a Constitutional Convention where the Founding Fathers would decide to give Congress more power and create two more branches. Those who opposed the ratification of the new constitution were called the Antifederalists. They argued that since they would be governed by one legislative government (National government) that could get out of control (Doc 3a), then their civil liberties might be limited. George Mason (Doc 3b) an antifederalist believed that the constitution would not preserve the liberty of the press nor the trial by jury in civil cases. The Antifederalists believed the Articles just had to be changed and not ended. On the other hand the Federalists, those who supported the ratification believed that the constitution would allow the national government to become more efficient and well administered. Federalist

John Jay (Doc 2) argued that if the Constitution was ratified then interstate trade would be regulated which would be better for our economy. The militia would become more organized and disciplined, which meant we would be able to stand up to European threats. U.S. resources and finances could be better managed so we could establish good credit, and most importantly the people would benefit from knowing the country was heading in the right direction.

Another issue that occurred during the early years of the republic, is the Purchase of the Louisiana Territory. This land originally belonged to the Spanish who gave it back to the French in the early 1800s. Many Americans had already experienced and believed in westward expansion and some were thinking about what the land was like west of the Mississippi River. This motivated Thomas Jefferson to buy this piece of land for \$15 million. Some people were all for it. They strongly believed this land was valuable because it contained the Mississippi River which would help access the New Orleans Port to help farmers and merchants to transport and trade goods. They also thought that the territory would provide more land for agriculture. The Federalists who opposed the purchase were rivals of Jefferson's political party and were concerned that credit for the purchase would mean more popularity and votes for Jefferson and his political party. They insisted the land was worthless, too expensive, and that the Constitution should be interpreted strictly not loosely. They said that the Constitution did not allow the president to acquire land or negotiate treaties without the consent of the Senate. (Doc 6) Most people in America did not agree with their arguments.

The two events during this era raised much controversy and

forceful arguments on both sides. Yet at the end the Constitution was still ratified and one of reasons the Federalists won was because they included the Bill of Rights which helped persuade some Antifederalists to support ratification. The Louisiana Territory was also acquired. From the time of its purchase and still today it is an important part of the United States. Thankfully because we were able to buy this land we were able to start moving further westward and add even more territory to the U.S.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for ratification of the Constitution and the purchase of the Louisiana Territory
- Is more descriptive than analytical (*ratification of the Constitution*: Congress was unable to pay its bills because it did not have direct power to collect money from the states; the United States was not taken seriously by other countries; Antifederalists feared their civil liberties might be limited if the federal government got out of control; Federalists believed the Constitution would allow the national government to become more efficient and well administered; *purchase of the Louisiana Territory*: some strongly believed the land was valuable because it contained the Mississippi River and gave us access to the port of New Orleans; Federalists believed the Constitution did not allow the president to acquire new land or negotiate treaties without the consent of the Senate; Federalists feared it would mean more popularity and votes for Jefferson and his political party)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 6
- Incorporates limited relevant outside information (*ratification of the Constitution*: under the Articles Congress could only ask the states for money; some states refused to approve tariffs because they did not believe they would benefit; the Founding Fathers decided to give Congress more power and create two more branches; *purchase of the Louisiana Territory*: the Spanish gave the land back to the French in the early 1800s; many Americans had experienced and believed in westward expansion and some were thinking about the land west of the Mississippi River; Federalists believed that the Constitution should be interpreted strictly not loosely)
- Includes some relevant facts, examples, and details (*ratification of the Constitution*: under the Articles Congress not able to regulate interstate or foreign trade; opposed by Antifederalists; supported by Federalists; *purchase of the Louisiana Territory*: bought by Thomas Jefferson for \$15 million; opposed by Federalists)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states Federalists were successful in getting the Constitution ratified because they added a Bill of Rights and the Louisiana Purchase helped us move westward and add more territory to the United States

Conclusion: Overall, the response fits the criteria for Level 3. This response effectively uses the documents to discuss arguments for and against the ratification of the Constitution, however, the discussion of the purchase of the Louisiana Territory is less developed. The inclusion of additional relevant outside information would have strengthened the response.

United means to stand together. “United” States implies that the states of America must stand together in the face of foreign and domestic disasters. Throughout much of U.S. history, the states have been all but united. Disunity was especially prevalent during the purchase of the Louisiana Territory and the expansion of slavery into the territories. During these times, the nation was tested to stay united.

The Louisiana Territory was a large stretch of land in the center of North America. The land was mostly empty plains in the nineteenth century, except for New Orleans. According to document 4, New Orleans was a very important port city. The map shows that New Orleans is situated at the mouth of the Mississippi River. Western farmers’ goods would need to pass by the port city to reach the ocean. It made sense for the U.S. to secure New Orleans in order to keep peace on the economically important waterway. According to document 6, the Federalist Party strongly opposed the acquisition of Louisiana. When Jefferson purchased not only New Orleans but the whole territory, Federalists saw that the Western and Southern based Democratic-Republicans would increase in strength. For mostly political reasons, they opposed the purchase. Most Americans saw Louisiana as an opportunity to expand, yet the differing view of the Federalists divided the country. The country was not united. The gap between the Americans was a precursor of more dangerous debates.

