

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Tuesday, June 13, 2017 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

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

Part II contains one thematic essay question. Write your answer to this question in the essay booklet, beginning on page 1.

Part III is based on several documents:

Part III A contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

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

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

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

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

Part I

Answer all questions in this part.

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

- 1 Which geographic feature most influenced the development of large plantations in the southeastern region of the United States?
 - (1) arid land
 - (2) cool climate
 - (3) pine forests
 - (4) fertile lowlands
- 2 What was an important goal of European mercantilism during the 1600s and 1700s?
 - (1) increasing the mother country's wealth
 - (2) promoting colonial self-sufficiency
 - (3) encouraging colonial manufacturing of textiles
 - (4) improving trade between European nations
- 3 Which precedent was established as a result of the John Peter Zenger case (1735)?
 - (1) universal suffrage
 - (2) peaceable assembly
 - (3) freedom of the press
 - (4) right to privacy
- 4 Which heading best completes the partial outline below?

I. _____

A. Brought to colonies against their will

B. Endured brutal conditions

C. Provided labor for a successful agricultural economy

D. Resisted attempts to eliminate their culture

 - (1) Chinese Immigrants on the West Coast
 - (2) Enslaved Africans in the South
 - (3) Indentured Servants in New England
 - (4) Mexican Farmers in the Southwest
- 5 How did the outcome of the French and Indian War (1754–1763) affect American colonists?
 - (1) New taxes were imposed by Britain to pay its debts.
 - (2) British troops were removed from the colonies.
 - (3) Settlements were allowed west of the Appalachians.
 - (4) Colonial trade regulations were reduced.
- 6 The primary purpose of the Articles of Confederation was to
 - (1) provide tax revenues for the national government
 - (2) establish the basic framework of the national government
 - (3) give the national government the power to regulate interstate commerce
 - (4) establish the supremacy of the national government over the states
- 7 Many of the fundamental principles found in the United States Constitution (1787) were based on the
 - (1) concept of salutary neglect
 - (2) influence of British Loyalists
 - (3) rule of absolute monarchs in Europe
 - (4) writings of Enlightenment philosophers
- 8 Federalism, separation of powers, and checks and balances are constitutional principles that directly
 - (1) empower more voters
 - (2) restrict individual liberties
 - (3) involve citizens in the governing process
 - (4) reduce the concentration of governmental power

9 “. . . We should consider that we are providing a Constitution for future generations, and not merely for the peculiar circumstances of the moment. . . .”

— James Wilson, Constitutional Convention, 1787

The writers of the Constitution best applied this idea by providing for

- (1) an electoral college to select the president
 - (2) due process of law to protect individual civil rights
 - (3) a method for adopting a constitutional amendment
 - (4) the direct election of members of Congress
- 10 The United States Constitution provides that federal judges be appointed for life primarily to
- (1) protect judicial decision-making from the influence of political pressure
 - (2) provide time for a more thorough investigation of cases
 - (3) ensure that judicial decisions are based on precedent
 - (4) guarantee that different viewpoints are represented on the Supreme Court
- 11
- A bill of rights should be added.
 - The central government is too powerful.
 - The nation is too large to remain a republic.
- These statements express concerns of citizens who opposed the
- (1) colonial rule of Great Britain
 - (2) principles expressed in the Albany Plan of Union
 - (3) ratification of the Constitution
 - (4) secession of Southern states from the Union
- 12 The controversy over the establishment of the Bank of the United States and the imposition of a federal excise tax was most closely associated with
- (1) George Washington issuing his Proclamation of Neutrality
 - (2) Alexander Hamilton introducing his financial plan
 - (3) John Adams signing the Alien and Sedition Acts into law
 - (4) Thomas Jefferson supporting the Lewis and Clark expedition

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

. . . And now to the point. In our opinion, an opinion which has been formed from data obtained by assiduous [thorough] researches, and comparisons, from laborious investigation, logical reasoning, and earnest reflection, the causes which have impeded the progress and prosperity of the South, which have dwindled our commerce, and other similar pursuits, into the most contemptible insignificance; sunk a large majority of our people in galling poverty and ignorance, rendered a small minority conceited and tyrannical, and driven the rest away from their homes; entailed upon us a humiliating dependence on the Free States; disgrace us in the recesses of our own souls, and brought us under reproach in the eyes of all civilians and enlightened nations—may all be traced to one common source, and there find solution in the most hateful and horrible word, that was ever incorporated into the vocabulary of human economy—*Slavery!* . . .

— Hinton Helper, *The Impending Crisis of the South: How To Meet It*, 1857

- 13 This statement most clearly expresses the author’s opinion that slavery
- (1) should be extended into the western territories
 - (2) caused the North to be dependent on the South
 - (3) was the cause of economic and social problems in the South
 - (4) was the reason the South should secede from the Union
-
- 14 The passage of the Homestead Act (1862) and the completion of the first transcontinental railroad (1869) encouraged settlement in which region?
- (1) Great Plains
 - (2) Atlantic Coastal Plain
 - (3) Ohio River valley
 - (4) Gulf Coast

- 15 Which statement is a valid generalization about the experience of African Americans during the early Reconstruction period (1865–1870)?
- (1) They gained economic equality.
 - (2) Their participation in government decreased.
 - (3) They achieved legal rights through constitutional amendments.
 - (4) Their political equality was opposed by most Radical Republicans.
- 16 The system of sharecropping developed in the South after the Civil War because
- (1) most formerly enslaved persons had no farming skills
 - (2) owners of large tracts of land faced labor shortages
 - (3) much farmland was ruined by the war
 - (4) plantation owners wanted to diversify crops
- 17 The United States government’s use of laissez-faire principles during the late 19th century resulted in the
- (1) commitment of aid to small American businesses
 - (2) decline in the number of factory jobs
 - (3) opposition of American businesses to protective tariffs
 - (4) growth of trusts and monopolies
- 18 What was one result of the Supreme Court’s decision in *Plessy v. Ferguson* (1896)?
- (1) Public schools were integrated nationwide.
 - (2) The “separate but equal” doctrine was established.
 - (3) Civil rights for African Americans were strengthened.
 - (4) Northern states were forced to segregate public facilities.
- 19 In 1899, the United States proclaimed the Open Door policy in an attempt to
- (1) ensure trading opportunities in China
 - (2) keep the Philippines from attacking China
 - (3) increase trade between Russia and the United States
 - (4) prevent European countries from colonizing Africa

Base your answers to questions 20 and 21 on the speakers’ statements below and on your knowledge of social studies.

Speaker A: It is disgraceful that we allow children in this country to work long hours in unsanitary, unsafe conditions. The government must step in and protect our children.

Speaker B: We must allow businesses to compete freely without government intervention. The best will survive.

Speaker C: Monopolies and trusts make it impossible for small businesses to compete. Monopolies lower their prices to eliminate competition, and then they charge consumers even higher prices.

Speaker D: Big business is good for the country. It increases the nation’s wealth, provides jobs, and strengthens the country.

- 20 What would *Speaker B* most likely want the federal government to do?
- (1) Regulate child labor.
 - (2) Adopt a progressive income tax.
 - (3) Strengthen the immigration laws.
 - (4) Support the concept of Social Darwinism.
- 21 Which two speakers represent the beliefs of many reformers during the Progressive Era?
- | | |
|---------------------------|---------------------------|
| (1) <i>A</i> and <i>B</i> | (3) <i>B</i> and <i>C</i> |
| (2) <i>A</i> and <i>C</i> | (4) <i>B</i> and <i>D</i> |
-

Base your answer to question 22 on the newspaper headlines below and on your knowledge of social studies.

\$50,000 REWARD—WHO DESTROYED THE MAINE?—\$50,000 REWARD

EDITION FOR GREATER NEW YORK

NEW YORK JOURNAL

AND ADVERTISER

NEW YORK, THURSDAY, FEBRUARY 17, 1898

DESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY

| | | |
|--|--|--|
| <p style="text-align: center;">\$50,000!</p> <p style="text-align: center;">\$50,000 REWARD! For the Detection of the Perpetrator of the Maine Outrage!</p> <p style="font-size: small;">The New York Journal offers a reward of \$50,000 for the detection of the perpetrator of the Maine Outrage. The reward will be paid to the person or persons who shall first furnish reliable information leading to the conviction of the perpetrator of this outrage. The reward will be paid to the person or persons who shall first furnish reliable information leading to the conviction of the perpetrator of this outrage. The reward will be paid to the person or persons who shall first furnish reliable information leading to the conviction of the perpetrator of this outrage.</p> | <p>Assistant Secretary Roosevelt Convinced the Explosion of the War Ship Was Not an Accident.</p> <p>The Journal Offers \$50,000 Reward for the Conviction of the Criminals Who Sent 258 American Sailors to Their Death. Naval Officers Unanimous That the Ship Was Destroyed on Purpose.</p> | <p style="text-align: center;">\$50,000!</p> <p style="text-align: center;">\$50,000 REWARD! For the Detection of the Perpetrator of the Maine Outrage!</p> <p style="font-size: small;">The New York Journal offers a reward of \$50,000 for the detection of the perpetrator of the Maine Outrage. The reward will be paid to the person or persons who shall first furnish reliable information leading to the conviction of the perpetrator of this outrage. The reward will be paid to the person or persons who shall first furnish reliable information leading to the conviction of the perpetrator of this outrage. The reward will be paid to the person or persons who shall first furnish reliable information leading to the conviction of the perpetrator of this outrage.</p> |
|--|--|--|

Source: "Crucible of Empire," PBS Online (adapted)

22 What was a major purpose of these 1898 newspaper headlines?

- (1) rallying support for a declaration of war against Spain
- (2) promoting peace between Spain and the United States
- (3) supporting humanitarian aid for the suffering Cuban people
- (4) punishing the citizens of Cuba

- 23 • Overcrowding
• High crime rate
• Poor sanitation

In the early 1900s, these problems were most directly a result of

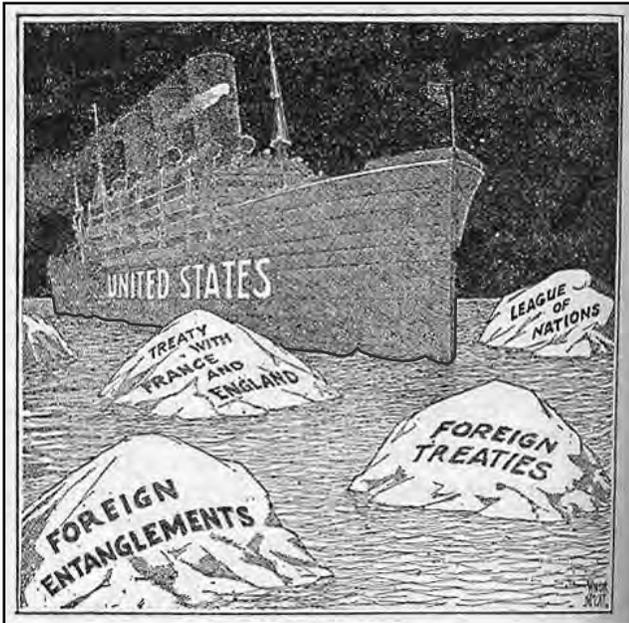
- (1) muckrakers' influence
- (2) conservation programs
- (3) westward migration
- (4) rapid urbanization

24 In the early 1900s, Congress acted to regulate the nation's money supply more effectively by

- (1) increasing the minimum wage
- (2) raising the protective tariff
- (3) creating the Federal Reserve System
- (4) adopting the Clayton Antitrust Act

Base your answers to questions 25 and 26 on the cartoon below and on your knowledge of social studies.

“BETTER KEEP TO THE OLD CHANNEL”

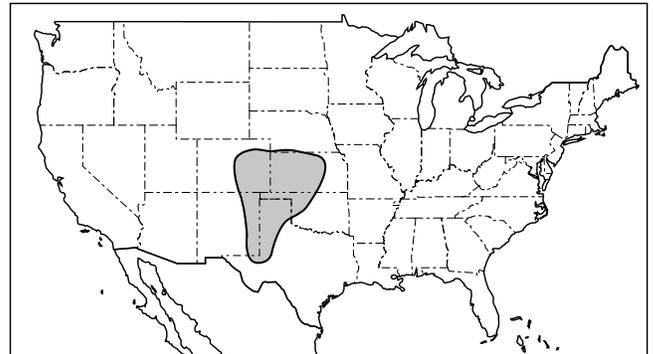


Source: Winsor McCay, *New York American*, 1919 (adapted)

- 25 What is the main idea of the cartoon?
- (1) Travel on ocean-going ships was dangerous and should be banned.
 - (2) The United States should return to an isolationist foreign policy.
 - (3) The United States should take the lead in creating an international peacekeeping organization.
 - (4) The United States Navy should make efforts to improve its fleet.
- 26 In the United States Senate, those who agreed with the opinion expressed in the cartoon were able to
- (1) end United States involvement in World War I
 - (2) change the provisions of the Treaty of Versailles to reflect American ideals
 - (3) gain public support for United States aid to war-torn European nations
 - (4) reject President Woodrow Wilson’s proposal for membership in the League of Nations

- 27 A major effect of the Harlem Renaissance was that it
- (1) exposed corruption in New York City politics
 - (2) led to the end of the Great Migration
 - (3) increased awareness of African American culture
 - (4) inspired the Progressive movement
- 28 During the 1920s, members of the Ku Klux Klan were closely associated with
- (1) favoring increased urbanization
 - (2) promoting nativist ideas and policies
 - (3) expanding educational opportunities for minorities
 - (4) opposing the deportation of political dissidents

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



Source: Andrew Cayton et al., *America: Pathways to the Present*, Prentice Hall, 2000 (adapted)

- 29 In the 1930s, the shaded area outlined on the map became known as the
- (1) Rust Belt
 - (2) Dust Bowl
 - (3) Continental Divide
 - (4) Mississippi Delta
- 30 In the 1930s, what was a major impact of the events that occurred in the shaded area on the region’s population?
- (1) A large number of people migrated west.
 - (2) Many people arrived seeking economic opportunity.
 - (3) Farm prosperity raised land values.
 - (4) Major dam building ended annual flooding.

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



Source: Vaughn Shoemaker, *Chicago Daily News*, January 1937 (adapted)

31 This cartoonist believes that President Franklin D. Roosevelt's actions related to the Supreme Court were

- (1) embraced by most of the American public
- (2) necessary to protect the Bill of Rights
- (3) harmful to the system of checks and balances
- (4) needed to navigate safely through the Great Depression

32 Congressional legislation passed in 1940 to create a military draft was controversial primarily because it

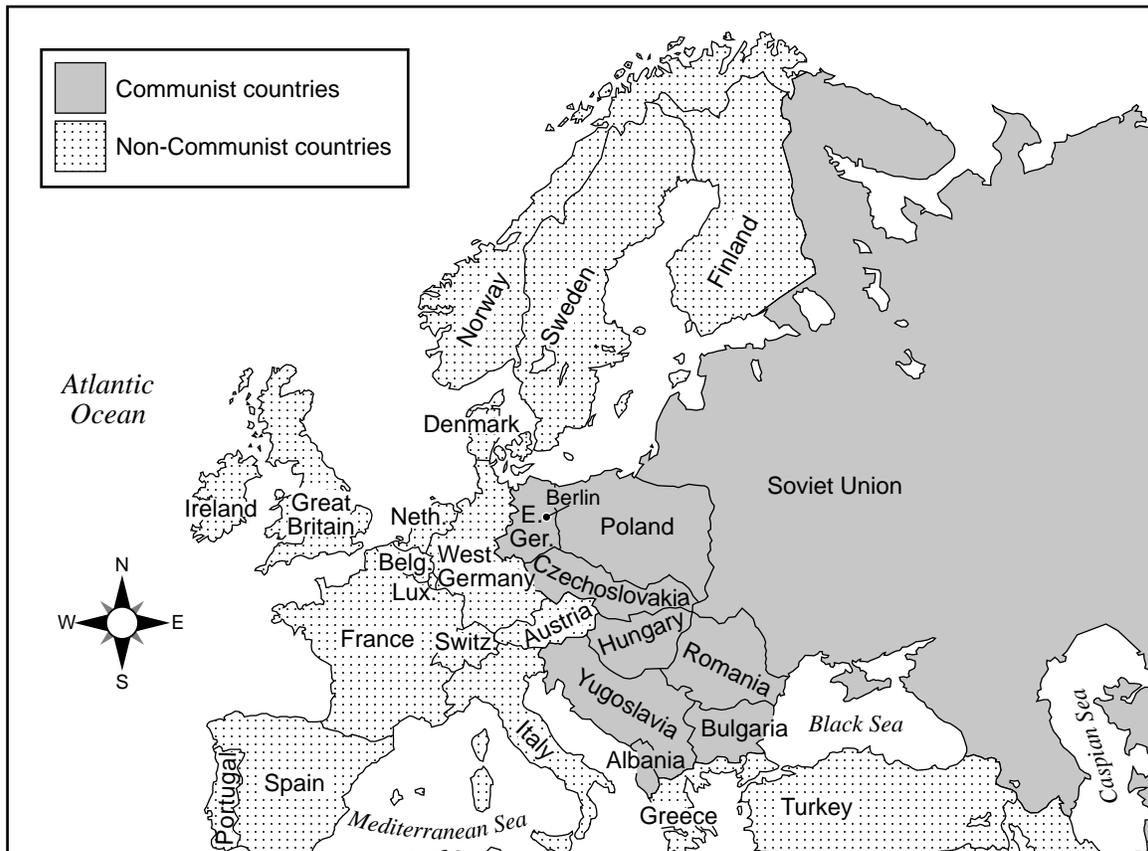
- (1) required ratification by three-fourths of the states
- (2) made women eligible for combat
- (3) overturned President Franklin D. Roosevelt's veto
- (4) raised fears that the United States would be drawn into war

33 The Lend-Lease Act was passed by Congress in 1941 primarily to

- (1) assist Great Britain in World War II
- (2) stabilize the international banking system
- (3) maintain the traditional policy of strict neutrality toward Germany
- (4) encourage trade with Japan

Base your answers to questions 34 and 35 on the map below and on your knowledge of social studies.

Europe After World War II



Source: Roger B. Beck et al., *World History: Patterns of Interaction*, McDougal Littell (adapted)

- 34 As a result of the situation shown on the map, the foreign policy of the United States during the administration of President Harry Truman was dominated by the belief that
- (1) communist expansion in Europe should be contained
 - (2) cooperation with the Soviet Union should be increased
 - (3) satellite nations of the Soviet Union should not be recognized as legal states
 - (4) economic aid was not likely to help nations in Western Europe
- 35 One action taken by the United States in response to the situation shown on the map was to
- (1) return to a foreign policy of isolationism
 - (2) attack Soviet-controlled territories
 - (3) help form the North Atlantic Treaty Organization (NATO)
 - (4) sign trade agreements with nations taken over by the Soviet Union

- 36 After World War II, President Harry Truman advanced the rights of African Americans by
- (1) issuing an order to end segregation in the military
 - (2) signing legislation to ban poll taxes
 - (3) appointing a racially diverse Supreme Court
 - (4) ending discrimination in public accommodations

Base your answer to question 37 on the quotation below and on your knowledge of social studies.

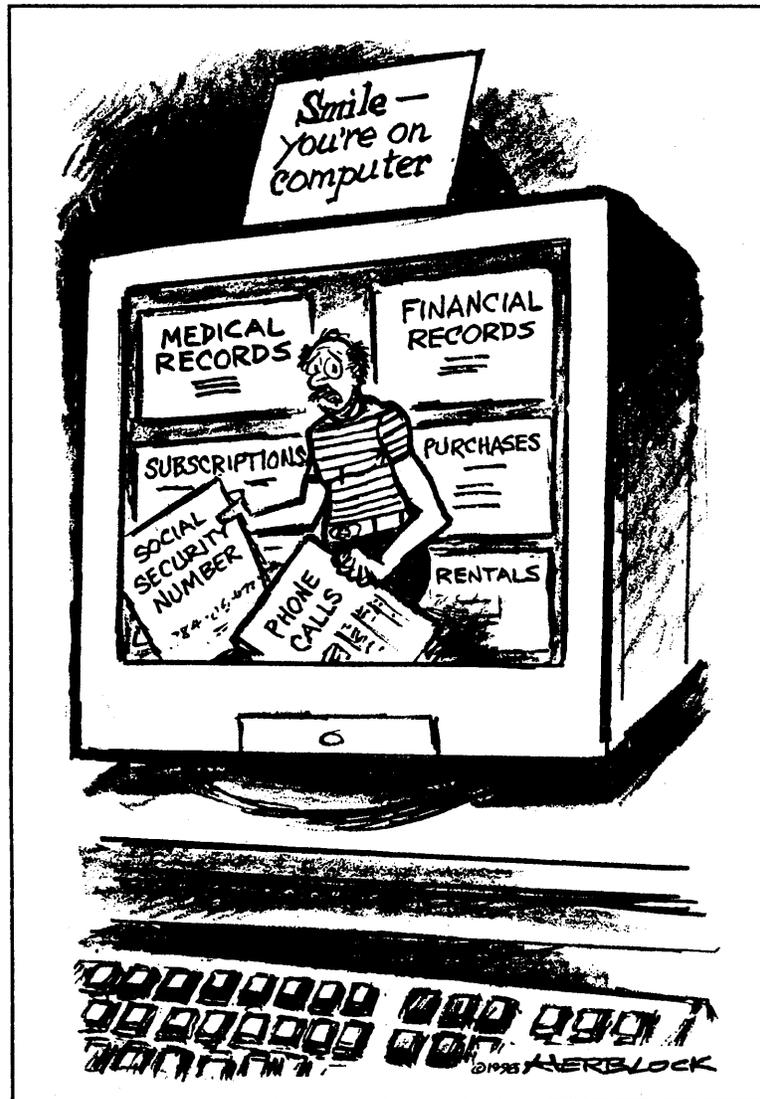
... I believe in an America where the separation of church and state is absolute—where no Catholic prelate [bishop] would tell the President (should he be Catholic) how to act, and no Protestant minister would tell his parishioners for whom to vote—where no church or church school is granted any public funds or political preference—and where no man is denied public office merely because his religion differs from the President who might appoint him or the people who might elect him. . . .

— Senator John F. Kennedy, September 12, 1960

- 37 In this statement, Senator John F. Kennedy is showing his support for
- (1) increasing federal aid to nonpublic schools
 - (2) establishing a national religion
 - (3) banning religious leaders from holding public office
 - (4) upholding the principles of the first amendment
-
- 38 What was the principal strategy used by Dr. Martin Luther King Jr. to achieve equal rights in the United States?
- (1) advocating separation of the races
 - (2) counseling African Americans to attend vocational schools
 - (3) encouraging the use of civil disobedience
 - (4) creating a new political party

- 39 What was a major result of President Lyndon B. Johnson's Great Society of the 1960s?
- (1) Government agencies like Social Security lost support.
 - (2) Military spending fell to its lowest level in 50 years.
 - (3) Programs like Medicare and the Job Corps were created to reduce poverty.
 - (4) The federal government operated on a balanced budget.
- 40 Affirmative action programs were begun in the mid-1960s primarily as a way to
- (1) reduce unemployment in the rural South
 - (2) increase economic and educational opportunities for minorities
 - (3) rebuild public housing in urban areas
 - (4) win public support for tax cuts
- 41 Which Supreme Court case is accurately matched with the constitutional issue that was raised in that case?
- (1) *Brown v. Board of Education of Topeka*—right to legal counsel
 - (2) *Tinker v. Des Moines*—protection against unreasonable search
 - (3) *Engel v. Vitale*—right to trial by jury
 - (4) *Miranda v. Arizona*—protection from self-incrimination
- 42 In 1991, President George H. W. Bush committed United States troops to fight in the Persian Gulf War in order to
- (1) remove Iraqi forces from Kuwait
 - (2) help Great Britain take control of Middle Eastern oil fields
 - (3) assist Iran in its war with Iraq
 - (4) keep the Suez Canal open to all nations

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

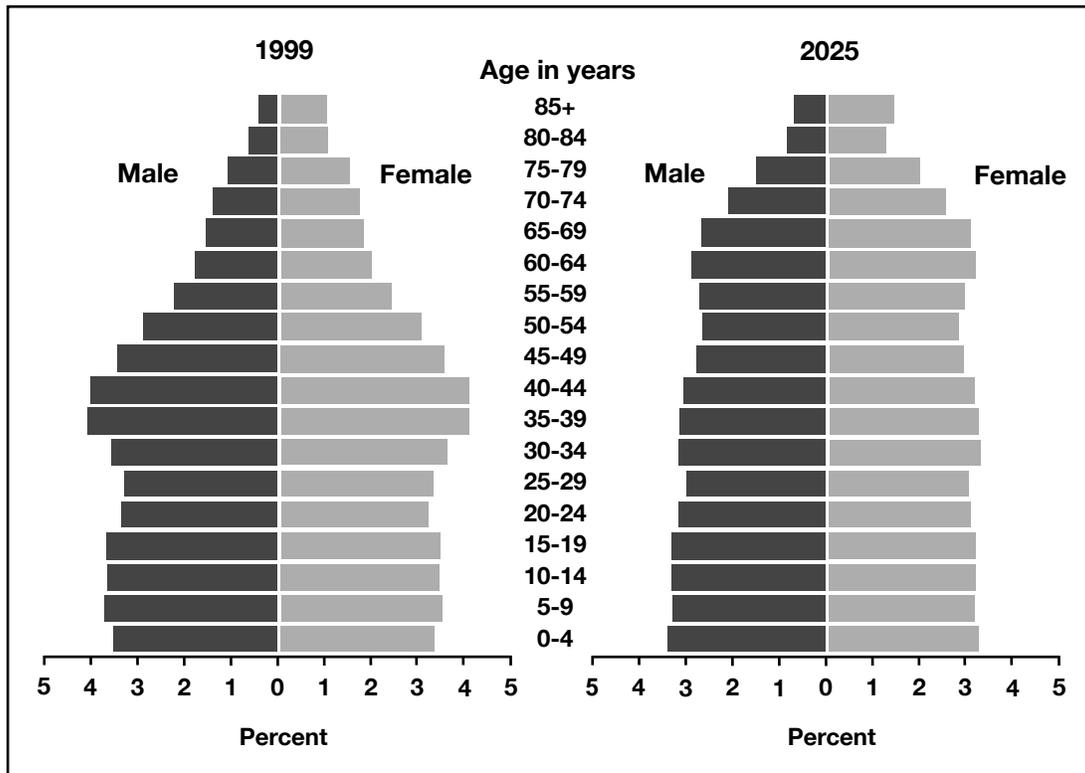


Source: Herblock, *Washington Post*, 1998

- 43 Which statement most accurately reflects the point of view of the cartoonist?
- (1) New technology has made modern life less convenient.
 - (2) Computers have made medical records more secure.
 - (3) Use of computers might compromise personal privacy.
 - (4) Government records should be stored on computers.
-

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

Age and Gender Distribution of the U.S. Population, 1999 and 2025



Source: Population Reference Bureau (adapted)

- 44 Which conclusion about the estimated United States population in 2025 compared to 1999 is most clearly supported by information in the graphs?
- (1) More people will live longer in 2025.
 - (2) The size of the population will have doubled by 2025.
 - (3) Death rates will have increased by 2025.
 - (4) More men than women will be over age 85 in 2025.

- 45 Andrew Carnegie’s financial support for public libraries and Bill Gates’s funding of medical care in Africa best illustrate
- (1) the benefits of popular sovereignty
 - (2) a dedication to socialist principles
 - (3) the need to limit corporate growth
 - (4) a commitment to using personal wealth to help others

- 46 One similarity between the popular culture of the 1920s and the popular culture of the 1950s is that many Americans in both periods had
- (1) a welcoming attitude toward immigrants
 - (2) a strong desire to own consumer goods
 - (3) an increased interest in rural lifestyles
 - (4) an exaggerated distrust of new technology

Base your answer to question 47 on the cartoon below and on your knowledge of social studies.



Source: Mike Peters, *Dayton Daily News*, 1994

47 Which statement concerning these United States presidents from 1953 to 1994 most accurately expresses the main idea of this cartoon?

- (1) Each of these presidents increased foreign aid to Cuba.
- (2) The United States policy toward Cuba was not effective.
- (3) Fidel Castro was eventually removed from power in Cuba.
- (4) Several presidents have attempted to cooperate with Fidel Castro.

- 48 • Freedom of expression was limited under John Adams.
• Japanese Americans were interned during World War II.
• The George W. Bush and Barack Obama administrations held suspected terrorists in military prisons without trial.

All of these actions taken by the federal government show that

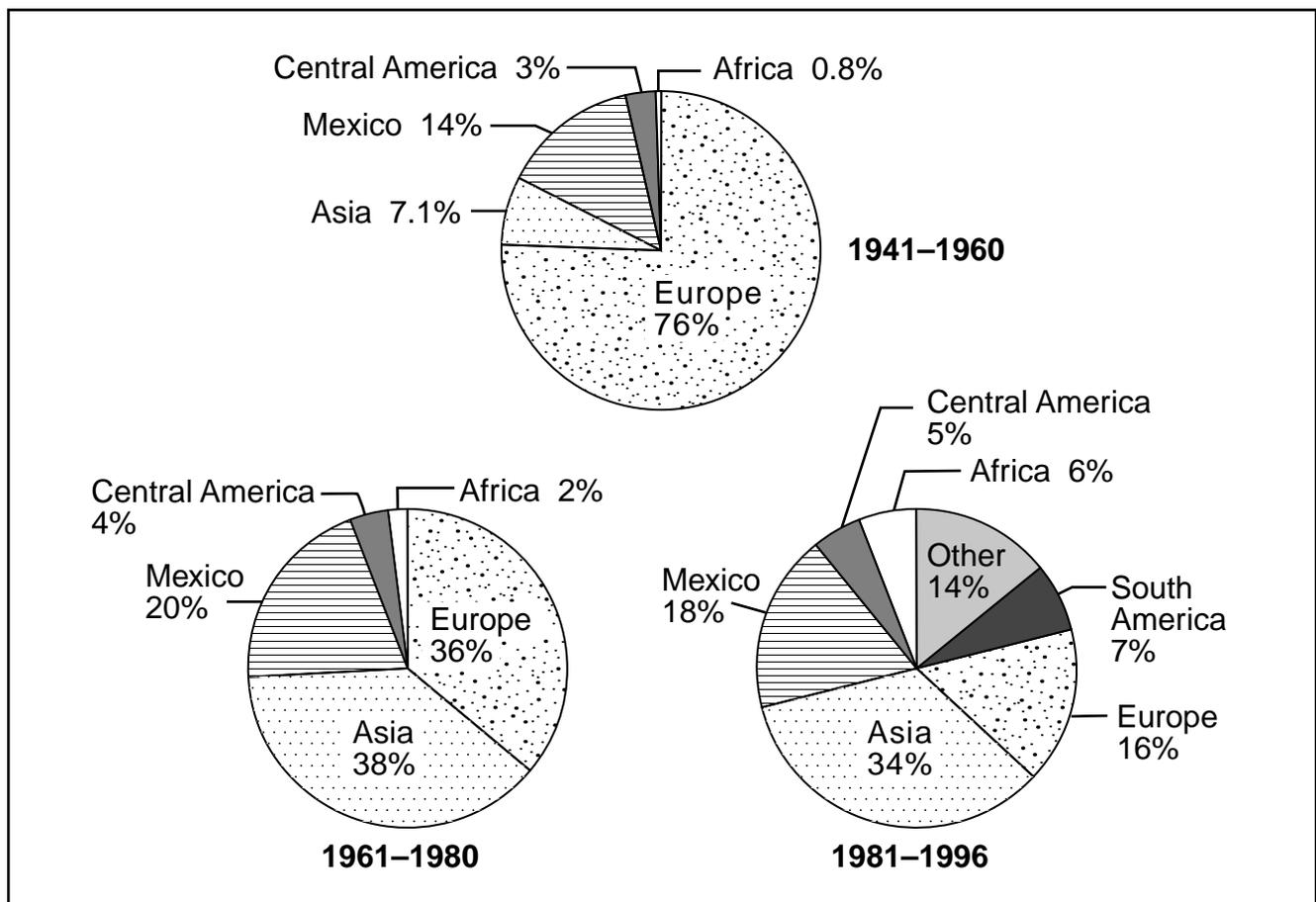
- (1) rights guaranteed by the Constitution have seldom changed
- (2) discrimination against minority groups usually decreases during periods of war
- (3) civil liberties are often restricted in time of war or national crisis
- (4) human rights violations have often been the cause of United States wars

49 One way in which Upton Sinclair's *The Jungle* and Ralph Nader's *Unsafe at Any Speed* are similar is that both resulted in legislation that

- (1) expanded the federal government's role in protecting consumers
- (2) guaranteed free speech rights for students
- (3) raised safety standards for interstate highways
- (4) restricted voting rights of minorities

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

Composition of U.S. Immigration, 1941–1996



Source: Wilson and Dilulio Jr., *American Government: Institutions and Policies*, Houghton Mifflin, 2004 (adapted)

50 Which statement about the population of the United States from 1941 through 1996 is most clearly supported by the information provided in the graphs?

- (1) The average age of the United States population increased.
- (2) The number of immigrants who applied for naturalized citizenship decreased.
- (3) The number of foreign-born residents of the United States fell after 1960.
- (4) The diversity of American society increased in the second half of the 20th century.

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

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

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Change — Post–World War II United States

Since the late 1940s, significant political, social, and economic developments have had positive and negative effects on the United States and on American society. Many of these developments continue to affect American society.

Task:

Select **two** significant developments that occurred since the late 1940s and for **each**

- Describe the historical circumstances surrounding the development
- Discuss *positive and/or negative* effects of this development on the United States or on American society

You may use any significant development that occurred since the late 1940s from your study of United States history. Some suggestions you might wish to consider include the baby boom, McCarthyism, the nuclear arms race, desegregation of schools, suburbanization, migration to the Sun Belt, the feminist movement, and increased consumerism.

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

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Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document. Keep in mind that the language used in a document may reflect the historical context of the time in which it was written.

Historical Context:

Throughout United States history, during times of crisis or change, presidents have communicated their ideas to the American people to influence public opinion and to gain their support. These written addresses and speeches have had a significant impact on the United States and on American society. Three such addresses are **George Washington’s Farewell Address (1796)**, **Abraham Lincoln’s Gettysburg Address (1863)**, and **Franklin D. Roosevelt’s First Inaugural Address (1933)**.

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

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

- Describe the historical circumstances surrounding the address
- Explain a major idea in the address
- Discuss the impact of the address on the United States and/or on American society

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

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

Part A
Short-Answer Questions

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

Document 1

. . . But there was something else to Washington’s thinking [about retirement]. He had achieved everything that he had set out to accomplish. Indeed, no other president has been more successful. With him to rally around, the Union had survived eight years of incredible stress and strain. The economic torments that had persisted for nearly fifteen years in war and peace had been vanquished. As never before, American manufacturing faced a promising future, offering hope that the new nation would shortly overcome its dependence on foreign goods and be capable of equipping itself in time of war. Worries that the West might break away had been laid to rest. Peace with the European powers prevailed, and had throughout Washington’s presidency. In truth, he said in his final State of the Union address, the survival of the new national government, an open question at the outset of his presidency, had been positively resolved. Most Americans believed the United States would endure. . . .

Source: John Ferling, *The Ascent of George Washington: The Hidden Political Genius of an American Icon*, Bloomsbury Press, 2009 (adapted)

1. According to John Ferling, state **two** accomplishments George Washington achieved during his administration. [2]

(1) _____

Score

(2) _____

Score

Document 2a

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

Europe has a set of primary interests which to us have none or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes [shifts] of her politics or the ordinary combinations and collisions of her friendships or enmities.