The issue of slavery had been prevalent since colonial days. In original drafts to the Declaration of Independence, slavery was supposed to be abolished. To gain support of the South, abolition was removed, but the issue stood out. As the U.S. expanded west in the

nineteenth century, slavery became a prominent issue once more. According to document 7b, a compromise was made on the issue of slavery in the Mexican Cession. California would become a free state and the policy of popular sovereignty would be policy in land between California and Texas. The possibility of new slave lands was a very contentious issue. According to document 8, Calhoun says slaveholders should be able to keep their slaves when they move to the territories. Document 9 shows the Republican Party was strongly against slavery in the territories. The differing views of Calhoun and the Republicans indicate a large divide on the issue of slavery. Their views are strongly opposite and indicate there is no real "compromise." Eventually the division over slavery would lead to a Civil War.

The United States has been anything but united. In its long history, the nation has faced disunity on many issues such as the Louisiana Territory and slavery. Despite its successes as a republic, the U.S. has constantly been a divided nation.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for the purchase of the Louisiana Territory and expansion of slavery into the territories
- Is primarily descriptive (*purchase of the Louisiana Territory*: New Orleans was a very important port city; when Jefferson purchased not only New Orleans but the whole territory, Federalists saw that the Western- and Southern-based Democrat-Republicans would increase in strength; most Americans saw it as an opportunity to expand; *expansion of slavery*: as the United States expanded westward slavery became a prominent issue; Calhoun thought slaveholders should be able to keep the slaves when they move to the territories; the Republican Party was strongly against slavery in the territories)
- Incorporates limited relevant information from documents 4, 6, 7, 8, and 9
- Presents little relevant outside information (*purchase of the Louisiana Territory*: land was mostly empty plains in the 19th century except for New Orleans; *expansion of slavery*: issue of slavery had been prevalent since colonial days; eventually the division over slavery would lead to a civil war)
- Includes few relevant facts, examples, and details (*purchase of the Louisiana Territory*: it was a large stretch of land in the center of North America; the goods of Western farmers would need to pass by New Orleans to reach the ocean; *expansion of slavery*: California would become a free state); includes inaccuracies (*expansion of slavery*: in the original drafts of the Declaration of Independence slavery was supposed to be abolished; to gain support of the South, abolition of slavery was removed)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that discuss that throughout much of United States history there has been disunity on many issues

Conclusion: Overall, the response fits the criteria for Level 2. A basic understanding of the documents and their linkage to the concept of the nation being tested is demonstrated but would benefit from more supporting facts and details. Lack of explanation detracts from the effectiveness of the response.

Before the now known, United States, the country was merely built upon thirteen colonies. The thirteen colonies were self-governed, meaning they addressed all issues independently. Once the new republic was built, many controversial issues separated the American people such as, the ratification of the Constitution and the expansion of slavery into new territories.

The Articles of Confederation was a short lived document much similar to the Constitution only that the Confederation was weak. The Articles of Confederation gave limited power to Congress and the federal government, giving them limited control of domestic affairs (doc 1). Federalists soon came along proposing the Constitution and a stronger federal government who will regulate trade and be well organized and administered (Doc2). Anti-Federalists opposed the Constitution saying that a stronger local government will cater to the citizens much better. They believed that a strong national government will be unable to attend to the issues in the United States and would limit the civil liberties that local governments protect. (doc 3a-b)

The issue of slavery as well has affected the people in the United States to take different opinions of whether or not a new state should be slaved or free. The North and the South went through huge disputes deciding how states should be slaved or free. President James Polk wanted to give the right to the states by using popular sovereignty (doc 7a & b). This would allow the states to vote upon whether it's free or not. But the North dominated Republican party thought otherwise by stating that no one person should be stripped of their civil liberties. (doc 9).

Both issues caused unrest between the different viewers. The Anti-Federalists and Federalists came to the agreement that the Constitution will be ratified but the Bill of rights will be added to protect the civil liberties of citizens. The North and South, on the other hand, began to split causing the South to separate from the Union and soon reenter after strong militia power to perserve the Union. Some states were put into the Union free like California.

Even at the beginning of the republic, the United States' issues were always soon settled by making agreements that would be in favor of both sides of the arguement. Most issues would have not been settled today without the strong national government the United States obtains.

Anchor Level 2-B

The response:

- Minimally addresses most aspects of the task for ratification of the Constitution and expansion of slavery into the territories
- Is primarily descriptive (*ratification of the Constitution*: Federalists proposed the Constitution and a stronger federal government which would regulate trade and be well-organized and administered; Antifederalists believed that a strong national government would be unable to attend to issues in the United States and would limit the civil liberties that local government could protect; *expansion of slavery*: popular sovereignty would allow the states to vote whether they wanted to be free or not; the North-dominated Republican Party thought no person should be stripped of their civil liberties); includes faulty analysis and weak application (*ratification of the Constitution*: the thirteen colonies were self-governed meaning that they addressed all issues independently; the Articles were much similar to the Constitution except that the Articles were weak; *expansion of slavery*: President Polk wanted to give popular sovereignty to the states)
- Incorporates limited relevant information from documents 1, 2, 3, 7, and 9
- Presents little relevant outside information (*ratification of the Constitution*: Bill of Rights would be added to the Constitution to protect the civil liberties of citizens; *expansion of slavery*: the North and South began to split causing the South to separate from the Union)
- Includes few relevant facts, examples, and details (*ratification of the Constitution*: Articles of Confederation gave limited power to Congress and federal government; *expansion of slavery*: California admitted as a free state)
- Demonstrates a general plan of organization; includes an introduction that states before we were known as the United States we were the thirteen colonies and a conclusion that states many controversial issues today would not be settled without a strong national government

Conclusion: Overall, the response fits the criteria for Level 2. Limited document interpretation results in abbreviated summaries of information that are occasionally supported by outside information. The discussion of the expansion of slavery is oversimplified.