Our detached and distant situation invites and enables us to pursue a different course. If we remain one people, under an efficient government, the period is not far off when we may defy material injury from external annoyance; when we may take such an attitude as will cause the neutrality we may at any time resolve upon to be scrupulously [completely] respected; when belligerent nations, under the impossibility of making acquisitions upon us, will not lightly hazard the giving us provocation; when we may choose peace or war, as our interest, guided by justice, shall counsel. . . .

Source: President George Washington, Farewell Address, September 19, 1796

2a Based on this document, what is President George Washington’s advice about the conduct of United States foreign policy? [1]

Score

Document 2b

... I venture, therefore, my fellow countrymen, to speak a solemn word of warning to you against that deepest, most subtle, most essential breach [break] of neutrality which may spring out of partisanship, out of passionately taking sides. The United States must be neutral in fact as well as in name during these days that are to try men’s souls. We must be impartial in thought as well as in action, must put a curb upon our sentiments as well as upon every transaction that might be construed as a preference of one party to the struggle before another. . . .

Source: President Woodrow Wilson, Message to the United States Senate, August 19, 1914

2b Based on this document, what policy does President Woodrow Wilson recommend that the United States follow in response to war breaking out in Europe in 1914? [1]

Score

Document 3a

European War Narrows the Atlantic



Source: Bailey, Kennedy, and Cohen, *The American Pageant*, Houghton Mifflin, 1998 (adapted)

Document 3b

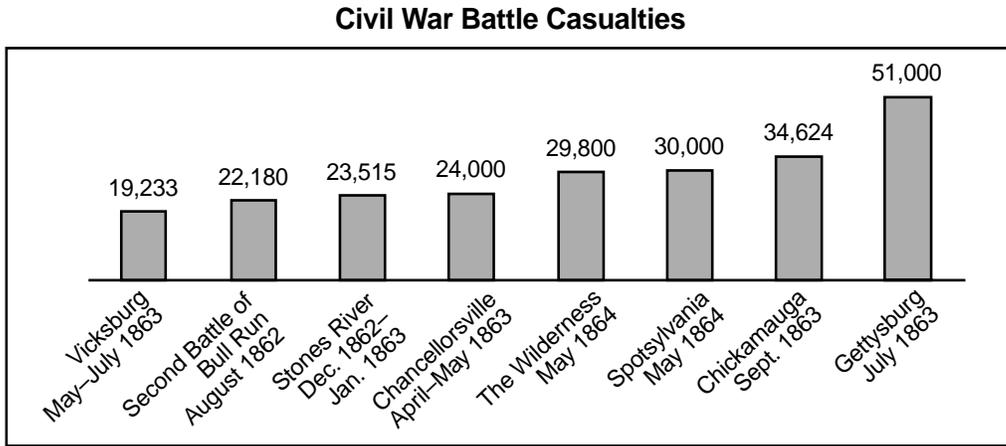
... Isolationism likewise has gone the way of the horse and buggy. The policy of no-entangling alliances has been spectacularly reversed, in response to outside dangers, to the point where the United States is involved in more than forty entangling alliances. Nonintervention has become wholesale intervention, whether in World War I, World War II, the Korean War, or the Cold War. The United States is no longer content to drift at the mercy of events; it is determined to use its enormous power to control those events in the interests of its own peace and security. Noninvolvement has become involvement in the affairs of several score of nations, whether through economic or military programs. The United States cannot leave the world alone because the world will not leave it alone. . . .

Source: Thomas A. Bailey, *A Diplomatic History of the American People*, Appleton-Century-Crofts, 1964

3 Based on these documents, why did it become more difficult for the United States to follow President George Washington's foreign policy advice in the 20th century? [1]

Score

Document 4a



Source: Civil War Trust at www.civilwar.org (adapted)

Document 4b

... The country needed some sort of ceremony at Gettysburg. The shock of this battle had gone into the bones and sinews of people all the way from Minnesota to Maine. Thousands of men had died, thousands more had been maimed, and many other thousands had lived through three days of the most agonizing experience.

After the battle the armies had gone down into Virginia, and all through the summer and fall they had been moving back and forth, colliding now and then, striking sparks with skirmishes of cavalry and infantry outposts, fighting small battles, moving and shooting and wasting men. The war seemed to be going on and on, and nobody could see the end of it. It was clear enough that in some mysterious way the fight at Gettysburg had symbolized everything that the nation was trying to do—everything for which it had given its sons, for which homes in every city and town and country hamlet had known the grief of loss and final separation—and to dedicate this cemetery in Pennsylvania was somehow to pay a tribute to the young men who had been killed and to the families that had lost them. ...

Source: Bruce Catton, *The Battle of Gettysburg*, American Heritage Publishing, 1963

4 Based on these documents, why was it important for President Abraham Lincoln to speak to the nation after the Battle of Gettysburg? [1]

Score

Document 5

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

Source: President Abraham Lincoln, Gettysburg Address, November 19, 1863 (adapted)

5 According to President Abraham Lincoln, what is the “great task” that remains for the living? [1]

Score

Document 6

Martin Luther King Jr. was the keynote speaker at the March on Washington on August 28, 1963.

. . . For the other speakers, the Lincoln Memorial seemed nothing more than a stage setting. But King began by acknowledging the hero in the pantheon [memorial] behind him. “Fivescore years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation [January 1, 1863]. This momentous decree came as a great beacon of hope to millions of Negro slaves who had been scarred in the flame of withering injustice. It came as a joyous daybreak to end the long night of their captivity.” Sadly, one hundred years later the Negro still was not free. The oration became King’s own Second Emancipation Proclamation. It rose to the lilting crescendo of “I have a Dream.”: “I have a Dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident that all men are created equal.” Thus did King, like Lincoln at Gettysburg, dedicate the country to a new birth of freedom in pursuit of the old dream. “This speech [by Martin Luther King Jr.], more than any other single event,” it has been said, “legitimized the ongoing black revolution in the eyes of most Americans and came to symbolize a historic national turning point, lifting King into the pantheon of great American heroes.” . . .

Source: Merrill D. Peterson, *Lincoln in American Memory*, Oxford University Press, 1994 (adapted)

6 According to Merrill D. Peterson, how did President Abraham Lincoln’s Gettysburg Address of 1863 continue to influence the United States in the 20th century? [1]

Score

Document 7a

Advertising for a job in
Detroit in the 1930s



Source: Detroit News

Document 7b

Chicago soup kitchen, 1931



Source: National Archives

A WISE ECONOMIST ASKS A QUESTION



Source: John McCutcheon, *Chicago Tribune*, 1931 (adapted)

7 Based on the photographs and the political cartoon, what were **two** problems faced by many Americans in the early 1930s? [2]

(1) _____

Score

(2) _____

Score

Document 8

. . . Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources. . . .

Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order: there must be a strict supervision of all banking and credits and investments, so that there will be an end to speculation with other people's money; and there must be provision for an adequate but sound currency. . . .

I am prepared under my constitutional duty to recommend the measures that a stricken Nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption.

But in the event that the Congress shall fail to take one of these two courses, and in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis—broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe. . . .

We do not distrust the future of essential democracy. The people of the United States have not failed. In their need they have registered a mandate that they want direct, vigorous action. They have asked for discipline and direction under leadership. They have made me the present instrument of their wishes. In the spirit of the gift I take it. . . .

Source: President Franklin D. Roosevelt, First Inaugural Address, March 4, 1933

- 8 According to President Franklin D. Roosevelt, what is **one** action the government should take to deal with the national economic emergency? [1]

Score

Document 9a

. . . The tide turned with [President Franklin D.] Roosevelt's swift and decisive action as he took office. Despair turned into hope, and faith and confidence reached a peak as the Hundred Days came to an end. The Depression wasn't over, but the fear of it was. That knot in the belly that came from dread of what another day might bring was gone. Things were looking up all over. If you had a job, you now felt reasonably certain of holding on to it. If you didn't have a job, the prospects of getting one were looking better. There were still apple sellers on the streets, and the Chicago schoolteachers still rioted to get their back pay, and the Unemployed Councils still marched on City Halls. But stories in the papers also showed a brighter side: new CCC camps were being opened up; the Civil Works Administration was hiring men to repair the streets and tidy up the parks; and the farmers in Iowa and Wisconsin were bringing their milk to market instead of dumping it on the highways. It was possible to have a good steak for dinner now and then, and you didn't feel extravagant if you spent a quarter to see a movie. Some families even ventured to plan a summer vacation. *The New York Times* for Sunday, July 1, carried three full pages of cruise advertisements. . . .

Source: Cabell Phillips, *From the Crash to the Blitz: 1929–1939*, The New York Times Company, 1969

9a According to Cabell Phillips, how was the nation affected by President Franklin D. Roosevelt's Hundred Days? [1]

Score

Document 9b

. . . Despite these challenges [to undo the New Deal], the fundamental elements of the New Deal proved resilient [long-lasting]. Bush [President George W.] began his second term with an energetic campaign to privatize Social Security. He had to back down, however, in the face of strong bipartisan opposition. He went on to sign a Medicare prescription drug law, sponsored by congressional Republicans, which significantly expanded the scope of the welfare state. The political discussion quickly moved on to health insurance, with a majority of Americans telling poll takers that they supported universal access to health care. Even with the ebbing and flowing of the federal regulatory regime, which varied depending on the administration in power, the idea that government had a duty to protect the public from dishonest stock offerings, unsafe food and drugs, and failed banks, which was revolutionary in 1933, had ceased to be controversial. In the fall of 2008, when a Republican president and a Democratic Congress united to enact a \$700 billion bailout of the financial industry, it was clear that the whole country had accepted the fundamental principles of the New Deal. . . .

Source: Adam Cohen, *Nothing to Fear: FDR's Inner Circle and the Hundred Days that Created Modern America*, Penguin Press, 2009

9b According to Adam Cohen, state **one** way New Deal ideas continue to influence actions taken by the government. [1]

Score

Part B

Essay

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

Historical Context:

Throughout United States history, during times of crisis or change, presidents have communicated their ideas to the American people to influence public opinion and to gain their support. These written addresses and speeches have had a significant impact on the United States and on American society. Three such addresses are **George Washington’s Farewell Address (1796)**, **Abraham Lincoln’s Gettysburg Address (1863)**, and **Franklin D. Roosevelt’s First Inaugural Address (1933)**.

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

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

- Describe the historical circumstances surrounding the address
- Explain a major idea in the address
- Discuss the impact of the address on the United States and/or on American society

Guidelines:

In your essay, be sure to

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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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VOLUME
1 OF **2**
MC & THEMATIC

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Scoring the Part I Multiple-Choice Questions

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

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

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

Contents of the Rating Guide

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

- Scoring Key

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

- A content-specific rubric
- Prescored answer papers. Score levels 5 and 1 have two papers each, and score levels 4, 3, and 2 have three papers each. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

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

Mechanics of Rating

The following procedures are to be used in rating essay papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in Global History and Geography and United States History and Government*.

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

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

United States History and Government
Content-Specific Rubric
Thematic Essay
June 2017

Theme: **Change — Post–World War II United States**

Since the late 1940s, significant political, social, and economic developments have had positive and negative effects on the United States and on American society. Many of these developments continue to affect American society.

Task: Select *two* significant developments that occurred since the late 1940s and for *each*

- Describe the historical circumstances surrounding the development
- Discuss *positive and/or negative* effects of this development on the United States or on American society

You may use any significant development that occurred since the late 1940s from your study of United States history. Some suggestions you might wish to consider include the baby boom, McCarthyism, the nuclear arms race, desegregation of schools, suburbanization, migration to the Sun Belt, the feminist movement, and increased consumerism.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (for *each* of *two* political, social, or economic developments in the United States that occurred since the late 1940s, discussing the historical circumstances surrounding the development and *at least two* positive and/or negative effects of *each* development).
2. The historical circumstances surrounding the post–World War II developments may be similar as long as separate and distinct information is included for each, e.g., soldiers returning from World War II married and had families (baby boom); soldiers returning from World War II took advantage of the GI Bill to buy homes (suburbanization).
3. Any combination of positive and/or negative effects may be used to address the task.
4. The effects do not need to be identified as political, social, or economic, nor do they have to be identified as positive or negative as long as it is implied in the discussion.
5. The effects may be immediate or long term.
6. The effects may be similar as long as separate and distinct information is included for each, e.g., *McCarthyism*: created fear about communists in the United States government that expanded the use of loyalty oaths; *nuclear arms race*: created fear about a nuclear attack that prompted construction of fall-out shelters
7. The effects may be discussed from any perspective as long as the position taken is supported by accurate facts and examples.
8. If more than two developments are discussed, only the first two developments may be scored. However, a third development may be included in the discussion if it is relevant to the topic, e.g., suburbanization is a possible effect of the baby boom.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the historical circumstances surrounding *each* of *two* developments in the United States that occurred since the late 1940s and *at least two* positive *and/or* negative effects of *each* development
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *McCarthyism*: connects the fear of communist aggression, the post–World War II policy of containment, and Cold War setbacks to Senator Joseph McCarthy’s rise to power with accusations that violated constitutional rights and strengthened support for anticommunist measures but were later repudiated as demagoguery; *suburbanization*: connects the post–World War II baby boom, the GI Bill, and the construction of an interstate highway system to the massive migration of the middle class to suburbs that helped many achieve the American dream of home ownership but contributed to the rapid decay of inner cities, de facto segregation, and an increased dependence on automobiles
- Richly supports the theme with relevant facts, examples, and details, e.g., *McCarthyism*: Soviet hegemony in Eastern Europe; Soviet atomic bomb in 1949; fall of China; containment; accusation of card-carrying communists in the State Department; Korean War; McCarran Act; House Un-American Activities Committee; Alger Hiss; “fifth amendment communists”; Hollywood blacklisting; ruined reputations; silenced government critics; televised Army hearings; “witch hunt”; threat to free speech; Senate censure; McCarthyism as a label for unsubstantiated accusations; *suburbanization*: returning soldiers; expanding economy; President Eisenhower; consumerism; Levittown; interstate highways; bedroom communities; commuters; shopping malls; white flight; tax-base erosion; urban poverty and crime; increased dependence on petroleum; pollution
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than other aspects of the task *or* by discussing all aspects of the task for one development more thoroughly than for the second development
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *McCarthyism*: discusses how the post–World War II fear of communist aggression and nuclear war prompted Senator Joseph McCarthy to make accusations of communist subversives in the United States government, violating the constitutional rights and reputations of innocent Americans and increasing support for containment; *suburbanization*: discusses how the post–World War II baby boom and the construction of interstate highways prompted Americans to migrate from cities to suburbs, increasing their dependence on automobiles and contributing to the decay of inner cities
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

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

Since the 1940's there has been so much change, whether it be political, social, or economic throughout the United States. While these changes have not always been good, they have thoroughly impacted the country. The development of the nuclear arms race with the Soviet Union has greatly increased scientific knowledge & studies while also increasing fear for the everyday citizen. Also, the desegregation of schools was a large step for African Americans but also increased violence.

During WWII, President Roosevelt secretly assembled a group of renowned scientists to design a weapon that could force the Axis powers to surrender. The Manhattan Project resulted in two bombs that were dropped on Japan, ushering in the dangerous nuclear age. But America's monopoly on atomic weapons was short lived. The Soviets got the bomb in 1949 and then the U.S. made the much more powerful hydrogen bomb in 1954. After this the race shifted to missile technology where the Soviets took the lead with Spudnik in the late 1950s. The nuclear arms race took off again around the 1960's when John F. Kennedy was president. The Cold War tensions between the U.S.S.R. and the United States, had escalated quickly. With both superpowers developing large nuclear weapons, such as H-bombs and A-bombs, the fear of an all out nuclear war disturbed the minds of all U.S. citizens. This race was great for the scientific and technological advances at this time period. By motivating scientists to out do the Soviet Union, better technology was built. The U.S. began harnessing the power of nuclear energy by building nuclear power plants across the country to feed America's increasing need for electricity. This arms race helped lead to the Americans being the first to go to the Moon

following the U.S.S.R.'s Sputnik launch into space. Kennedy had promised to put a man on the moon before the end of the decade and the nuclear rocket scientists helped make this possible. However while this race was great for the scientific and technological viewpoint, it was horrifying for the citizens. Imbedded in their minds was the constant fear that any day the U.S.S.R. could completely blow up the U.S. and the U.S. could also blow-up the U.S.S.R. These fears nearly proved true in the Cuban Missile Crisis, which started because the soviet union was placing nuclear missiles in Cuba, aiming them at the U.S. This fear would last all throughout the Cold War, ending in the early 1990's. This would lead American society to never fully trust the soviet union and not develop good relations with them. While the nuclear arms race was good for American society by promoting scientists to develop new technologies, increasing the defense of the U.S., it also instilled a fear that at any point in time the U.S. and the U.S.S.R. would completely destroy each other, therefore causing a catastrophic nuclear war. And the meltdown at the Chernobyl nuclear site in the 1980's showed that even the peaceful use of nuclear power could decimate the earth.

During Reconstruction, former slaves got their first chance to learn how to read and write in the Freedmen schools. But under the Jim Crow laws that started in the 1870's, these schools were always segregated and white schools had better teachers and facilities. Black children were treated as inferior by those who believed the white race was superior. All of this was justified by the Plessy v. Ferguson decision in 1896 which accepted the lie that separate facilities were equal. Desegregation of schools was brought on by the 1950's case of Brown

v. the Board of Education, where the ruling was that separate was inherently unequal, thereby promoting desegregation in schools so that the African American children did not get a bad education. This was the first great step in the Civil Rights Movement to assure equal rights to African Americans in all parts of society. The NAACP victory in the Brown case led to increased agitation by other African American organizations like the Southern Christian Leadership Conference. In the 1960s, their two greatest achievements were the passage of the 1964 Civil Rights Act which finally made all segregated public facilities illegal and the 1965 Voting Rights Act which fulfilled the promise of the 15th amendment.

However, the desegregation of schools created a backlash of opposition and sometimes violence throughout the United States. Some whites did not want black children going to a white school and would rally so that wouldn't happen. These racist beliefs held by people would continue on into the present. There was increased violence throughout the nation trying to keep the segregation of schools. One particular example, was the Little Rock High School in Arkansas, where nine black children were brought into the Little Rock School in order to make it desegregated. There were riots all throughout the town especially on the school grounds to try and prevent this. The nine children were harassed and verbally abused by these large hateful crowds, forcing President Eisenhower to send the army to keep these students safe. Similar opposition happened when federal judges ordered various city and suburban areas to bus students to create more integration in an area's schools. This busing often occurred in northern parts of the country and caused great controversy. While

Anchor Paper – Thematic Essay—Level 5 – A

desegregation of schools paved the way for African Americans to acquire equal rights, this development met with an increase of violence and racist attitudes, that are still held among some people in the present day.

Since the start of the 1940's there has been much change regarding scientific & technological development along with the increase of black rights. The establishment of the nuclear arms race and the act of desegregating schools has impacted the nation both positively and negatively. The developments of the nuclear arms race and desegregation of schools has impacted American society greatly.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the nuclear arms race and the desegregation of schools
- Is more analytical than descriptive (*arms race*: Roosevelt secretly assembled a group of renowned scientists to design a weapon that could force the Axis powers to surrender; Manhattan Project resulted in two bombs that were dropped on Japan, ushering in the dangerous nuclear age; Cold War tensions between the USSR and the United States had escalated quickly; United States began harnessing the power of nuclear energy by building nuclear power plants across the country to feed America's increasing need for electricity; Kennedy had promised to put a man on the moon before the end of the decade and the nuclear rocket scientists helped make this possible; imbedded in their minds was the constant fear that any day the USSR could completely blow up the United States and the United States could also blow up the USSR; meltdown at the Chernobyl nuclear site in the 1980s showed that even the peaceful use of nuclear power could decimate the earth; *desegregation*: under the Jim Crow laws that started in the 1870s, these schools were always segregated and white schools had better teachers and facilities; black children were treated as inferior by those who believed the white race was superior; *Plessy v. Ferguson* decision accepted the lie that separate facilities were equal; brought on by the 1950s case of *Brown v. Board of Education*, for which the ruling was that separate was inherently unequal; first great step in the civil rights movement to assure equal rights to African Americans in all parts of society; NAACP victory in the *Brown* case led to increased agitation by other African American organizations like the Southern Christian Leadership Conference; created a backlash of opposition and sometimes violence throughout the United States; the nine children were harassed and verbally abused by these large, hateful crowds, forcing President Eisenhower to send the army to keep these students safe; similar opposition happened when federal judges ordered various city and suburban areas to bus students to create more integration)
- Richly supports the theme with relevant facts, examples, and details (*arms race*: fear; World War II; Soviets got the bomb in 1949; United States made powerful hydrogen bomb in 1954; race shifted to missile technology; superpowers; scientific and technological advances; *Sputnik*; Cuban missile crisis; *desegregation*: Reconstruction; Freedmen schools; 1964 Civil Rights Act made segregated public facilities illegal; 1965 Voting Rights Act fulfilled the promise of 15th amendment; racist beliefs)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are slightly beyond restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response provides high-level analysis with broad chronological coverage of the nuclear arms race and the desegregation of schools. Many relevant examples demonstrate a strong understanding of the task and of the chosen topics.

The period after the 1940's ushered in a time of revolutionary political, social and economic development in the United States. Of course, like many things these events and developments had positive & negative effects in American society. Two significant developments in foreign and domestic policy were the nuclear arms race, and the desegregation of schools.

After the brutal, and bloody World War Two which took millions of lives, the United States jumped right into another war with the Soviet Union. World War Two left the two superpowers, former war allies, against each other. Americans believed that the Soviets wanted world domination, especially after Eastern Europe fell behind the Iron Curtain. One of the main components of the Cold War was the nuclear arms race. Maintaining a strong nuclear arsenal would be the best way to contain communism. Even though the U.S. and the Soviet Union didn't actually go to "war" in a sense, they still were competing against each other to try to "one up" the other. The Cold War created a tense environment in the U.S. Americans became extremely afraid of communism. The hysteria was so high that if anyone was even thought to be a Communist there would be upheaval. Senator Joseph McCarthy took advantage of this hysteria over fear of communists and nuclear arms to condemn hundreds of Americans to be labeled as potential threats to the United States. The nuclear arms race, also began building up. After the atomic bomb, both the U.S. and the Soviet Union began creating even more dangerous nuclear weapons. The threat of a nuclear attack on the U.S. made Americans extremely uneasy, and the mere thought that the Soviet Union had weapons that with one push of a button could result in the deaths of millions terrified them. A positive effect of the nuclear arms race was

that, it eventually helped end the cold war. The "race" was extremely long and expensive. To actually create nuclear weapons requires a lot of work & money. Eventually the Soviet Union became bankrupt because they had spent all their money on defense including nuclear weapons and their invasion of Afghanistan. The reason the United States won, is because they had a more sound and diversified economy to keep on building up their own defense including nuclear arms as well as financing programs such as Star Wars. All of the resources going toward nuclear weapons, and the great danger they created, did lead to some success with efforts to limit them. The United States and Soviet Union made SALT and START treaties to try to control the number of nukes and missiles. These efforts helped to slow the escalating arms race and helped to build some trust. Another positive effect on American society was that the nuclear arms race devoted a lot of time to scientific education and trying to find brilliant minds who could build and design all kinds of advanced technologies. The negative effect was that the arms race needed money and through deficit spending the national debt increased. Because of the money being spent on the cold war, especially the nuclear arms race, both superpowers suffered financially.

The desegregation of the South, occurred after the 1940's. The atmosphere of the United States during this time was fearful. The big fear was communism and the cold war, but in the homefront underlying racial tensions still existed. Even after the abolishment of slavery, the south was segregated. Because of long standing Jim Crow laws, African Americans still had little to no rights. In Plessy vs Ferguson in 1896, the Supreme Court decided that separate but equal

facilities were constitutional. *Brown vs Board of Education* in 1954 reversed the policy, making school segregation illegal. The Supreme Court said that separate schools were “inherently unequal.” But African Americans still lived much of their lives in fear. The Klu Klux Klan was still present and horrifying. The desegregation of schools, such as Little Rock Arkansas, where “colored” children entered an all white school created much upheaval. President Eisenhower was forced to intervene to enforce a federal court order that the state of Arkansas was blocking. He sent in airborne troops to protect the black students. A negative effect of this was that white Americans in the South were extremely upset. Many parents took their children out of public schools as a protest against this. Elite private schools for white children only were created throughout the South so segregation was de facto rather than by law. However the desegregation of schools was a giant step for African American equality in U.S. society. Finally they were entitled to the same level of public education, because black schools had never had as many of the resources as white schools. This was a step forward for black Americans in the civil rights movement. To them, the desegregation of schools was a symbol of optimism. It represented a hope that one day they could and would receive their full equal rights. This optimism helped further the drive of African Americans to keep fighting for their rights beyond the school house doors. It helped spark the civil rights movement that won major changes in the 1960's.

After the 1940's life in the United States saw great development in a social, political and economic level. Both the nuclear arms race & school desegregation defined the post World War II Era in American life.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the nuclear arms race and the desegregation of schools
- Is more analytical than descriptive (*arms race*: Americans believed that the Soviets wanted world domination, especially after Eastern Europe fell behind the Iron Curtain; maintaining a strong nuclear arsenal would be the best way to contain communism; even though the United States and the Soviet Union did not actually go to war in a sense, they still were competing against each other to try to one-up the other; thought that the Soviet Union had weapons that with one push of a button could result in the deaths of millions terrified them; Soviet Union became bankrupt because they had spent all their money on defense including nuclear weapons and their invasion of Afghanistan; great danger they created did lead to some success with efforts to limit them; devoted a lot of time to scientific education and trying to find brilliant minds who could build and design all kinds of advanced technologies; *desegregation*: even after the abolishment of slavery the South was segregated; because of long-standing Jim Crow laws, African Americans still had little-to-no rights; *Brown v. Board of Education* reversed the policy, making school segregation illegal; Supreme Court said that separate schools were inherently unequal; Little Rock, Arkansas, where “colored” children entered an all-white school created much upheaval; President Eisenhower was forced to intervene to enforce a federal court order; elite private schools for white children-only were created throughout the South so segregation was de facto rather than by law; finally they were entitled to the same level of public education, because it was known that black schools had never had as many of the resources as white schools; this optimism helped further the drive of African Americans to keep fighting for their rights beyond the schoolhouse doors; helped spark the civil rights movement that won major changes in the 1960s)
- Richly supports the theme with relevant facts, examples, and details (*arms race*: brutal and bloody World War II; two superpowers; former war allies; Senator Joseph McCarthy; diversified economy; Star Wars; SALT and START treaties; deficit spending; national debt increased; *desegregation*: racial tensions; *Plessy v. Ferguson*; “separate but equal”; Ku Klux Klan; airborne troops)
- Demonstrates a logical and clear plan of organization; includes an introduction that calls the developments revolutionary and a conclusion that states the developments defined the post-World War II era

Conclusion: Overall, the response fits the criteria for Level 5. The historical circumstances surrounding the nuclear arms race and the desegregation of schools lead into the discussion of the Soviet Union’s collapse and the increase of private schools in the South, which demonstrates a good understanding of the effects of the nuclear arms race and the desegregation of schools on American society.

The world after World War II was changed significantly forever. The Middle and later 20th century saw new social ideas and beliefs emerge. Many new ideas led to progress while others seemed to further damage the growth of the American people. The feminist movement and the age of McCarthyists have had permanent effects on American society and continues to positively and negatively impact the U.S.

The Feminist movement of the 1960s was a reaction to the inequality women had felt for the past hundreds of the years. With books like *The Second Sex* by Simone de Beauvoir and *The Feminine Mystique* by Betty Friedan, more people were aware of how terribly the female sex had been treated. From the late 50's into the 60's, women formed associations like "NOW" and held protests to gain equal rights with men. The injustices felt by many were brought to light and to create positive change. One key change was getting wording into the 1964 Civil Rights Act which made it illegal to discriminate based on gender. The feminist movement had many positive effects on American society. Women felt now that they didn't just have to be married to be "fulfilled" but could be single and have a job. Many more women started going to college in the 60's and 70's. This helped them get better jobs outside of "traditional" jobs as teachers and nurses. But the feminist movement was far from completely successful. Women are still not treated or paid the same as men and are often discriminated against in the workplace. Feminists have become a mockery in today's society, not much different from the 19th century ridicule of the Seneca Falls Convention. Feminists of the 60's and 70's wanted equal rights to men but instead of recognizing their value, the country even refused to ratify an Equal Rights

Amendment. In today's culture women are even more viewed just as objects of desire and victims of rape are often not believed. The Feminist movement gained a voice by opening up to the masses the injustices done to women. But as time has progressed, women are still seen as the weaker sex. However, the other reality is that women have made gains in business, politics and other areas of American life. Old ideas die hard, but real progress has still been made.

As with the Feminist movement, the McCarthy era has had significant impacts on American society. There had been a "Red Scare" in the 1920's as illustrated by the hysteria during the Palmer Raids, and another one emerged after World War II. A "Red Scare" was an exaggerated fear of communist infiltration into the U.S. At the front of the 40-50's Red scare was Senator Joe McCarthy. He adamantly opposed communism and claimed that spies and communists were everywhere from the State Department to Hollywood movie studios. McCarthy conducted "witch hunts" where he attacked anyone who maybe had leftist leanings or had dared to criticize him. These Congressional hearings led to betrayal and injustice. Jobs and reputations were lost with no proof of wrongdoing. But, McCarthy's power weakened and finally he was censured and silenced. But this scare has negatively impacted American Society. Throughout the Cold War, fear of communism was strong and dominated many people's thoughts. In the 1980's of the Reagan Administration, there was great Cold War fear, especially over nuclear weapons. People are still sometimes persecuted unfairly due to their beliefs such as the fears raised by terrorism. McCarthyism continues to have a negative impact on the United States.

Anchor Paper – Thematic Essay—Level 4 – A

After WWII, the U.S saw many different changes take place throughout the following decades. New ideas and beliefs have changed thoughts and have been revolutionary. These ideas have both benefited and hurt American culture, though it may not always be easy to detect. This can be seen with the feminist Movement and McCarthyism. These developments continue to affect the U.S today; women still are not equal to men and beliefs out of the mainstream are still attacked.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so unevenly by discussing the feminist movement less thoroughly than McCarthyism
- Is both descriptive and analytical (*feminist*: a reaction to the inequality women had felt for the past hundreds of years; with books like *The Second Sex* by Simone de Beauvoir and *The Feminine Mystique* by Betty Friedan, more people were aware of how terribly the female sex had been treated; women formed associations like NOW and held protests to gain equal rights; this helped them get better jobs outside of traditional jobs as teachers and nurses; feminists have become a mockery in today's society, not much different from the 19th century ridicule of the Seneca Falls Convention; in today's culture women are even more viewed just as objects of desire and victims of rape are often not believed; women are still seen as the weaker sex; the other reality is that women have made gains in business, politics, and other areas of American life; *McCarthyism*: there had been a Red Scare in the 1920s as illustrated by the hysteria during the Palmer Raids; he adamantly opposed communism and claimed that spies and communists were everywhere from the State Department to Hollywood movie studios; McCarthy conducted "witch hunts" during which he attacked anyone who maybe had leftist leanings or dared to criticize him; jobs and reputations were lost with no proof of wrongdoing; throughout the Cold War, fear of communism was strong and dominated many people's thoughts; people are still sometimes persecuted unfairly due to their beliefs such as the fears raised by terrorism)
- Supports the theme with relevant facts, examples, and details (*feminist*: 1964 Civil Rights Act; to be fulfilled could be single and have a job; still not treated or paid the same; often discriminated against; country refused to ratify Equal Rights Amendment; gained a voice; *McCarthyism*: exaggerated fear of communist infiltration; congressional hearings; censured and silenced; 1980s; Reagan administration; nuclear weapons)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that note many new ideas were beneficial while others damaged the American people

Conclusion: Overall, the response fits the criteria for Level 4. The response uses analytical statements and good relevant details to discuss McCarthyism and its effect on the United States. The discussion of the feminist movement includes some analysis, though it is less detailed and includes contradictions regarding the impact of the feminist movement on women today.

From the late 40's to the early 60's, the United States entered the Baby Boom era. In this era a massive increase in American birthrates were mirrored by massive change in American political, economic and social systems. During this era two major developments unfolded, the nuclear arms race and the desegregation of schools. For the children growing up in this era the positive and negative effects of these developments had a profound effect on their lives.

The nuclear arms race started not when the United States made the atomic bomb or dropped it on Japan, but rather when the Soviet Union procured theirs. This prompted the nuclear arms race. The U.S. in response produced a larger bomb, the hydrogen bomb. When this bomb was detonated in the Bikini Atoll, all Americans knew that now the world could be destroyed at any moment. During the 50's the idea of "the bomb" consumed American culture and anxiety grew as a result. The idea of the bomb influenced young Americans to act more impulsively because the world could be destroyed at any moment. While the government spent millions of dollars on nuclear technologies private citizens wasted millions on bomb shelters and stocks of food in case of an attack. This constant fear was an unhealthy burden on Americans for decades. The nuclear arms race continued for decades as each side built "bigger and better bombs" and they each raced to get missiles, to make them able to hit more than one target—and of course to defend against their enemies missiles. After we almost went to war during the Cuban Missile Crisis there was repeated attempts to cool tension and control the number of bombs and missiles. But these left both sides with huge numbers of the means to destruction. This "balance of terror" has hung over the planet since the

1950's. Even today, the greatest threat to the planet is that rogue nations like North Korea or radical jihadists could unleash a nuclear bomb.

Another development that Baby Boomers were shaped by was the desegregation of schools. Before the Civil War, slave codes kept African Americans illiterate and after emancipation, Jim Crow laws provided them only a small chance to learn. Desegregation faced violent hostility from Southern Whites. The legal framework of this development was the Supreme Court case *Brown v. Board of Education*, (1954) that rejected the *Plessy* decision's "separate but equal" ruling as it applied to public schools. (*Plessy v. Ferguson*-1896). This decision caused Mass unrest in the south as there racism was deeply rooted. Opposition to the ruling even forced President Eisenhower to send in troops to protect the integrating black students in Little Rock, Arkansas. Still the outcome was positive because after blacks fought to attend integrated high schools they went on to protest those who barred them from enrolling in white universities and they eventually got in. Then, the new influx of black college graduates looking for white collar jobs were often discriminated against and once again they fought for their rights. One result was affirmative action, or a guarantee that blacks would be represented in lines of professional work. The idea of civil rights and the laws implemented on behalf of it may have not changed adults minds' about African Americans, however the children who sat side by side with a person of another color were changed forever. With each successive generation Americans would grow more and more tolerant of each other's differences. A true sign of this was the election of Barrack Obama to two terms as

president.