In the early years of the republic, many issues divided the American people. Two such issues were the passage/ratification of the constitution and the expansion of slavery into new territories. The issue of whether to ratify the constitution or not came first, with federalists being "for" the ratification and antifederalists being against it. Later in American history, the expansion of slavery into newly acquired territories became a controversial topic that not only dealt with politics, but with morals as well.

After the United States, or what was the 13 colonies, was declared independent from England many were nervous that a strong central government would turn into an autocracy! At this point in history, each of the states was fully self governed, but the proposal of the constitution would change that. Many U.S. citizens felt very strongly about the passage of the constitution, which would call for a strong central government, these people were called federalists. They believed that if other nations saw the U.S. as having their militia properly organized and their credit re-established, the U.S. as a whole would be a well regarded nation (DOC 2.) On the opposite side of the spectrum were Antifederalists, who strongly opposed the ratification of the constitution. Their reasoning being, that it was impossible for a central government so far removed could actually deal with the various concerns and wants of the confederate republics. (DOC 3A) Federalists were often business men, usually wealthier and living in the North. Antifederalists were usually farmers from the South who feared that their property would be taken away by this "central government."

After the much disputed Louisiana Purchase, next came the even

more disputed topic of whether to expand slavery into the newly acquired territories. At the time, slaves were considered property, NOT people. The majority of slave holders were in the south and the majority of people moving into these new territories were from the South as well. One argument from a supporter of slavery in new territories was that it is simply unconstitutional to prohibit people from migrating with their "property" (DOC 8) On the other hand, one argument for banning slavery in these territories was that by allowing slavery, the gov. is straight out denying men of their life, liberty and property without due process of the law (DOC 9)

In conclusion, America has had their fair share of controversial issues throughout it's history. Whether it's the "battle" between federalists and antifederalists or proslavery people vs. antislavery people, there are arguments that can be made for both.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for ratification of the Constitution and expansion of slavery into the territories
- Is primarily descriptive (*ratification of the Constitution*: Federalists believed that if other nations saw the United States as having their militia properly organized and their credit reestablished, the United States as a whole would be a well-regarded nation; Antifederalists felt that it was impossible for a central government so far removed to actually deal with the various concerns and wants of the confederated republics; *expansion of slavery*: supporters felt that it was unconstitutional to prohibit people from migrating with their property; opponents felt that allowing slavery in the territories is denying them their life, liberty, and property without due process of law); includes faulty and weak application (*ratification of the Constitution*: after independence each of the states was fully self-governed but the Constitution would change that; Antifederalists were usually farmers from the South who feared their property would be taken away by this central government)
- Incorporates limited relevant information from documents 2, 3, 8, and 9
- Presents little relevant outside information (*ratification of the Constitution*: after the thirteen colonies were declared independent from England many were nervous that a strong central government would become an autocracy)
- Includes few relevant facts, examples, and details (*ratification of the Constitution*: Federalists felt very strongly; Antifederalists strongly opposed; *expansion of slavery*: slaves considered property not people; majority of slaveholders were in the South)
- Demonstrates a general plan of organization; includes an introduction that mentions arguments on both sides of the issues of ratification of the Constitution and expansion of slavery into the territories and a conclusion that states arguments can be made in favor of and against ratification of the Constitution and expansion of slavery into the territories

Conclusion: Overall, the response fits the criteria for Level 2. References to some important concepts demonstrate a basic understanding of issues related to the ratification of the Constitution and expansion of slavery into the territories but additional supporting facts and details would have strengthened the discussion. Arguments relating to the expansion of slavery are taken from the documents and presented as single statements without explanation.

During the early years of the republic, various controversial issues divided the American people. Two issues that had many different opinions by the American people were the ratification of the constitution and the purchase of the Louisiana Territory. American parties have had agreements on both topics and disagreements on both topics but in the end the best was chosen for the United States.

The ratification of the constitution was a major achievement of the United States. In document 2, John Jay is in favor of the ratification on the Constitution. Jay says "our national government is efficient and well administered." Not all American people felt the same way as John Jay. George Mason was against the ratification of the Constitution. In document 3b, Mason says "There is no declaration of any kind for preserving the liberty of the press, the trial by jury in civil cases, nor against the danger of standing armies in time of peace." Both American people just mentioned have good arguments about the ratification of the Constitution.

Another achievement of the United States was the Louisiana Purchase. This purchase marked a great economic achievement of the United States as well. In document 4a, in President Thomas Jefferson's letter he mentions that if New Orleans is not purchased they can not trade with other countries and that France has access to invade the United States. New Orleans is also part of the Louisiana Purchase. American people who opposed the Louisiana Purchase was the Federalist Party. In document 6, the arguments of the Federalist Party state "the Louisiana Purchase was a worthless desert and the constitution did not provide for the acquisition of new land or negotiating treaties without the consent of the Senate." American people and parties will

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

never always agree on the same things.