Those who grew up in the Baby Boomer era saw the climax of the arms race and the Civil Rights Movement. These developments profoundly effected Americans coming of age after World War II.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the nuclear arms race and the desegregation of schools
- Is both descriptive and analytical (*arms race*: started not when the United States made the atomic bomb or dropped it on Japan, but rather when the Soviet Union procured theirs; United States in response produced a larger bomb, the hydrogen bomb; while the government spent millions of dollars on nuclear technologies, private citizens wasted millions on bomb shelters and stocks of food in case of an attack; constant fear was an unhealthy burden on Americans for decades; continued for decades as each side built “bigger and better bombs”; these left both sides with huge numbers of the means to destruction; “balance of terror” has hung over the planet since the 1950s; even today, the greatest threat to the planet is that rogue nations like North Korea or radical jihadists could unleash a nuclear bomb; *desegregation*: before the Civil War, slave codes kept African Americans illiterate and after emancipation, Jim Crow laws provided them only a meager chance to learn; faced violent hostility from southern whites; rejected the *Plessy* decision’s “separate but equal” ruling as it applied to public schools; decision caused mass unrest in the South as their racism was deeply rooted; after blacks fought to attend integrated high schools they went on to protest those who barred them from enrolling in white universities and they eventually got in; may not have changed adults’ minds about African Americans but the children who sat side by side with a person of another color were changed forever; Americans would grow more and more tolerant of each other’s differences; true sign of this was the election of Barrack Obama to two terms as president)
- Includes relevant facts, examples, and details (*arms race*: Bikini Atoll; anxiety grew; act more impulsively; raced to get missiles; defend against their enemies’ missiles; Cuban missile crisis; *desegregation*: *Brown v. Board of Education*; Little Rock, Arkansas; affirmative action)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that connect both developments to the lives of baby boomers

Conclusion: Overall, the response fits the criteria for Level 4. The response includes good analytic statements within a broad discussion of the topics. Additional facts and details would have strengthened this discussion.

Countless changes surfaced in the post World War II era, but perhaps the most significant were McCarthyism and consumerism. McCarthyism worsened the Cold War, while consumerism propelled the economy in a good direction. Consumerism and McCarthyism contributed to the Cold War era.

In the late 1940s and early 1950s, Senator Joseph McCarthy used fear of communism to increase his political power. He began with a supposed long list of communists working in the State Department. He also publicized a list of communist sympathizers, made up of important political, social, science, and hollywood figures. The House Un-American Activities Committee investigated "un-American" activities in the United States. Hundreds of important figures, from movie stars to playwrights to scientists, were accused of being communists and urged to confess to un-American activities as well as give up names of friends and associates presumed guilty of the same "crime." People who were uncooperative were black listed, which meant their name was tarnished in front of the whole nation. Arthur Miller, a play writer was a victim of black listing, and he wrote *The Crucible* in response to the HUAC trials, comparing the process to the Salem Witch Trials of the 1600s. The Rosenbergs were former government scientists that were accused of planning to reveal government documents concerning nuclear weapons to the Soviet Union. The couple was eventually executed.

This procession of events is summed up as McCarthyism. McCarthyism was driven by blinding fear of Communism in the United States. American people were not acting rationally, but through fear. McCarthyism essentially forced people to self-

incriminate and incriminate friends and associates, which can be seen as violating the 5th Amendment. McCarthyism brought the cold war into the United States, making it not only a foreign conflict, but a domestic one as well. None of his victims were ever proved to be real threats to the country. McCarthy was finally brought down when he attacked the US army and was shown to be reckless in the hearings. He was finally censured by the US Senate, effectively ending his power within that body.

Also, consumerism increased after World War II. Tired of rationing during the war, young families were looking to buy new consumer goods. The 1950s were a time of heavy spending, which companies used as incentive to market labor-saving appliances and the first must-have televisions. The first reference to the “teenager” was introduced. A new market for consumerism was created for the teenager. Many teenagers had their own jobs and could afford to spend. Marketing and advertising was specifically targetted at teenagers as well, like comic books, cars, diners, and music especially. The popularity of Elvis Presley was thanks to the teenage consumer as rock n roll emerged. A revolutionary consumer tool introduced in the 1950s was the first general purpose credit card. The Diner’s Club credit card allowed a consumer to buy something on credit, while the credit card company paid for the product. Then all the consumer had to do was pay back the credit company with interest. This propelled consumerism in the United States, since people could now spend seemingly unlimited money. A similar process was the cause of the Great Depression (installment plans & buying on margin) but the difference is that the business selling the product gets the money in full from the credit

Anchor Paper – Thematic Essay—Level 4 – C

company. Consumerism allowed for government spending in the Cold War and economic prosperity, but it also introduced the credit card, which is a major source of individual consumer debt today.

Consumerism and McCarthyism post World War II greatly affected American society. McCarthyism deepened the Communist fear in the United States and ruined the lives of many prominent people. Consumerism sustained the economy but it also planted the seed for consumer debt in the U.S today. Perhaps the Cold War would have shortened and the economy would not be suffering today without McCarthyism and consumerism in the '50s.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing McCarthyism more thoroughly than increased consumerism
- Is both descriptive and analytical (*McCarthyism*: used fear of communism to increase his political power; he began with a supposed long list of communists working in the State Department; hundreds of important figures, from movie stars to play writers to scientists, were accused of being communists and urged to confess to un-American activities as well as give up names of friends and associates guilty of the same crime; people who were uncooperative were blacklisted, which meant their name was tarnished in front of the whole nation; driven by blinding fear of communism in the United States; essentially forced people to self-incriminate; brought the Cold War into the United States making it not only a foreign conflict, but a domestic one as well; McCarthy was finally brought down when he attacked the United States Army and was shown to be reckless; *consumerism*: tired of rationing during the war, young families were looking to buy new consumer goods; marketing and advertising was specifically targeted at teenagers; a revolutionary consumer tool introduced in the 1950s was the first general purpose credit card; people could now spend seemingly unlimited money; major source of individual consumer debt today)
- Supports the theme with relevant facts, examples, and details (*McCarthyism*: Arthur Miller; *The Crucible*; Rosenbergs; eventually executed; fifth amendment; censured by the United States Senate; *consumerism*: labor-saving appliances; must-have televisions; Elvis Presley; rock 'n roll emerged; Diners' Club credit card; interest)
- Demonstrates a logical and clear plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a conclusion that repeats a major negative effect of each development

Conclusion: Overall, the response fits the criteria for Level 4. The response incorporates important events of the McCarthy era into the discussion and recognizes McCarthyism's threat to the fifth-amendment's protection against self-incrimination. While the discussion of increased consumerism makes logical connections between the historical circumstances and effects, it is more general than the discussion of McCarthyism.

A major shift in social, political and economic trends is evident in the period after the 1940s. For example, the baby boom after World War II took shape in the social sphere but had far-reaching effects on the United States economically into the present-era. Further, the build-up of nuclear weapons has shaped our world in ways far from militarily. Thus, the 1940s acts as a turning point in changing society.

The baby-boom took place immediately following World War II. During the Great Depression and the war, lives had been on hold. After all the men came home from the war and “Rosie the Riveter” stopped working in war factories, there was a surge in birth rates as never seen before. This new generation was coined the “baby boomers”. Their huge numbers forced the building of more homes, many in the new suburbs, and new schools across the country. All of this was good for the economy. They spurred a new generation of innovators and thinkers but yet threaten an economic crisis. Today social security isn't taking in as much money as its giving out because thousands of baby boomers are retiring each month. Its said that social security will go bankrupt because it had not planned for the large generation size and the lower proportion of active workers contributing to it. Further, as the baby boomers age and go into nursing homes and hospitals, the costs of medical care skyrocket and Medicare programs for the elderly are severely stressed. Some Americans believe we should change Medicare to protect the federal budget.

A nuclear arms buildup also took place following WWII. After demonstration of the atomic bomb on Hiroshima and Nagasaki caused the Japanese to surrender, world nations immediately began stockpiling their own weapons. Soon after came the development of the

H-bomb, or hydrogen bomb. A nuclear arms race thus ensued between the Soviet Union and the United States, causing a shocking increase in Cold War tensions. "Mutually Assured Destruction" was thus coined, the world was on the brink of war, and humankind could be destroyed at the push of a button. Further, the arms race is still frightening in the present era like in the Iranian conflict where the United States is working to prevent Iran from gaining nuclear missiles. Thus, the arms race has accelerated to leave the world permanently on the edge of destruction.

Then, the changes brought about at the end of the 1940s spurred a change in both world relations and the United State's economic role in it. Foreign policy became attuned to the buildup of weapons while on the home front, developments to weaken New Deal Programs spurred anxiety. World War II then played a significant role in the changing relations in the world.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for the baby boom and the nuclear arms race
- Is both descriptive and analytical (*baby boom*: during the Great Depression and the war, lives had been on hold; after all the men came home from the war and “Rosie the Riveter” stopped working in war factories, there was a surge in birth rates as never seen before; their huge numbers forced the building of more homes, many in the new suburbs, and new schools across the country; this was good for the economy; today, Social Security is not taking in as much money as it is giving out because thousands of baby boomers are retiring each month; lower proportion of active workers contributing to the social security fund; costs of medical care skyrocket and Medicare programs for the elderly are severely stressed; *arms race*: demonstration of the atomic bomb on Hiroshima and Nagasaki caused the Japanese to surrender; race thus ensued between the Soviet Union and the United States, causing a shocking increase in Cold War tensions; world was on the brink of war, and humankind could be destroyed at the push of a button; race is still frightening in the present era like in the Iranian conflict where the United States is working to prevent Iran from gaining nuclear missiles); includes faulty analysis (*arms race*: world nations immediately began stockpiling their own weapons)
- Includes some relevant facts, examples, and details (*baby boom*: economic crisis; bankrupt; nursing homes and hospitals; *arms race*: hydrogen bomb; mutually assured destruction)
- Demonstrates a satisfactory plan of organization; includes an introduction that mentions the far-reaching effects of the two developments and a vague conclusion

Conclusion: Overall, the response fits the criteria for Level 3. While the response provides some thoughtful analysis within the discussion of the baby boom and the nuclear arms race, additional elaboration, detail, and a clearer conclusion would have strengthened the response.

The period following WWII came with many political, economical and social developments and changes in the U.S. and overall American society. Shortly after the end of WWII, the United States experienced a baby boom because veterans came home and many of them decided to start a family. In addition, after WWII there was a widespread fear about the spread of communism which led to McCarthyism. Both of these events resulted in great impacts to American society and the social lives of many Americans.

When WWII was finally over, soldiers (men) returned to the United States and back to their traditional lives. However, WWII had delayed many marriages and relationships since the men had to go fight. When the veterans arrived back home, these relationships and marriages were renewed which led to the baby boom. This was a period in U.S. history where there was a spike in the population since there was a huge increase in the amount of births. The baby boom had a great impact on the United States economy because all these children needed homes, well equipped schools, playgrounds and little league fields. Also, more products were being produced and sold as kids in general needed or wanted toys and games for entertainment and the newest trends in clothing. The baby boom had a positive effect for decades but is now causing a national budget crisis as more of the people born during the baby boom reach the age of 65 or 66 and retire. When one reaches the age of 65 or 66 and retires, one can claim government benefits such as Medicare and Social Security pensions after they retire. Since there was a boom in babies after WWII, 65 years later, the government faced a boom in the people claiming their old age benefits. This caused a budget crisis because every year a

higher percentage of the government's budget goes towards programs that benefit the elderly and all those baby boomers who once contributed are now collecting benefits. As the cost of running these programs go up, the government will need to stop other programs in order to stay within their budget. Furthermore, the government can't put all of it's budget into these programs without causing a big budget crisis as a result of the baby boom children getting older and receiving old age benefits from the government.

As the second world war came to an end and Germany lost all of it's conquered territory, the Soviet Union took over Eastern Europe and put in communist governments while the U.S. colonized Western Europe and put in non-communist governments. As communism strengthened in Europe, it created fear about communism spreading into other parts of the world. This fear of communist spread resulted in McCarthyism. Named after senator McCarthy, McCarthyism was actions taken inside of the U.S. to expose and stop the potential spread of communism into the United States government. McCarthyism ruined the lives of many Americans and could potentially cause Americans economic harm in the long run.

During McCarthyism many government officials and other Americans were 'exposed' as being communist and thus fired and their social reputation was destroyed. Truman made government employees sign loyalty oaths and those who wouldn't lost their jobs. McCarthyism had a great negative impact on American society because anyone could be accused of being a communist wether it was true or not. Some teachers and professors were dismissed just for teaching about communism. Many false accusations were made

Anchor Paper – Thematic Essay—Level 3 – B

causing people to lose their jobs and basically their lives because no one wanted to be associated with a communist. This belief spread quickly because if someone argued against it, they were thought to be communist and no one wanted to be exposed or accused falsely. To this day the term "McCarthyism" is used when accusations occur with no proof.

The conclusion of WWII during the late 1940s brought change and development to the U.S. and American society. The baby boom, a time of increased births boosted the economy but created a budget crisis 65 years later. McCarthyism, exposing potential communists in the U.S. ruined the lives of many Americans because of false accusations about believing in communism.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for the baby boom and McCarthyism
- Is more descriptive than analytical (*baby boom*: when the veterans arrived back home, these relationships and marriages were renewed; there was a spike in the population since there was a huge increase in the amount of births; had a great impact on the United States economy because all these children needed homes, well-equipped schools, playgrounds, and Little League fields; one can claim government benefits such as Medicare and Social Security pensions after they retire; caused a budget crisis because every year a higher percentage of the government's budget goes toward programs that benefit the elderly and all those baby boomers who once contributed are now collecting; *McCarthyism*: as the Second World War came to an end and Germany lost all of its conquered territory, the Soviet Union took over Eastern Europe and put in communist governments; actions taken inside of the United States to expose and stop the potential spread of communism into the United States government; anyone could be accused of being a communist whether it was true or not; some teachers and professors were dismissed just for teaching about communism; to this day the term *McCarthyism* is used when accusations occur with no proof); includes faulty analysis (*McCarthyism*: the United States colonized Western Europe and put in non-communist governments; could potentially cause Americans economic harm in the long run)
- Includes some relevant facts, examples, and details (*baby boom*: World War II delayed many marriages; toys and games; newest trends in clothing; *McCarthyism*: named after Senator McCarthy; Truman; loyalty oaths)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that contain some of the key ideas in the response

Conclusion: Overall, the response fits the criteria for Level 3. The response provides appropriate information that shows understanding of the task but lacks the analysis and depth consistent with a higher level paper. The discussion of the baby boom is stronger than the discussion of McCarthyism.

World War II had a dramatic effect on many countries. The war called for new technology, new forms of government, and an increased interest in human rights and equality around the world. In the United States the end of WWII led to the baby boom and the nuclear arms race. Both of these events had significant effects on American politics, society, and economy.

The baby boom occurred after WWII in the late 1940's to the 1960's. After WWII all the soldiers and servicemen were returning from duty and there was a big rush to start families. The boom led to a rapid increase in population. This caused a need for new housing and helped cause the start of suburbs. The effects of the baby boom can be seen now in the 20th century as all the children of the boom have begun to reach the age of retirement. The boom has caused a negative effect on the economy and led to an increase in Social Security and Medicare spending. The increased population of elderly and an increase in life expectancy has caused a greater dependence on Social Security. This increased dependence threatens the stability of the system. There is no longer any extra money being saved for Social Security. The money that goes into the system gets spent almost immediately.

Another event that had a significant impact on American politics, society, and economy is the nuclear arms race. The arms race began in 1949 when Russia got the bomb. This was shortly after the U.S. bombing of Hiroshima and Nagasaki in 1945. Once the world saw the power of this new technology there was a heightened fear and increased rush to create more and more powerful nuclear weapons. This arms race helped to intensify the growing feud between the democratic United States and the communist Soviet Union. The arms race led to foreign

Anchor Paper – Thematic Essay—Level 3 – C

policies such as the Cuban Missile Crisis and the Bay of Pigs Invasion which were attempts to stop the placement of Soviet missiles in Cuba. It also led to increased spending for programs like NASA and other scientific research on nuclear weapons and creating preventions against nuclear attacks. There was also an increased fear of nuclear attack amongst society. Nuclear bomb training was given in school to teach children how to be safe during a nuclear attack, nuclear bomb shelters were built in some homes, and a increase push for science education and programs existed to encourage youths to help with the building of weapons. The arms race in the end caused both a positive and negative impact on the U.S.

WWII helped to bring about many important developments in American society. Two of these significant events were the baby boom and the nuclear arms race. Both the baby boom and the nuclear arms race caused a negative and positive effect on American society, politics, and economy.

Anchor Level 3-C

The response:

- Develops most aspects of the task in little depth for the baby boom and even less depth for the nuclear arms race
- Is more descriptive than analytical (*baby boom*: after World War II all the soldiers and servicemen were returning from duty and there was a big rush to start families; led to a rapid increase in population; caused a need for new housing and helped cause the start of suburbs; children of the boom have begun to reach the age of retirement; increased population of elderly and an increase in life expectancy has caused a greater dependence on Social Security; threatens the stability of the system; money that goes into the system gets spent almost immediately; *arms race*: began in 1949 when Russia got the bomb; shortly after the United States bombing of Hiroshima and Nagasaki in 1945; once the world saw the power of this new technology, there was a heightened fear and an increased rush to create more and more powerful nuclear weapons; helped to intensify the growing feud between the democratic United States and the communist Soviet Union; attempts to stop the placement of Soviet missiles in Cuba; training was given in school to teach children how to be safe during a nuclear attack; increased push for science education); includes faulty analysis (*arms race*: programs existed to encourage youths to help with the building of weapons)
- Includes some relevant facts, examples, and details (*baby boom*: negative effect on the economy; Medicare spending; *arms race*: democratic United States; communist Soviet Union; Cuban missile crisis; NASA; scientific research; nuclear bomb shelters); includes an inaccuracy (*arms race*: the Bay of Pigs Invasion)
- Demonstrates a satisfactory plan of organization; includes an introduction that observes World War II called for new technologies and a brief conclusion that restates the developments

Conclusion: Overall, the response fits the criteria for Level 3. A brief discussion of the baby boom includes important effects but would be strengthened with additional facts. The discussion of the nuclear arms race touches on relevant information but lacks adequate development.

As the global community attempted to calm down after the atrocities of World War II, American society began to evolve significantly. The war left Americans yearning for change and progress. On both social and political levels, the American identity shifted greatly in the era after the second world war. The late 1940s oversaw the increase of suburbanization, and an inclination towards minority rights. The global community was damaged by the destruction of war, and sought to bring change on various levels.

Before the second world war, most people who were not rural farmers lived in over-populated cities. After the war, many Americans sought out a home that was neither urban or rural—rather, it would have the luxury of being disconnected from the dense population of the city but still be surrounded by modern conveniences. Thus, suburban living emerged, and with it the “American Dream” was said to be the reality for many middle-class Americans. Though this shift in American culture helped to establish a strong sense of national identity and unity, it also brought about hardships for many Americans. As a result of suburbanization, America’s cities became poorer slums. The urban areas were still over-populated, but they were dense with lower-class individuals who could not fully stimulate their local economies. Essentially, Eisenhower’s Interstate Highway act allowed for the American identity to more fully develop, but it left some urban areas in poor shape.

At the close of the the war, minority groups like women and African-Americans had become more important to the American economy and society. Their work in factories during the war made them valuable to the war effort, and therefor to the nation. These groups

began to fight for more rights and freedoms after the war. Women fought for equal pay and better representation in male-dominated work forces. African-Americans attempted to end racial segregation and discrimination. The combined forces of these minority groups produced the Civil Rights Act, which ended segregation and discrimination in the work place in regards to race and gender. Although these changes expanded democracy and civil liberties, they also increased tensions. Conservative groups like the KKK emerged again, battling the expanded rights for blacks through violent measures. Also, President Kennedy was assassinated, likely because of his proclaimed liberalism. Ultimately, as America became a more welcome place for minorities, hateful groups also emerged in defiance.

American society shifted in the decades after the second world war. Suburbanization picked up speed, projecting the American identity while also harming inner-cities. Also, more groups began to fight for equal rights, and they were met with both understanding and backlash. The era after World War II was both accommodating for progression, and hesitant of change.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for suburbanization and the fight for minority rights
- Is more descriptive than analytical (*suburbanization*: before the Second World War, most people who were not rural farmers lived in overpopulated cities; many Americans sought out a home that was neither urban nor rural—rather, it would have the luxury of being disconnected from the dense population of the city but still be surrounded by modern conveniences; as a result of suburbanization, America’s cities became poorer slums; dense with lower-class individuals who could not fully stimulate their local economies; *minority rights*: their work in factories during the war made them valuable to the war effort and therefore to the nation; the combined forces of these minority groups produced the Civil Rights Act, which ended segregation and discrimination in the workplace in regard to race and gender; although these changes expanded democracy and civil liberties, they also increased tensions); includes weak analysis (*minority rights*: President Kennedy was assassinated, likely because of his proclaimed liberalism)
- Includes some relevant facts, examples, and details (*suburbanization*: American Dream; middle-class Americans; Eisenhower’s Interstate Highway Act; *minority rights*: equal pay; better representation; Ku Klux Klan emerged again)
- Demonstrates a general plan of organization; includes an introduction and conclusion that state World War II was a catalyst for shifts in American society

Conclusion: Overall, the response fits the criteria for Level 2. Although the response addresses some issues about the developments, it fails to fully discuss the task in enough detail. The discussion of minority rights lacks focus as it shifts between women and African Americans.

Since the 1940s, the development of the feminist movement and the green revolution have had a positive effect on American society. The feminist movement had begun to grow more influential as women took more jobs in the workforce during World War II. Earlier their support for Progressive reform movements also helped them become a more important voice in politics. Over time, their efforts earned them the right to vote, earning women equal rights with men. The environmentalist movement also gained support after various ecological issues raised public awareness about the need to protect the environment, an awareness that remains a major presence in American society today.

During World War II, the open job slots left by American men as they left the country to fight overseas allowed women to enter the workforce in droves. After the soldiers returned home, women generally went back to their traditional domestic lifestyle, but their time at work encouraged them to continue working outside of their homes. Increased education for women and the passage of acts such as the Civil Rights Act which supported equal rights further influenced women in their hope to have a more important role in society. Under the leadership of Betty Friedan, the National Organization of Women succeeded in persuading Congress to pass an act calling for equal rights for women. Although the idea did not gain the support of the required number of states for it to become an amendment, the sentiment remained, and women in the modern era have considerably more influence and participation in society, as well as more jobs in professions such as law or medicine.

Similarly, the environmentalist movement gradually gained

Anchor Paper – Thematic Essay—Level 2 – B

public interest over time. Devastating oil spills and a nuclear leak in Chernobyl, made people aware of the damage human practices were inflicting on the environment. In a very short amount of time, the public support for saving the environment led the government to pass several acts that promoted environmental conservation like Endangered Species Act prohibiting negative human practices like pollution. Most of these acts are still around today, illustrating the impact they have had on human perception of their environment.

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

- Develops some aspects of the task in some depth for the feminist movement and the environmental movement
- Is primarily descriptive (*feminist*: during World War II, the open job slots left by American men as they left the country to fight overseas allowed women to enter the workforce in droves; increased education for women and the passage of acts such as the Civil Rights Act, which supported equal rights, further influenced women in their hope to have a more important role in society; National Organization of Women succeeded in persuading Congress to pass an act calling for equal rights for women; although the idea did not gain the support of the required number of states for it to become an amendment, the sentiment remained and women in the modern era have considerably more influence; more jobs in professions such as law or medicine; *environmental*: devastating oil spills and a nuclear leak in Chernobyl made people aware of the damage human practices were inflicting on the environment; public support for saving the environment led the government to pass several acts that promoted environmental conservation)
- Includes few relevant facts, examples, and details (*feminist*: more important voice in politics; right to vote; traditional domestic lifestyle; Betty Friedan; *environmental*: public awareness; Endangered Species Act; pollution)
- Demonstrates a satisfactory plan of organization; includes an introduction that acknowledges women's support for Progressive reform movements, their efforts for suffrage, and the growth of awareness of environmental issues, and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Although the response provides some good factual information about the historical circumstances surrounding the feminist movement, the effects of both the feminist movement and the environmental movement are merely mentioned.

American society is constantly changing with time, but some of the most notable changes occurred during the post-WWII period, in the 1940s and onwards. In this time, the U.S experienced major social and economic advancements such as suburbanization and increased consumerism, which led to a period of great prosperity.

Suburbanization took off primarily in the 1950s, following the baby boom. With more kids and a larger family, couples sought out larger homes to accommodate these new changes. Because people kept their savings pent up during the war-period, they had managed to accumulate quite a bit of money once the war was over. With this money, they were able to purchase a relatively cheap home in Levittown. In addition, increased manufacturing of cars and the ability to afford one allowed for easy transportation. This change is very significant because it shows that majority of Americans were able to achieve the American Dream to be middle class, leading to a positive shift in lifestyle.

Increased consumerism was another effect of the prosperity that the post war period brought. American economy was able to thrive until the 1980's, when it finally began to slow down. Increased consumerism was caused by increase in wealth and increase in manufacturing. As mentioned earlier on, pent-up WWII savings were finally unleashed, and people's desires for material goods increased due to the lack of goods during war-time. Factories began to turn their gears to accommodate these desires, hiring more workers and increasing wages in the process. All these factors are directly linked to one another, because with more people working and earning money, more goods can be bought. This shows an era of enormous prosperity.

even for the lower, middle class Americans.

In conclusion, the 1940's-50's post WWII period can be considered to be the real Golden Age of American History because for the first time, majority of citizens fell into the middle class category and were able to experience many positive changes in their lifestyle, signifying that America was reaching a new age.

Anchor Level 2-C

The response:

- Develops some aspects of the task in little depth for suburbanization and increased consumerism
- Is primarily descriptive (*suburbanization*: with more kids and a larger family, couples sought out larger homes to accommodate these new changes; because people kept their savings pent up during the war period, they had managed to accumulate a bit of money once the war was over; increased manufacturing of cars and the ability to afford one allowed for easy transportation; Americans were able to achieve the American Dream to be middle class, leading to a positive shift in lifestyle; *consumerism*: people's desires for material goods increased due to the lack of goods during wartime; factories began to turn their gears to accommodate these desires, hiring more workers and increasing wages; era of enormous prosperity, even for the lower, middle-class Americans)
- Includes few relevant facts, examples, and details (*suburbanization*: 1950s; baby boom; Levittown; *consumerism*: increase in manufacturing)
- Demonstrates a satisfactory plan of organization; includes an introduction that states many notable developments occurred in the postwar period and a conclusion that notes for the first time the majority of Americans fell into the middle-class category

Conclusion: Overall, the response fits the criteria for Level 2. The response briefly describes important historical circumstances for both suburbanization and increased consumerism, including the emergence of the middle class, but lacks discussion of the effects of these developments.

The early 1900s helped shape our nation. There were 2 world wars and The Great Depression. Post WWII United States made many developments in social, political and economic movements. Two of these movements that were very important were McCarthyism and the baby boom. These events impacted the United States then and continue to do so presently.

McCarthyism rose into a popular movement because of Senator Joseph McCarthy. He was very paranoid that Soviet spies were hiding in the U.S. This started the belief that communists were in the U.S and were hiding among government officials and other important people. This caused many negative affects such as mass hysteria and many innocent people being jailed because they were accused of being a communist. This movement started because of tensions between the U.S and Soviet Union following WWII. Another event that went along with this was the nuclear arms race between the Soviet Union and the U.S.

The baby boom was also an important event after the WWII era. After soldiers came home from war many babies were born and caused a large surplus in the baby population.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for McCarthyism and the baby boom
- Is descriptive (*McCarthyism*: he was very paranoid that Soviet spies were hiding in the United States; caused many negative effects such as mass hysteria; started because of tensions between the United States and the Soviet Union following World War II; another event that went along with this was the nuclear arms race between the Soviet Union and the United States; *baby boom*: after soldiers came home from war many babies were born and caused a large surplus in the baby population); includes faulty analysis (*McCarthyism*: many innocent people being jailed)
- Includes few relevant facts, examples, or details (*McCarthyism*: Senator Joseph McCarthy; among government officials; accused of being a communist)
- Demonstrates a general plan of organization; includes an introduction that identifies the developments to be discussed and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response provides a general understanding of McCarthyism and merely defines the baby boom.

Anchor Paper – Thematic Essay—Level 1 – B

Since the late 1940's significant political, social, and economic developments had positive and negative effects on the united states and on American society. Many of these developments effect American society today.

One that affects it today is the baby boom, the baby boom is all retiring and collecting there social security and the government isn't sure if they have enough money for them or the generation after. It also affects today by having people fill there jobs that they mastered the last 40 years. Another problem that has an effect today is the nuclear arms race. Back when we were racing to build and everything became a compition against Russia like the moon race and the olpimic's. Everything was a race thats why I think us and Russia still don't get along. As you can see problems from the late 1940's still affect us today.

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

- Minimally develops some aspects of the task for the baby boom and the nuclear arms race
- Is descriptive (*baby boom*: retiring and collecting their Social Security and the government is not sure if they have enough money for them or the generation after; *arms race*: everything became a competition against Russia like the moon race and the Olympics); includes weak analysis (*baby boom*: it also affects today by having people fill their jobs that they mastered the last 40 years)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response includes only two statements that are related to the task and has a very limited plan of organization.

America after World War II saw many political, social and economic changes. New technology was being developed. Many social issues were also being addressed. The American culture was changing. These developments had both positive and negative effects on society. Two examples of these developments are the desegregation of schools and the nuclear arms race.

In the early 1900's, African Americans were free from slavery, but they faced a lot of prejudice from Jim Crow laws. The court case Plessy v. Ferguson had established the term "separate but equal". This separation of blacks and whites encouraged racial discrimination and blacks were forced to use poorer facilities than whites. African Americans were still seen as inferior.

One way desegregation occurred was in schools. A famous Supreme court case dealt with this issue, Brown v. the Board of Education. The court ruled that segregated schooling was always unequal and had to stop. This decision showed the realization that segregation was not fair and that an equal education should be allowed for all races. Another example of desegregation after this decision was the Little Rock Nine. Nine black children had to be protected by U.S. soldiers when they went to an all white high school. Desegregation of the school received a lot of protests from white Americans. The perseverance of the nine students changed American History in a positive way. Today, although some high schools are better than others, at least African Americans cannot be kept out just because of their race. In the 1950s, many African Americans like Martin Luther King Jr. and Rosa Parks began to stand up and protest this segregation. Parks refusal to give up her bus seat sparked protests

over segregated public facilities throughout the South.

World War II ended when the U.S. dropped atomic bombs on Japan. During the Cold War, the U.S.S.R. invented a bomb of its own and the arms race between the two countries brought some positive and negative effects in American History. The American competition with Russia helped us achieve great feats in space as the missile technology for weapons helped the manned space program. This helped us get to the moon. But it also brought many dangers. The increase in production of nuclear arms by both sides created many threats to the safety of the American people. Several tense moments in American-Soviet history could have led to the use of these weapons and could have created much devastation across the globe.

One very negative effect of the nuclear arms race was a huge supply of weapons. In the Cuban Missile Crisis, Russia sent some of their missiles to Cuba and pointed them toward America. If Russia made a move and fired these missiles, a nuclear war could have resulted. This was the Cuban Missile Crisis where we blockaded Russian ships and made them back down. It was a close call. Later, programs like SALT I and SALT II tried to reduce the number of nuclear arms on both sides but did not end the tensions from the Cold War.

There are still many nuclear threats. The negative effect of the production of these weapons is that unstable countries could possibly have these weapons. Countries like Iran and North Korea could potentially use nuclear weapons against America and start a new war.

Much of the America we know today came from the developments of this time period. The advancements in technology and equality have made us who we are today. Both the positive and negative effects of society make up our history. God bless America.

Thematic Essay—Practice Paper – B

Since the late 1940s, significant political, social, and economic developments had positive and negative effects on the United States and on American society. Many of these developments continue to affect American society both mentally and politically.

African Americans have had to face racial injustices and discrimination for hundreds of years, dating all the way back to the time of slavery. The Supreme Court cases, lynchings, beatings, verbal, physical, and mental abuses. African Americans have had a tough time gaining their rights and gaining equality. So when the United States began to integrate schools they rejoiced. Of course, white's did not approve of this, so they treated them much more poorly than before, but the African Americans did not respond with violence, they responded with peace.

All of the positives that came out of the integration of schools, benefited the African Americans. Integration was one of the major first steps to equality that they were fighting and yearning for. They started to gain what they deserved; equality. For the first time in American history, millions started to see just how wrong segregation was and how poorly the African Americans were treated. There were, of course, those who still strongly disliked the black race. Integration started to bring the nation together as a whole.

Throughout the course of American History, many historical circumstances and events have served pivotal to the country's manifestation of its self, and true till this day. A variety of events occurred in the 1940's till present-day that has molded the country's social and political status. More specifically, the two events that served as a significant affect on U.S history was the desegregation of schools and the nuclear arms race. Although the results from these events may be known their positive affects on racial equality and the advancement in warfare, many trade-offs have emphasized the negative effects of these developments.

First of, in context of the development of racial equality or Civil rights movement, many black African Americans found it hard to conform into society because racial discrimination made it hard for them to receive well-paying jobs, obtain educational resources, and maintain the personal liberties and right Thomas Jefferson once proclaimed.

Thus, the U.S government had to emphasize their focus on racial discrimination when a school came into conflict with a black student. More specifically, the Brown vs Board of Education was a case that concerned students being denied into a school b/c of their racial complexion. In the end, the student was authorized the right to enter the school, and was escorted by the National Guard. Thus, the Brown-vs-Board of Education served as one of the first and pivotal steps towards racial discrimination, not only in schools, but also for the general public. However, a trade-off from the acts of resolving racial discrimination was the increase opposition to the movement, in particularly by the KKK, and southerners.

Thematic Essay—Practice Paper – C

The nuclear arms race was also significant in the advancement in warfare. However, the concept of creating weapons against humanity obviously expresses some negative effects. The nuclear arms race was most prominent in WWII. Although the Manhattan Project was not in the 1940's, the Cold-war became a significant event in the development of Advance warfare. After the U.S' bombing of Japan, the desire of creating that amount of fire power inspired many countries, such as Russia, China, etc.

Thus, the nuclear arms race was positive in that it advanced the warfare of America drastically. However, if we fast forward about 60 years or so, then America becomes paranoid about countries like in the middle east, such as Iraq, that may use the development of nuclear arms against neighboring countries, or worse case scenario on the U.S.

Overall, the U.S has experienced many developments from the 1940's till present-day, which has advanced the social rights, political ideals, and warfare. Thus, as good news is always followed by negative news, the U.S has instirred many events indirectly, such as racist groups and nuclear scares, which contains potential to destroy the reputation the country has so desperately tried to create and now maintain.

Since the late 1940s, the United States has made many developments in politics, society, and the economy. These developments have had both positive and negative effects on the society of the United States. Though some of the developments were made over half a century ago, they still affect the lives of the American public every day. One of these developments was the nuclear arms race with the Soviet Union that lasted for many years. Another one of these developments was containment which was a U.S. policy to contain communism in the countries it was already in. Both of these developments had effects on American society.

After World War II, the world was left with two super powers, the capitalistic and democratic United States and the socialist and communist Soviet Union. The differences in the ideals of these two super powers led to the development of the nuclear arms race during the Cold War. After the U.S. had displayed its military dominance by using the atomic bombs on Japan in World War II, the Soviet Union and the U.S. became locked in a vicious cycle to develop bigger and more powerful nuclear weapons. As the Soviet Union built their own nuclear weapons, the people of the U.S. were frightened by the fact that they could be launched into a nuclear war. This was a negative effect of the nuclear arms race on American society because it caused years of widespread fear of nuclear war. This fear gave rise to the designation of fallout shelters in public buildings like schools and the emergency warning systems on radios and televisions. Families even built shelters in their basements hoping this would protect them from deadly radiation. Many people's worst fears seemed to be realized during the Cuban Missile Crisis when the Soviet Union sent ballistic

missiles to Cuba, which was in easy striking distance of U.S. cities. This caused widespread panic as the super powers were on the brink of an all out nuclear war, which was a negative effect on American society. But after the crisis was averted, both countries knew they had to strengthen communication in order to avoid another near disaster.