In conclusion, American people will always have controversial issues that will divide them. The documents that have been discussed proves that the American people have been divided because of these issues. No two parties will have the same agreements.

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

- Minimally addresses some aspects of the task for ratification of the Constitution and the purchase of the Louisiana Territory
- Is descriptive (*ratification of the Constitution*: George Mason felt that the Constitution had no declaration of any kind for preserving the liberty of the press or trial by jury in civil cases; *purchase of the Louisiana Territory*: Jefferson felt that if New Orleans was not purchased France would have access to invade the United States; the Federalists felt that the Constitution did not provide for the acquisition of new land or negotiating treaties without the consent of the Senate); lacks understanding and application (*purchase of the Louisiana Territory*: if New Orleans was not purchased we could not trade with other countries); includes faulty analysis (*ratification of the Constitution*: John Jay felt that our national government was efficient and well administered)
- Includes minimal information from documents 2, 3, 4, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*ratification of the Constitution*: George Mason against; *purchase of the Louisiana Territory*: New Orleans part of it; opposed by Federalist Party)
- Demonstrates a general plan of organization; includes an introduction that states although Americans disagreed about ratification of the Constitution and purchase of the Louisiana Territory in the end the best was chosen for the United States and a conclusion that states the American people will always have controversial issues that divide them

Conclusion: Overall, the response fits the criteria for Level 1. Historical circumstances are not addressed in the discussion of ratification of the Constitution and only weakly addressed in the discussion of the purchase of the Louisiana Territory. Quotations from the documents and general statements demonstrate a recognition that there were arguments on each side of both issues.

In the early years of the republic, various controversial issues divided the American people. Like the ratification of the constitution. The purchase of the Louisiana Territory and expansion of slavery into the territories.

One issue that sticks out to me is the purchase of the Louisiana Territory. The president wanted to expand but other people were against it. A senator named John Jay was for this purchase as shown in Document 5. It states he was for the purchase because other land the United States gained was through war and bloodshed. But, the Louisiana Territory could be received through only purchase and not through war and bloodshed. Someone who was against it was the Federalist party as shown in Document 6. They were against it because they said that the president would be spending more money than the original authorized expenditure. Also they opposed it because they said that this land was not valuable, and a "worthless dessert" These arguments were both valid, and also true but, there are many other opinions out there that were not accounted for in this documents.

Another issue that stuck out to me was the expansion of slavery into the new territories. After new land was bought and gained the question of bringing the owners and them being able to bring their slaves to the new lands. Senator John C. Calhoun was a supporter of the expansion, as shown in Document 8. A reason he gave was because they were property of the people. As shown in Document 9, the Republican Party was against it. They brought up freedom and said slavery is going against natural rights.

In conclusion there were many issues following the people of the United States.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for the purchase of the Louisiana Territory and expansion of slavery into the territories
- Is descriptive (*purchase of the Louisiana Territory*: the president wanted to expand but other people were against it; Federalists said the land was not valuable as it was worthless desert; *expansion of slavery*: there was a question of the owners being able to bring their slaves to the new lands; Republican party felt slavery went against natural rights)
- Includes minimal information from documents 6, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*purchase of the Louisiana Territory*: Federalist Party opposed spending more money than original authorized expenditure; *expansion of slavery*: John Calhoun supported expansion); includes an inaccuracy (*purchase of the Louisiana Territory*: a senator named John Jay was for this purchase as shown in Document 5)
- Demonstrates a general 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 1. Historical circumstances surrounding the Louisiana Purchase are not addressed specifically and the arguments for both issues are presented as unexplained statements. The application of document information indicates a very limited understanding of these issues.

During the early years of the United States, controversial issues were commonplace. The United States was a young country still learning how to guarantee freedom and justice for its people without overextending its power. Matters of contention were bound to arise. Two examples of controversial issues that drove a wedge between the American people are the approval of the constitution and the expansion of slavery into America's new territories.

From the very beginning, America faced disagreements over what kind of national government should be established. Liking their independence, many in the states were not ready to give much power to a national legislature. Ratifying the constitution was not an easy task for the thirteen states that once were colonies. They remembered the problems they had with Britain as colonies. Some thought a new government under the Constitution would also have too much power over them. One thing was for certain, the weak, state-driven, difficult to amend Articles of confederation had to go. There wasn't enough money and the army couldn't be effective if they didn't have food or supplies (Document 1). A group of key leaders persuaded the states to send delegates to consider what could be done with the Articles of Confederation. The Constitutional Convention met in secret and decided to prepare a new governing document for the United States. This new document was also met with controversy because it gave Congress more power over the states and people. Those in favor of it praised its strong, central powers over the economy and military—sound principles that would make other countries want to align with America and hopefully make the American people united, happy, and free (Document 2). Those against the new governing document argued

that there wasn't any guaranteeing of the basic freedoms that every individual should be entitled to (Document 3b). They thought the federal government might simply take away a person's rights to freedom of religion or speech whenever it felt like doing so. They also argued that a standing army was dangerous and the Constitution was less democratic than the Articles. When writing this new governing document there certainly were some issues to work out. Supporters of the Constitution needed to compromise. They decided to add a list of basic freedoms to the Constitution—the Bill of Rights. When they did this they got the support they needed for ratification.