The U.S. also practiced the foreign policy of containment during the Cold war after World War II. The Cold War grew out of the near total destruction in Europe created by World War II. Containment was a foreign policy development to help countries that were in danger of falling under Communist control. The U.S. swore to keep Democracy alive and protect it's allies against the Soviet Union and it's communist principals. The way the U.S. helped these weaker countries was by providing them with financial and military aid to keep them from falling to communism. Containment was originally limited to Western Europe and was a reaction to Soviet control of Eastern Europe after World War II. We created the Marshall Plan to help economically and NATO to help militarily. This can be seen as both a positive and negative effect of containment because it kept countries from falling like dominoes to communism which was good because it prevented communism from dominating the world. It also cost a lot of money and plunged the U.S. into distant conflicts. Another effect of the policy of containment the United States' involvement in conflicts to fight against communism. Two of these conflicts were the Korean War and the Vietnam War. Both of these wars cost a lot of American lives which was a negative effect on the United States. The U.S. was able to contain communism to North Korea and today, United States troops still protect South Korea. However, containment totally failed in

Thematic Essay—Practice Paper – D

Vietnam because we lost the long and costly war there and it is a unified communist nation today.

Since the late 1940s, the U.S. has made many developments on politics, society, and the economy. Two of these developments were the nuclear arms race and the foreign policy of containment. Both of these developments had positive and negative effects on the United States.

After World War II ended, though it would seem that the world was now at peace, the political tensions between the capitalist United States and the communist Soviet Union would give rise to turbulent social and political movements within the United States. The surging of McCarthyism and the nuclear arms race are two of those movements that had profoundly affected the U.S. both detrimentally and beneficially, and had a legacy that lasts till today.

McCarthyism, coined in criticism of Senator Joseph McCarthy, refers to the elimination of political dissent through accusations of treason and espionage. It had roots that could be traced back to before the World War II when the progressives were striving to reform labor laws and women's rights. They were seen by the old conservatives to be socialist; for instance, Franklin Roosevelt's New Deal program was considered to be dangerously socialist. The ever-present anti-communist sentiment was muted during the war however, due to the U.S. alliance with the USSR. As soon as the war ended and the U.S.-USSR hostility intensified, the anti-communist fear and resentment broke out worse than ever, and McCarthy's well-timed anti-communist campaign took over America both socially and politically. Politicians, writers, government workers and entertainers were scrutinized for any communist background, and many were suspected of being Soviet spies and communists. McCarthy himself accused Hollywood of being a communist propaganda factory and claimed Soviet infiltration of American government, leading to widespread distrust and irrational fear. Thousands were persecuted: some lost their jobs, some imprisoned and others executed. It had a profound impact on the U.S. however, as many started to condemn the McCarthy era violation

of the freedom of expression given to Americans in the First Amendment, as well as the political scheme of discrediting one's opponents through proofless accusations. Writer Arthur Miller, who was also a victim of McCarthyism, later penned the play *The Crucible* reflecting that the practice of McCarthyism could take place anywhere or anytime. Although McCarthyism wrecked havoc on the political scene, it had its virtues. Later, people became more aware of possible practice of McCarthyism by politicians and sought measures to prevent future occurrences.

The arms race, also developed following the World War II, as a result of heightened tension between the U.S and U.S.S.R, as both parties sought military advancement both technologically and strategically over one other. The United States spending on military programs, specifically missiles skyrocketed as a result of the Cold War, since both the U.S. and the Soviet Union managed to place strategic missile bases around the world, especially in Cuba and Turkey.

Consequently, proxy wars broke out in several countries between the Soviet-supported communist armies and usually U.S.-supported local governments, examples including the Korean War and Vietnam War in both of which U.S. had invested tremendous amount of human and economic resources and had not succeeded in driving out the communists. The arms race slowed down when the U.S.S.R was replaced by Russia. The arms race strengthened the anti-communist and world-police mind set of the U.S., strained U.S. post war economy, and caused domestic turmoil within the U.S. However, the competition made U.S. strive to be at the technological front of the world, officially establishing U.S. as the world superpower.

Thematic Essay—Practice Paper – E

Both the McCarthy Period and the Arms Race took place during the Cold War and had long-lasting effects on U.S. society, economy and politics. They not only provided examples of mistakes future generation could learn from, but also left a legacy for years to come. Mistakes aren't always bad, especially when being looked at from the grand scale of history.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task in little depth for the desegregation of schools and the nuclear arms race
- Is more descriptive than analytical (*desegregation*: in the early 1900s, African Americans were free from slavery but they faced a lot of prejudice from Jim Crow laws; separation of blacks and whites encouraged racial discrimination and blacks were forced to use poorer facilities than whites; court ruled that segregated schooling was always unequal; decision showed the realization that segregation was not fair and that an equal education should be allowed for all races; nine black children had to be protected by United States soldiers when they went to an all-white high school; received a lot of protests from white Americans; today, although some high schools are better than others, at least African Americans cannot be kept out just because of their race; Parks refusal to give up her bus seat sparked protests over segregated public facilities throughout the South; *arms race*: World War II ended when the United States dropped atomic bombs on Japan; helped us achieve great feats in space; missile technology for weapons helped the manned space program; it also brought many dangers; this was the Cuban missile crisis where we blockaded Russian ships and made them back down; negative effect of the production of these weapons is that unstable countries could possibly have these weapons)
- Includes some relevant facts, examples, and details (*desegregation*: *Plessy v. Ferguson*; “separate but equal”; *Brown v. Board of Education*; Little Rock Nine; Martin Luther King Jr.; *arms race*: Cold War; USSR invented a bomb of its own; SALT I and SALT II; Iran; North Korea)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that states advancements in technology and equality have shaped our nation today

Conclusion: Overall, the response fits the criteria for Level 3. The response includes some important observations regarding the desegregation of schools and the nuclear arms race, but lacks the analysis and depth of a higher level paper.

Practice Paper B—Score Level 1

The response:

- Minimally develops some aspects of the task for the desegregation of schools
- Is descriptive (*desegregation*: African Americans have had to face racial injustices and discrimination for hundreds of years, dating all the way back to the time of slavery; when the United States began to integrate schools they rejoiced; whites did not approve of this, so they treated them much more poorly than before; integration was one of the major first steps to equality)
- Includes few relevant facts, examples, or details (*desegregation*: lynching; beatings; verbal, physical, and mental abuses)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Only one development is discussed, using general statements without supporting information.

Practice Paper C—Score Level 2

The response:

- Minimally develops all aspects of the task for the desegregation of schools and the nuclear arms race
- Is primarily descriptive (*desegregation*: racial discrimination made it hard for them to receive well-paying jobs, obtain educational resources, and maintain the personal liberties and rights Thomas Jefferson once proclaimed; student was authorized the right to enter the school; trade-off from the acts of resolving racial discrimination was the increased opposition to the movement; *arms race*: also significant in the advancement in warfare; after the United States bombing of Japan, the desire for creating that amount of firepower inspired many countries; America became paranoid about countries like in the Middle East, such as Iraq, that may use the development of nuclear arms against neighboring countries, or worst-case scenario on the United States); includes faulty, weak analysis (*desegregation*: escorted by the National Guard; first and pivotal steps towards racial discrimination; *arms race*: the nuclear arms race was most prominent in World War II)
- Includes few relevant facts, examples, and details (*desegregation*: civil rights movement; racial complexion; Ku Klux Klan and Southerners; *arms race*: Cold War; Russia; China); includes an inaccuracy (*arms race*: the Manhattan Project was not in the 1940s)
- Demonstrates a general plan of organization; includes an introduction that states the developments are known for their positive effects but both had negative trade-offs that affected the reputation of the country and a conclusion that is weakened by faulty analysis and a lack of clarity

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates some general knowledge of the desegregation of schools and the nuclear arms race but imprecise wording and faulty reasoning interfere with clear development of the task.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task for the nuclear arms race and containment
- Is both descriptive and analytical (*arms race*: differences in the ideals of these two superpowers led to the development of the nuclear arms race during the Cold War; United States had displayed its military dominance by using the atomic bombs on Japan in World War II; families even built shelters in their basements, hoping this would protect them from deadly radiation; many peoples' worst fears seemed to be realized during the Cuban missile crisis when the Soviet Union sent ballistic missiles to Cuba, which was in easy striking distance of United States cities; after the crisis was averted, both countries knew they had to strengthen communication in order to avoid another near disaster; *containment*: Cold War grew out of the near total destruction in Europe created by World War II; foreign policy development to help countries that were in danger of falling under communist control; the way the United States helped these weaker countries was by providing them with financial and military aid; originally limited to Western Europe and was a reaction to Soviet control of Eastern Europe after World War II; cost a lot of money and plunged the United States into distant conflicts; able to contain communism to North Korea and today United States troops still protect South Korea; failed in Vietnam because we lost the long and costly war there and it is a unified communist nation today)
- Supports the theme with relevant facts, examples, and details (*arms race*: capitalist and democratic United States; socialistic and communist Soviet Union; vicious cycle; years of widespread fear; emergency warning systems; *containment*: Marshall Plan; NATO; falling like dominoes; Korean War; Vietnam War; cost a lot of American lives)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that are little more than a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the historical circumstances, while accurate for both the nuclear arms race and containment, could be strengthened with additional facts and details. The effects of the developments are more fully explored.

Practice Paper E— Score Level 3

The response:

- Develops most aspects of the task in some depth for McCarthyism and in little depth for the nuclear arms race
- Is both descriptive and analytical (*McCarthyism*: refers to the elimination of political dissent through accusations of treason and espionage; roots that could be traced back to before World War II when the progressives were striving to reform labor laws and women's rights; Franklin Roosevelt's New Deal program was considered to be dangerously socialist; as soon as the war ended and the United States-USSR hostility intensified, the anti-communist fear and resentment broke out worse than ever; thousands were persecuted: some lost their jobs, some imprisoned, and others executed; many started to condemn the McCarthy-era violation of the freedom of expression given to Americans in the first amendment; penned the play *The Crucible*, reflecting that the practice of McCarthyism could take place anywhere or anytime; *arms race*: a result of heightened tension between the United States and USSR, as both parties sought military advancement both technologically and strategically; spending on military programs, specifically missiles, skyrocketed as a result of the Cold War; proxy wars broke out in several countries between the Soviet-supported communist armies and usually United States-supported local governments; slowed down when the USSR was replaced by Russia; strengthened the anti-communist and world-police mindset of the United States); includes faulty analysis (*arms race*: Soviet Union managed to place strategic missile bases around the world, especially in Cuba)
- Includes some relevant facts, examples, and details (*McCarthyism*: Senator Joseph McCarthy; politicians, writers, government workers, and entertainers; accused Hollywood of being a communist propaganda factory; Arthur Miller; *arms race*: Korean War; Vietnam War; strained post-war economy; world superpower)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that connect the developments to political tensions between the United States and the USSR during the Cold War

Conclusion: Overall, the response fits the criteria for Level 3. The response develops most aspects of the task but does so unevenly as McCarthyism is more fully developed. Good analysis helps make this a solid Level 3 response.

United States History and Government Specifications June 2017

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

| | Theme | Standards |
|----------------------|---|---|
| Thematic Essay | Cultural and Intellectual Life; Civic Values; Migration; Diversity; Reform Movements; Change | Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government |
| Document-based Essay | Presidential Decisions and Actions; Foreign Policy; Interdependence; Civic Values; Constitutional Principles; Citizenship; Economic Systems; Government | Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government |

Notes:

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

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

The *Chart for Determining the Final Examination Score for the June 2017 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

Tuesday, June 13, 2017 — 9:15 a.m. to 12:15 p.m., only

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/assessment/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

Contents of the Rating Guide

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

- A question-specific rubric

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

- A content-specific rubric
- Prescored answer papers. Score levels 5 and 1 have two papers each, and score levels 4, 3, and 2 have three papers each. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

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

Mechanics of Rating

The procedures on page 2 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents 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
June 2017

Document 1

. . . But there was something else to Washington's thinking [about retirement]. He had achieved everything that he had set out to accomplish. Indeed, no other president has been more successful. With him to rally around, the Union had survived eight years of incredible stress and strain. The economic torments that had persisted for nearly fifteen years in war and peace had been vanquished. As never before, American manufacturing faced a promising future, offering hope that the new nation would shortly overcome its dependence on foreign goods and be capable of equipping itself in time of war. Worries that the West might break away had been laid to rest. Peace with the European powers prevailed, and had throughout Washington's presidency. In truth, he said in his final State of the Union address, the survival of the new national government, an open question at the outset of his presidency, had been positively resolved. Most Americans believed the United States would endure. . . .

Source: John Ferling, *The Ascent of George Washington: The Hidden Political Genius of an American Icon*,
Bloomsbury Press, 2009 (adapted)

1 According to John Ferling, state *two* accomplishments George Washington achieved during his administration.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* accomplishment George Washington achieved during his administration according to John Ferling

Examples: he helped the Union survive eight years of incredible stress/strain; economic torments that had persisted for nearly fifteen years had been vanquished; American manufacturing faced a promising future; there was hope that the nation would shortly overcome its dependence on foreign goods/there was hope dependence on foreign goods would decrease; there was hope that the nation would be capable of equipping itself in time of war; worries that the West might break away had been laid to rest; peace with European powers prevailed; survival of the national government had been positively resolved; most Americans believed the United States would endure

Note: To receive maximum credit, two *different* accomplishments George Washington achieved during his administration must be stated. For example, *there was hope that the nation would overcome its dependence on foreign goods* and *there was hope dependence on foreign goods would decrease* are the same accomplishment expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: dependence on foreign goods increased; economic torments persisted; American manufacturing did not have a future
- Vague response
Examples: he was thinking about retirement; achieved everything; State of the Union; happened during his presidency; accomplished; positively resolved
- No response

Document 2a

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

Europe has a set of primary interests which to us have none or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes [shifts] of her politics or the ordinary combinations and collisions of her friendships or enmities.

Our detached and distant situation invites and enables us to pursue a different course. If we remain one people, under an efficient government, the period is not far off when we may defy material injury from external annoyance; when we may take such an attitude as will cause the neutrality we may at any time resolve upon to be scrupulously [completely] respected; when belligerent nations, under the impossibility of making acquisitions upon us, will not lightly hazard the giving us provocation; when we may choose peace or war, as our interest, guided by justice, shall counsel. . . .

Source: President George Washington, Farewell Address, September 19, 1796

2a Based on this document, what is President George Washington's advice about the conduct of United States foreign policy?

Score 1:

- States President George Washington's advice about the conduct of United States foreign policy based on this document

Examples: to extend American commercial relations to foreign nations with as little political connection as possible; to fulfill engagements that have already been made; the United States should not become involved in the primary interests of Europe; the United States should not become involved with frequent controversies of Europe; to not implicate ourselves by artificial ties in the ordinary changes of European politics; if we remain one people under an efficient government, we can defy material injury from external annoyance; to remain one people under an efficient government so our neutrality would be respected; to use justice in choosing peace or war; we should take advantage of our detached and distant situation; to show perfect good faith

Score of 0:

- Incorrect response
Examples: to end commercial relations with foreign nations; to expand American relations with Europe; to end neutrality; to engage in frequent controversies; cause belligerent countries to give us provocation
- Vague response
Examples: to pursue a different course; to follow the great rule of conduct; to implicate ourselves by artificial ties
- No response

Document 2b

. . . I venture, therefore, my fellow countrymen, to speak a solemn word of warning to you against that deepest, most subtle, most essential breach [break] of neutrality which may spring out of partisanship, out of passionately taking sides. The United States must be neutral in fact as well as in name during these days that are to try men's souls. We must be impartial in thought as well as in action, must put a curb upon our sentiments as well as upon every transaction that might be construed as a preference of one party to the struggle before another. . . .

Source: President Woodrow Wilson, Message to the United States Senate, August 19, 1914

2b Based on this document, what policy does President Woodrow Wilson recommend that the United States follow in response to war breaking out in Europe in 1914?

Score 1:

- States a policy President Woodrow Wilson recommends that the United States follow in response to war breaking out in Europe in 1914 based on this document
Examples: the United States must remain neutral in fact as well as in name; to be impartial in thought; the United States must be impartial in action; to put a curb on sentiments; the United States must curb transactions that might be construed as a preference of one party to the struggle

Score of 0:

- Incorrect response
Examples: to end neutrality; the United States must take sides; to show preference to one party in the struggle; to try men's souls
- Vague response
Examples: to venture; to speak a solemn word; to struggle before another; to put a curb on
- No response

Document 3a

European War Narrows the Atlantic



Source: Bailey, Kennedy, and Cohen, *The American Pageant*, Houghton Mifflin, 1998 (adapted)

Document 3b

. . . Isolationism likewise has gone the way of the horse and buggy. The policy of no-entangling alliances has been spectacularly reversed, in response to outside dangers, to the point where the United States is involved in more than forty entangling alliances. Nonintervention has become wholesale intervention, whether in World War I, World War II, the Korean War, or the Cold War. The United States is no longer content to drift at the mercy of events; it is determined to use its enormous power to control those events in the interests of its own peace and security. Noninvolvement has become involvement in the affairs of several score of nations, whether through economic or military programs. The United States cannot leave the world alone because the world will not leave it alone. . . .

Source: Thomas A. Bailey, *A Diplomatic History of the American People*, Appleton-Century-Crofts, 1964

3 Based on these documents, why did it become more difficult for the United States to follow President George Washington's foreign policy advice in the 20th century?