The decision over whether or not to expand slavery into the new territories was an equally controversial one. During the period of Manifest Destiny, in which the United States gradually expanded its western boundaries to the Pacific Ocean, the issue of slavery arose almost every time a territory wanted to become a state. How would slavery be a factor in the new territories? Compromise was needed in 1850 because of two different arguments. Those who opposed the expansion of slavery into the new territories cited the constitution's provision to not deprive individuals of their liberty as an argument against further expansion of slavery (Document 9). To allow slavery to spread into new territories seemed undemocratic. It was bad enough when it was just in the South. On the other hand, Southerners felt that their right to property would be violated since slaves were considered property to slaveholders, if slavery was not allowed to expand into the new territories (Document 8). If slavery was kept out of new territories, there might be more free states and slave states would be outnumbered. Slavery and its expansion was an incredibly

Document-Based Essay—Practice Paper – A

contentious issue that eventually sparked civil war.

Controversy is inevitable both in life and in government. However, both sides of an argument need to be considered if a country is to ever move on from this controversy.

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Document-Based Essay—Practice Paper – B

In the early years of the republic, various controversial issues divided the Americans people. Three such issues were ratification of the constitution purchase of the Louisiana territory and expansion of slavery into the territories.

The ratification of the Louisiana purchase was too vast in a republic such the United State, the legislative cannot attend to the various concerns and want in its different parts. The expansion slavery, they divided the state west were slavery and some free state and popularly sovereignly. In the Louisiana purchase they were giving free land to the slave and after a couple years they pay for the rent also taxes. Another issues slave was not allowed in the South and no right to vote. Congress despite in the opposite of an considerable portion of the community. Nor the people secured even in the enjoyment of the benefit of the common law.

I conclude during the period of the Louisiana purchase wasn't a good period at all.

Throughout the United States history, there has been many arguments, and different sides to each argument. Perhaps two of the most important conflicts in our history is the ratifying of our constitution, which still exists today; and the expansion of slavery into U.S. territories, which brought us to the Civil War. Each of these issues was resolved in one way or another, whether it be compromise or bloodshed.

During the United States of America's fight for independence from Great Britain, a new issue arose. After having 13 independent colonial legislatures governing themselves the U.S. had to establish a new governing body to unify the nation, help win the war, and maintain its independence. Our first constitution was the Articles of Confederation, which was aimed towards state rights. This form of government, with minimal central authority was exactly what the people wanted. This however led to too much state power as states ignored the national government requests. It was soon apparent that the U.S. had to come up with a new form of Government. Federalists who worried about the nation's economic problems brought forth the idea of having a convention in Philadelphia. They wanted a written constitution that backed a strong central government. Their constitution would give the central government the right to tax the states, and have power to regulate interstate trade that the Articles of Confederation did not have and that the states rights Anti-Federalists opposed.

Anti Federalists felt that the proposed constitution gave too much power to a central government, and argued that it was too much like Britain's rule when we were colonists. Anti Federalists also argued that

the constitution did not protect individual rights. Both parties wrote about and campaigned for their point of view but in the end they came up with a compromise. The Federalists agreed that a Bill of Rights would be attached to the Constitution that protected an individual's personal rights. Even though Anti Federalists worried about the new constitution enough states voted to approve it. The Constitution is today the centerpiece of our government, and created an efficient government. Another issue, slavery, which was not directly addressed by the writers of the Constitution, would arise later in U.S. history.

The morality of Slavery became a bigger issue in the 19th century. Some Northerners believed it was wrong, others in the South believed slaves were an important investment and necessary to the American Economy. A temporary compromise about whether slavery could spread outside the South was known as the Missouri Compromise. This compromise set the 36°30' line in the Louisiana Territory as the line which slavery could not go above. The territory above it except for Missouri would be made free states, and below it were slave states. This compromise would suffice until the U.S. began acquiring more territory. The free states did not want to have less states than slave states and vice versa, because they both wanted equal say in the Senate. This became an issue again after Mexico lost the war with the U.S. and had to give up land in the Southwest and West. Those for the expansion of slavery into those new U.S. territories believed it was their right to do so because those territories belonged to everyone. One example backing this feeling was the Dred Scott case, which stated that slaves are property, and their owners should be allowed to take them wherever they wanted. They also saw the importance of slaves on

southern plantations. Without slaves working, the plantations would be less efficient. If Congress banned slavery in the territories, they might ban slavery altogether some day and their economy would collapse.

Some of those who were against slavery viewed it as immoral and wrong. They believed that if we allowed the expansion of slavery to the territories that we could be violating the rights brought forth in the Bill of rights. The rift between the North and South would lead to some thinking that the idea of popular sovereignty would be the best solution. This gave the people in some of the territories the right to vote on whether they would be a free state or a slave state. This process however led to some bloody conflicts such as John Brown's raids in Kansas, in which he massacred settlers who were pro-slavery. It would only be a precursor to what the Civil War would bring and arguing about slavery in the territories brought that war closer. Eventually, after the Civil War, slavery was abolished in all U.S. Territory.

As you can see, there is often two sides to every argument. These two conflicts however led us to the nation the United States is today. As a result of the argument supporting a strong government, we were given a constitution and a Bill of Rights, which we follow today, and the issue of expanding slavery brought up its morality which eventually became a major factor in its abolition.

No nation is without issues when it comes into existence. In the early years of the United States, various controversial issues created a division among the American people. Two such issues were the purchase of the Louisiana Territory and the expansion of slavery into the new territories. In both issues, the American people chose a side of support or opposition to the issue in question.

In the early 1800's the United States had the opportunity to purchase a territory that would mean being able to "acquire an empire of perhaps half the extent of the one we possessed." (Document 5). As there is with any decision, there were people who supported this purchase, and people who opposed it. Document 4a describes that the purchase of the Louisiana Territory would mean gaining control of the city of New Orleans. New Orleans is at the opening to the Mississippi River (Document 4b) and by controlling this port, means being able to send out goods of $\frac{3}{8}$ of our territory to pass to market. However, there was a group that opposed the purchase of this land, calling it "a worthless desert" (Document 6). The Federalist Party believed in a strict interpretation of the Constitution, which means you can't do something if it isn't written directly in the Constitution. Nowhere in the Constitution does it say you can purchase land without the consent of the Senate, so the Federalist party was opposed to this purchase of the Louisiana Territory.

Gaining land should be a gain for a growing country but for the United States, it created a new issue: Should the new territories include slavery. In document 8, Senator John C. Calhoun says that it would be wrong to prohibit the Southerners from immigrating with their property. They "shall not on that account be disfranchised of a

privilege possessed by all others." On the other side of the debate, the Republican Party took a position against expanding slavery into the new territories. They argue that our founding father's created this country on the idea that "no persons should be deprived of life, liberty or property without due process of law," (Document 9) This means that they deny any attempt to give legal existence to slavery in any territory of the United States.

As you can see, in the early years of the United States, various controversial issues created a division among the American people. Two issues, the Louisiana Purchase and the expansion of slavery into the new territories, are examples of this. When the Louisiana territory was being purchased, people wanted to gain control of New Orleans while others thought of the land as a worthless desert. When slavery may have expanded into new territories, people felt that it was their property so they can or that slavery was wrong and should not expand. In both cases, an issue divided the people and they had to debate over it.

Various controversial issues divided the American people during the early years of the Republic. Two big issues were the ratification of the constitution and the expansion of slavery into the new territories. During the discussion of these issues political parties like the Federalists, Antifederalists, Republicans and Democrats tended to take political sides on their stance of these issues.

During the very early years of the republic there was much discussion in politics on whether states should or should not ratify the Constitution. As states in Document 2 Federalists were generally for the ratification of the Constitution. They supported one national strong government instead of many weak state legislatures. Many felt, like John Jay, that if the country was firmly united under one government then foreign nations would want to earn our friendships rather than provoke quarrels with us. Antifederalists felt differently and were against the ratification of the Constitution because there was no declaration of rights. They wanted a guarantee that state and individual rights would be protected under the new Constitution so they established the Bill of Rights as compromise. (Doc 3a & 3b)

Like the controversies over the ratification of the Constitution, the two political parties, Republicans and Democrats, took sides on the issue of slavery in the new territories. In Document 9 we have an excerpt from the Republic Party Platform, showing their favor of slavery in the new territories. Republicans believed that everyone has the right to life, liberty and property, like the founding fathers once stated. And to them slaves counted as property. Unlike the Republicans, Democrats were against slavery in the new territories. Because of the controversy Henry Clay came up with the Compromise

Document-Based Essay—Practice Paper – E

of 1850 which allowed new territories applying to statehood to decide the issue of slavery for themselves. (Doc 7b)

These two issues caused dissention in the countries, especially when it came to political parties stands on the issue.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for ratification of the Constitution and expansion of slavery into the territories
- Is more descriptive than analytical (*ratification of the Constitution*: it was thought by some that the weak, state-driven, difficult to amend Articles had to go; those in favor praised its strong, central powers over the economy and military—sound principles that would make other countries want to align with America; those against it argued that there was no guarantee of basic freedoms; supporters compromised and added a list of basic freedoms to the Constitution; they got the support they needed; *expansion of slavery*: those who opposed it cited the Constitution’s provision not to deprive individuals of their liberty; Southerners felt their right to property would be violated if slavery was not allowed to expand)
- Incorporates some relevant information from documents 1, 2, 3, 8, and 9
- Incorporates limited relevant outside information (*ratification of the Constitution*: from the beginning America faced disagreements over what kind of national government should be established; the army could not be effective if they did not have food or supplies; *expansion of slavery*: during the period of Manifest Destiny in which the United States gradually expanded its western boundaries to the Pacific Ocean the issue of slavery arose almost every time a territory wanted to become a state; if slavery was kept out of new territories there might be more free states and slave states would be outnumbered; slavery was an incredibly contentious issue that eventually sparked the Civil War)
- Includes some relevant facts, examples, and details (*ratification of the Constitution*: Articles were weak; Constitution gave Congress more power over states; *expansion of slavery*: slaves considered property by slaveholders)
- Demonstrates a satisfactory plan of organization; includes an introduction that states because the United States was still learning how to provide justice for its people without overextending its power, matters of contention were bound to arise and a conclusion that states controversy is inevitable but to move forward both sides of an issue need to be considered

Conclusion: Overall, the response fits the criteria for Level 3. The integration of document information and outside historical references supports the development of the ratification of the Constitution. While Manifest Destiny is used to establish the premise for arguments over expansion of slavery into the territories, that discussion is not as thorough and lacks support.

Practice Paper B—Score Level 0

The response:

Fails to develop the task; refers to the theme in a general way; includes mostly irrelevant facts, examples, and details

Conclusion: Overall, the response fits the criteria for Level 0. Irrelevant disjointed statements are copied from documents 3a, 3b, 5, and 7b. No understanding of the task is demonstrated.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task for ratification of the Constitution and expansion of slavery into the territories
- Is both descriptive and analytical (*ratification of the Constitution*: Articles led to too much state power as states ignored the national government's requests; Federalists wanted a written constitution that backed a strong central government; both parties wrote about and campaigned for their point of view but in the end they compromised; even though Antifederalists still worried about the new constitution enough states voted to approve it; *expansion of slavery*: morality of slavery became a bigger issue in the 19th century; slaves were important and without slaves plantations would be less efficient; if Congress banned slavery in the territories they might ban slavery altogether; some thought if it was allowed we would be violating the Bill of Rights; some thought popular sovereignty was the best solution as it gave people in territories the right to vote on slavery)
- Incorporates relevant information from documents 1, 3, 7, and 8
- Incorporates relevant outside information (*ratification of the Constitution*: after having thirteen independent colonial legislatures, a new governing body had to be established to unify the nation, help win the war, and maintain independence; Articles aimed toward states rights; Antifederalists thought proposed constitution gave too much power to a central government and was too much like Britain's rule; a Bill of Rights that protected individual rights would be attached to Constitution; *expansion of slavery*: slavery not directly addressed by Constitution; Missouri Compromise set at 36° 30' in Louisiana Territory as the line which slavery could not go above except for Missouri; equality in the Senate became an issue again after Mexico lost the war with the United States and had to give up land in the Southwest and West; *Dred Scott* case stated slaves were property meaning owners could take them wherever they wanted; John Brown's raids were a precursor to what the Civil War would bring and arguing about slavery in territories would bring that war closer)
- Supports the theme with relevant facts, examples, and details (*ratification of the Constitution*: would give central government right to tax states and power to regulate interstate trade; Antifederalists said Constitution did not protect individual rights; *expansion of slavery*: some Northerners believed slavery wrong; some thought popular sovereignty would be best solution)
- Demonstrates a logical and clear plan of organization; includes an introduction that states ratification of the Constitution and expansion of slavery into the territories were important conflicts in United States history that were resolved, one by compromise and one by bloodshed, and a conclusion that states that conflict over ratification led to a Constitution and a Bill of Rights we follow today and the conflict over expansion of slavery into the territories led to the abolition of slavery

Conclusion: Overall, the response fits the criteria for Level 4. The response is well developed but not thoroughly developed. Citing slavery as an issue not directly addressed by the writers of the Constitution serves as an effective transition to a discussion of the complicated issue of slavery in the territories. The inclusion of more relevant outside information would have added depth to the explanation of different perspectives on ratification of the Constitution.

Practice Paper D—Score Level 2

The response:

- Develops some aspects of the task in some depth for the purchase of the Louisiana Territory and expansion of slavery into the territories
- Is primarily descriptive (*purchase of the Louisiana Territory*: it gave us the opportunity to acquire an empire of perhaps half the extent of the one we possessed; controlling New Orleans meant being able to send goods of 3/8ths of our territory to market; the opposition thought it was a worthless desert; *expansion of slavery*: Senator Calhoun said it would be wrong to prohibit Southerners from immigrating with their property; the opposition believed that any attempt to give legal existence to slavery in any territory of the United States should be denied)
- Incorporates limited relevant information from documents 4, 5, 6, 8, and 9
- Presents little relevant outside information (*purchase of the Louisiana Territory*: the Federalist Party believed in strict interpretation of the Constitution)
- Includes few relevant facts, examples, and details (*purchase of the Louisiana Territory*: Constitution does not say you can purchase land without consent of Senate; *expansion of slavery*: Republican Party against expanding slavery into new territories)
- Demonstrates a general plan of organization; includes an introduction that states no nation is without issues when it comes into existence and a conclusion that discusses how the Louisiana Territory and expansion of slavery into the territories created a division among the American people

Conclusion: Overall, the response fits the criteria for Level 2. A basic understanding and application of document information is demonstrated; however, a lack of explanation, especially in the development of historical circumstances, weakens the effort. Brief document quotations form the basis of the response.

Practice Paper E—Score Level 1

The response:

- Minimally addresses some aspects of the task for ratification of the Constitution and expansion of slavery into the territories
- Is descriptive (*ratification of the Constitution*: Federalists supported one national strong government instead of many weak state legislatures; *expansion of slavery*: Compromise of 1850 allowed new territories applying for statehood to decide the issue of slavery for themselves)
- Includes minimal information from documents 2, 3, and 7
- Presents little relevant outside information (*ratification of the Constitution*: Antifederalists wanted a guarantee that state and individual rights would be protected under the new Constitution so they established the Bill of Rights as a compromise; *expansion of slavery*: Henry Clay came up with the Compromise of 1850)
- Includes few relevant facts, examples, and details (*ratification of the Constitution*: Federalists generally for it; Antifederalists against it because no declaration of rights); includes inaccuracies (*expansion of slavery*: Republican Party favored slavery in new territories; Republicans felt slaves counted as property; Democrats against slavery in the new territories)
- Demonstrates a general plan of organization; includes an introduction and a one-sentence conclusion that state political parties tended to take different sides on controversial issues

Conclusion: Overall, the response fits the criteria for Level 1. A basic understanding of the task is demonstrated in the discussion of the ratification of the Constitution. Historical circumstances are not addressed for either issue. Arguments concerning the expansion of slavery are confused and show no understanding of this issue.

United States History and Government Specifications

August 2013

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

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

Notes:

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

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

The *Chart for Determining the Final Examination Score for the August 2013 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

The State Education Department / The University of the State of New York
Regents Examination in United States History and Government – August 2013
 Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 5 and a total Part I and Part IIIA score of 45 would receive a final examination score of 77.

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	0	0	3	6	9	12	16	20	23	27	31	35
	1	1	4	7	10	14	17	21	25	29	33	37
	2	2	5	8	11	15	18	22	26	30	34	38
	3	3	6	9	12	16	20	23	27	31	35	40
	4	4	7	10	14	17	21	25	29	33	37	41
	5	5	8	11	15	18	22	26	30	34	38	42
	6	6	9	12	16	20	23	27	31	35	40	44
	7	7	10	14	17	21	25	29	33	37	41	45
	8	8	11	15	18	22	26	30	34	38	42	47
	9	9	12	16	20	23	27	31	35	40	44	48
	10	10	14	17	21	25	29	33	37	41	45	49
	11	11	15	18	22	26	30	34	38	42	47	51
	12	12	16	20	23	27	31	35	40	44	48	52
	13	14	17	21	25	29	33	37	41	45	49	54
	14	15	18	22	26	30	34	38	42	47	51	55
	15	16	20	23	27	31	35	40	44	48	52	56
	16	17	21	25	29	33	37	41	45	49	54	58
	17	18	22	26	30	34	38	42	47	51	55	59
	18	20	23	27	31	35	40	44	48	52	56	61
	19	21	25	29	33	37	41	45	49	54	58	62
	20	22	26	30	34	38	42	47	51	55	59	63
	21	23	27	31	35	40	44	48	52	56	61	65
	22	25	29	33	37	41	45	49	54	58	62	66
	23	26	30	34	38	42	47	51	55	59	63	68
	24	27	31	35	40	44	48	52	56	61	65	69
	25	29	33	37	41	45	49	54	58	62	66	70
	26	30	34	38	42	47	51	55	59	63	68	72
	27	31	35	40	44	48	52	56	61	65	69	73
	28	33	37	41	45	49	54	58	62	66	70	74
	29	34	38	42	47	51	55	59	63	68	72	75
	30	35	40	44	48	52	56	61	65	69	73	77
	31	37	41	45	49	54	58	62	66	70	74	78
	32	38	42	47	51	55	59	63	68	72	75	79

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	33	40	44	48	52	56	61	65	69	73	77	80
	34	41	45	49	54	58	62	66	70	74	78	81
	35	42	47	51	55	59	63	68	72	75	79	83
	36	44	48	52	56	61	65	69	73	77	80	84
	37	45	49	54	58	62	66	70	74	78	81	85
	38	47	51	55	59	63	68	72	75	79	83	86
	39	48	52	56	61	65	69	73	77	80	84	87
	40	49	54	58	62	66	70	74	78	81	85	88
	41	51	55	59	63	68	72	75	79	83	86	89
	42	52	56	61	65	69	73	77	80	84	87	90
	43	54	58	62	66	70	74	78	81	85	88	91
	44	55	59	63	68	72	75	79	83	86	89	92
	45	56	61	65	69	73	77	80	84	87	90	93
	46	58	62	66	70	74	78	81	85	88	91	94
	47	59	63	68	72	75	79	83	86	89	92	95
	48	61	65	69	73	77	80	84	87	90	93	96
	49	62	66	70	74	78	81	85	88	91	94	97
	50	63	68	72	75	79	83	86	89	92	95	97
	51	65	69	73	77	80	84	87	90	93	96	98
	52	66	70	74	78	81	85	88	91	94	97	98
	53	68	72	75	79	83	86	89	92	95	97	98
	54	69	73	77	80	84	87	90	93	96	98	98
	55	70	74	78	81	85	88	91	94	97	98	98
	56	72	75	79	83	86	89	92	95	97	98	99
	57	73	77	80	84	87	90	93	96	98	98	99
	58	74	78	81	85	88	91	94	97	98	98	99
	59	75	79	83	86	89	92	95	97	98	99	99
	60	77	80	84	87	90	93	96	98	98	99	99
	61	78	81	85	88	91	94	97	98	98	99	99
	62	79	83	86	89	92	95	97	98	99	99	99
	63	80	84	87	90	93	96	98	98	99	99	99
	64	81	85	88	91	94	97	98	98	99	99	100