Score 1:

- States why it became more difficult for the United States to follow President George Washington's foreign policy advice in the 20th century based on these documents

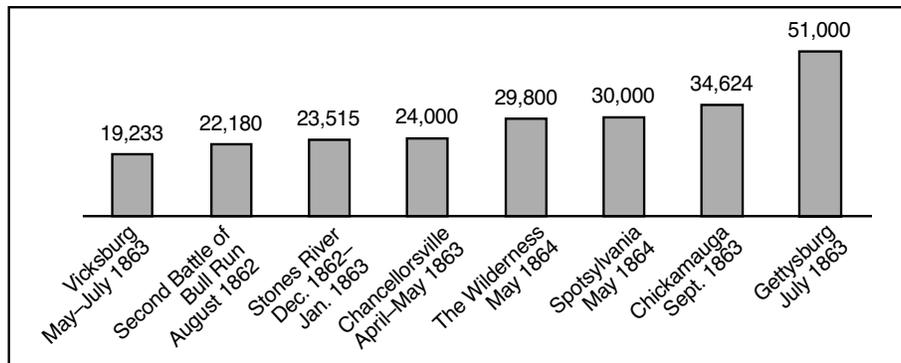
Examples: outside dangers have reversed the policy of no entangling alliances/policy of isolationism; in response to outside dangers, the United States became involved in forty entangling alliances; outside dangers made intervention necessary in World War I/World War II/Korean War/Cold War; the power of the United States has led us to try to control events to protect our own peace/security; to protect its peace and security, the United States has become involved in the affairs of other nations; because the world will not leave the United States alone, the United States cannot leave the world alone; the Atlantic Ocean's width is no longer enough to protect the United States from foreign dangers; European wars have had the effect of narrowing the Atlantic; the Atlantic does not provide the same protection as it did before; isolationism could not be maintained

Score of 0:

- Incorrect response
Examples: nonintervention has increased; outside dangers have increased isolation; noninvolvement has continued in economic/military programs; the Atlantic Ocean has gotten smaller
- Vague response
Examples: the horse and buggy are no longer used; we are separated from Europe/Africa by the Atlantic Ocean; it has been reversed; isolationism
- No response

Document 4a

Civil War Battle Casualties



Source: Civil War Trust at www.civilwar.org (adapted)

Document 4b

. . . The country needed some sort of ceremony at Gettysburg. The shock of this battle had gone into the bones and sinews of people all the way from Minnesota to Maine. Thousands of men had died, thousands more had been maimed, and many other thousands had lived through three days of the most agonizing experience.

After the battle the armies had gone down into Virginia, and all through the summer and fall they had been moving back and forth, colliding now and then, striking sparks with skirmishes of cavalry and infantry outposts, fighting small battles, moving and shooting and wasting men. The war seemed to be going on and on, and nobody could see the end of it. It was clear enough that in some mysterious way the fight at Gettysburg had symbolized everything that the nation was trying to do—everything for which it had given its sons, for which homes in every city and town and country hamlet had known the grief of loss and final separation—and to dedicate this cemetery in Pennsylvania was somehow to pay a tribute to the young men who had been killed and to the families that had lost them. . . .

Source: Bruce Catton, *The Battle of Gettysburg*, American Heritage Publishing, 1963

4 Based on these documents, why was it important for President Abraham Lincoln to speak to the nation after the Battle of Gettysburg?

Score of 1:

- States a reason it was important for President Abraham Lincoln to speak to the nation after the Battle of Gettysburg based on these documents

Examples: there were more casualties at Gettysburg than in any other battle in the Civil War; the country needed some sort of ceremony after the battle; shock of the battle had affected people from Minnesota to Maine; thousands of men had died; thousands had been maimed; many other thousands had lived through three days of an agonizing experience; the fight at Gettysburg symbolized everything the nation was trying to do; homes in every city, town, and country hamlet had experienced grief of loss/of final separation; to pay tribute to the young men killed/to pay tribute to families who had lost young men

Score of 0:

- Incorrect response
Examples: after the battle, the armies had gone to Virginia; it was the last battle of the Civil War; there were more casualties at Vicksburg
- Vague response
Examples: it was a shock; it symbolized everything; people were affected
- No response

Document 5

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

Source: President Abraham Lincoln, Gettysburg Address, November 19, 1863 (adapted)

5 According to President Abraham Lincoln, what is the “great task” that remains for the living?

Score of 1

- States the “great task” that remains for the living according to President Abraham Lincoln
Examples: dedication to the unfinished work that the people who fought at Gettysburg so nobly advanced; to increase devotion to the cause for which they gave the last full measure of devotion/for which soldiers died; to resolve that the soldiers did not die in vain; to support a new birth of freedom for the nation; to make certain that government of the people, by the people, for the people does not perish from the earth; to secure the liberty our nation was conceived in; to gain a new birth of freedom for the nation; to continue to fight and win the Civil War

Score of 0

- Incorrect response
Examples: to dedicate a final resting-place; to make certain the government perishes
- Vague response
Examples: to be dedicated to the proposition; to hallow the ground; making it fitting and proper
- No response

Document 6

Martin Luther King Jr. was the keynote speaker at the March on Washington on August 28, 1963.

. . . For the other speakers, the Lincoln Memorial seemed nothing more than a stage setting. But King began by acknowledging the hero in the pantheon [memorial] behind him. “Fivescore years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation [January 1, 1863]. This momentous decree came as a great beacon of hope to millions of Negro slaves who had been scarred in the flame of withering injustice. It came as a joyous daybreak to end the long night of their captivity.” Sadly, one hundred years later the Negro still was not free. The oration became King’s own Second Emancipation Proclamation. It rose to the lilting crescendo of “I have a Dream.”: “I have a Dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident that all men are created equal.” Thus did King, like Lincoln at Gettysburg, dedicate the country to a new birth of freedom in pursuit of the old dream. “This speech [by Martin Luther King Jr.], more than any other single event,” it has been said, “legitimized the ongoing black revolution in the eyes of most Americans and came to symbolize a historic national turning point, lifting King into the pantheon of great American heroes.” . . .

Source: Merrill D. Peterson, *Lincoln in American Memory*, Oxford University Press, 1994 (adapted)

6 According to Merrill D. Peterson, how did President Abraham Lincoln’s Gettysburg Address of 1863 continue to influence the United States in the 20th century?

Score of 1:

- States how President Abraham Lincoln’s Gettysburg Address of 1863 continued to influence the United States in the 20th century according to Merrill D. Peterson
Examples: King, like Lincoln, dedicated the country to a new birth of freedom in pursuit of the old dream; it influenced Martin Luther King Jr.’s “I Have a Dream” speech; it influenced the March on Washington; it inspired African Americans to continue to work for freedoms

Score of 0:

- Incorrect response
Examples: the Emancipation Proclamation gave hope to millions of Negro slaves; it stopped the black revolution; the creed that all men are created equal had been achieved; it was a joyous break ending the long night of captivity; the Gettysburg Address legitimized the black revolution
- Vague response
Examples: it was a stage setting; the country was dedicated; King was the keynote speaker; the hero in the pantheon was acknowledged
- No response

Document 7a

Advertising for a job in Detroit in the 1930s



Source: Detroit News

Document 7b

Chicago soup kitchen, 1931



Source: National Archives

Document 7c

A WISE ECONOMIST ASKS A QUESTION



Source: John McCutcheon, Chicago Tribune, 1931 (adapted)

7 Based on the photographs and the political cartoon, what were *two* problems faced by many Americans in the early 1930s?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* problem faced by many Americans in the early 1930s based on these documents
Examples: high levels of unemployment/few jobs available; bank failures/loss of savings; not enough money to afford food; long lines for food; hunger; needing to accept charity

Note: To receive maximum credit, two *different* problems faced by many Americans in the early 1930s must be stated. For example, *unemployment* and *not enough jobs* are the same problem expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: free soup/doughnuts/coffee; Chicago is the only city that had soup kitchens; all banks were closed; unemployment was worse in Detroit; references are furnished
- Vague response
Examples: money was saved; economists were wise
- No response

Document 8

. . . Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources. . . .

Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order: there must be a strict supervision of all banking and credits and investments, so that there will be an end to speculation with other people's money; and there must be provision for an adequate but sound currency. . . .

I am prepared under my constitutional duty to recommend the measures that a stricken Nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption.

But in the event that the Congress shall fail to take one of these two courses, and in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis—broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe. . . .

We do not distrust the future of essential democracy. The people of the United States have not failed. In their need they have registered a mandate that they want direct, vigorous action. They have asked for discipline and direction under leadership. They have made me the present instrument of their wishes. In the spirit of the gift I take it. . . .

Source: President Franklin D. Roosevelt, First Inaugural Address, March 4, 1933

8 According to President Franklin D. Roosevelt, what is *one* action the government should take to deal with the national economic emergency?

Score of 1:

- States an action the government should take to deal with the national economic emergency according to President Franklin D. Roosevelt

Examples: putting people to work; have the government directly recruit for jobs; treating the task as the emergency of a war would be treated; creating projects to stimulate the use of natural resources; accomplishing projects to reorganize the use of natural resources; set up strict supervision of all banking/credits/investments; end bank speculation with other people's money; make provision for an adequate, sound currency; if Congress fails to act, it should grant the president broad executive power to wage a war against the emergency; face the problems of our economy; taking direct, vigorous action

Score of 0:

- Incorrect response
Examples: restrict presidential powers; reducing supervision of banking/credits/investments; reduce the government's role in job recruiting
- Vague response
Examples: face the unsolvable problem; return to the evils of the old order; making provisions; recommending measures; registering a mandate; a stricken nation; an instrument of their wishes; discipline and direction
- No response

Document 9a

. . . The tide turned with [President Franklin D.] Roosevelt's swift and decisive action as he took office. Despair turned into hope, and faith and confidence reached a peak as the Hundred Days came to an end. The Depression wasn't over, but the fear of it was. That knot in the belly that came from dread of what another day might bring was gone. Things were looking up all over. If you had a job, you now felt reasonably certain of holding on to it. If you didn't have a job, the prospects of getting one were looking better. There were still apple sellers on the streets, and the Chicago schoolteachers still rioted to get their back pay, and the Unemployed Councils still marched on City Halls. But stories in the papers also showed a brighter side: new CCC camps were being opened up; the Civil Works Administration was hiring men to repair the streets and tidy up the parks; and the farmers in Iowa and Wisconsin were bringing their milk to market instead of dumping it on the highways. It was possible to have a good steak for dinner now and then, and you didn't feel extravagant if you spent a quarter to see a movie. Some families even ventured to plan a summer vacation. *The New York Times* for Sunday, July 1, carried three full pages of cruise advertisements. . . .

Source: Cabell Phillips, *From the Crash to the Blitz: 1929–1939*, The New York Times Company, 1969

9a According to Cabell Phillips, how was the nation affected by President Franklin D. Roosevelt's Hundred Days?

Score of 1:

- States how the nation was affected by President Franklin D. Roosevelt's Hundred Days according to Cabell Phillips
Examples: despair turned into hope; faith/confidence increased; fear of the Depression was over; people no longer dreaded what the next day might bring; people who had jobs felt reasonably certain they would keep them; prospects of getting a job were looking better; new CCC camps were being opened; the Civil Works Administration was hiring men to repair streets/to tidy up parks; farmers in Iowa/Wisconsin brought their milk to market instead of dumping it on the highways; some families planned a summer vacation; many people now had hope, but some problems still remained; some apple sellers continued to be on the streets, Chicago schoolteachers continued to riot to get their back pay; Unemployed Councils continued to march on city halls; the tide turned for the better; the knot in the belly from dread was gone; things were looking up

Score of 0:

- Incorrect response
Examples: Chicago schoolteachers continued to get their back pay; hope turned into despair; CCC camps closed; farmers in Iowa/Wisconsin dumped milk on the highways; summer vacations ended
- Vague response
Examples: stories in the papers increased; families ventured; extravagance; it was over
- No response

Document 9b

. . . Despite these challenges [to undo the New Deal], the fundamental elements of the New Deal proved resilient [long-lasting]. Bush [President George W.] began his second term with an energetic campaign to privatize Social Security. He had to back down, however, in the face of strong bipartisan opposition. He went on to sign a Medicare prescription drug law, sponsored by congressional Republicans, which significantly expanded the scope of the welfare state. The political discussion quickly moved on to health insurance, with a majority of Americans telling poll takers that they supported universal access to health care. Even with the ebbing and flowing of the federal regulatory regime, which varied depending on the administration in power, the idea that government had a duty to protect the public from dishonest stock offerings, unsafe food and drugs, and failed banks, which was revolutionary in 1933, had ceased to be controversial. In the fall of 2008, when a Republican president and a Democratic Congress united to enact a \$700 billion bailout of the financial industry, it was clear that the whole country had accepted the fundamental principles of the New Deal. . . .

Source: Adam Cohen, *Nothing to Fear: FDR's Inner Circle and the Hundred Days that Created Modern America*, Penguin Press, 2009

9b According to Adam Cohen, state *one* way New Deal ideas continue to influence actions taken by the government.

Score of 1:

- States a way New Deal ideas continue to influence actions taken by the government according to Adam Cohen

Examples: President Bush faced strong bipartisan opposition when he tried to privatize Social Security; President Bush expanded the scope of the welfare state by signing a Medicare prescription drug law; the majority of Americans support universal access to health care; the idea that government has a duty to protect the public from dishonest stock offerings/unsafe food/drugs/failed banks has ceased to be controversial; a Republican president and a Democratic Congress united to bailout the financial industry in 2008, making it clear that the country had accepted the fundamental principles of the New Deal

Score of 0:

- Incorrect response
Examples: Social Security was abolished; the idea that the government had the duty to protect the public was rejected; President Bush abolished the welfare state; polltakers support universal health care
- Vague response
Examples: elements proved resilient; there were challenges; opposition was bipartisan; principles were accepted; government has a duty
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
June 2017

Historical Context: Throughout United States history, during times of crisis or change, presidents have communicated their ideas to the American people to influence public opinion and to gain their support. These written addresses and speeches have had a significant impact on the United States and on American society. Three such addresses are **George Washington’s Farewell Address (1796)**, **Abraham Lincoln’s Gettysburg Address (1863)**, and **Franklin D. Roosevelt’s First Inaugural Address (1933)**.

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

- Describe the historical circumstances surrounding the address
- Explain a major idea in the address
- Discuss the impact of the address on the United States and/or on American society

Scoring Notes:

1. This document-based question has a minimum of *six* components (discussing the historical circumstances surrounding *each* of *two* presidential addresses, a major idea in *each* address, and the impact of *each* address on the United States and/or on American society).
2. The description of the historical circumstances may refer to the specific events surrounding the address or may refer to broader issues, e.g., dedication of the cemetery for the soldiers who had died at Gettysburg *or* honoring of the thousands of soldiers who had died, had been maimed, and had served thus far in the Civil War.
3. The response should explain a major idea in the address; however, more than one related idea could be included as part of the overall explanation.
4. The explanation of a major idea in the address could be discussed as part of the description of historical circumstances surrounding the address *or* as part of the impact of the address on the United States and/or American society.
5. The discussion of the impact of the address may be on the United States, on American society, or on both.
6. The impact of the president’s address on the United States and/or on American society may be immediate or long term.
7. The impact of the president’s address may be discussed from different perspectives as long as the positions taken are supported with accurate historical facts and examples.
8. Only two presidential addresses should be chosen from the historical context. If three addresses are chosen, only the first two may be scored.
9. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 2a, 2b, 3a, 3b, 4a, 4b, 7a, 7b, 7c, 9a, and 9b may be considered as separate documents *if* the response uses specific and separate facts from each document.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances surrounding each of two presidential addresses, a major idea in each address, and the impact of each address on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Abraham Lincoln's Gettysburg Address*: connects the growing Northern disillusionment over the President's war policies, the Northern casualties at the battle of Gettysburg, and Lincoln's opportunity to inspire continued Northern commitment to saving the Union to a new national birth of freedom and its eventual influence on the civil rights movement's goal of achieving the unfinished task of racial equality; *Franklin D. Roosevelt's First Inaugural Address*: connects the underlying weaknesses of the 1920s economy, the Great Depression's effects on the lives of many Americans, and Roosevelt's assurance that he would respond to their mandate for direct action to restoring national confidence as a result of the expansion of the role of the federal government in the economy and its continuation today despite criticism of overregulation and the expansion of the welfare state
- Incorporates relevant information from *at least four* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Abraham Lincoln's Gettysburg Address*: discouragement over length of war; Reconstruction; segregation; Martin Luther King Jr.; "I Have a Dream" speech; Lincoln Memorial; Civil Rights Act of 1964; *Franklin D. Roosevelt's First Inaugural Address*: stock market crash; bank failures; mortgage foreclosures; soup kitchens; use of constitutional authority; treating unemployment as if it were an emergency of war; Hundred Days; New Deal; Relief, Recovery, and Reform programs
- 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 presidential address more thoroughly than for the second presidential address *or* by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Abraham Lincoln's Gettysburg Address*: discusses the disillusionment over the mounting death toll and self-sacrifice at the Battle of Gettysburg, the necessity for Lincoln to improve Northern morale, his urging that the task of saving the Union be completed, and how the Gettysburg Address gave inspiration to Martin Luther King Jr. in his writing of the "I Have a Dream" speech and how it contributed to the civil rights movement; *Franklin D. Roosevelt's First Inaugural Address*: discusses the reasons for the Great Depression, its effects on many Americans, Roosevelt's assurances that direct and immediate action would be taken to improve their situation, how confidence in the economy was inspired by his New Deal policies of relief, recovery, and reform, and how these policies contributed to the continued general acceptance of the government's involvement in the economic well-being of the nation
- 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 are thoroughly developed evenly and in depth for *one* presidential address and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

George Washington's Farewell Address

Key Ideas from Documents 1–3

| | |
|--|---|
| <p>Historical Circumstances</p> | <p>Doc 1—Decision by Washington to not seek another term Survival of country for eight years despite incredible stress and strain End of persistent economic problems Promising future for American manufacturing Nation overcoming dependence on foreign goods Nation becoming capable of equipping itself in time of war End of worries that West might break away Continuing peace with European powers Belief by most Americans in endurance of country</p> |
| <p>Major Ideas</p> | <p>Doc 2—To extend United States commercial relations with foreign nations with as little political connection as possible To fulfill current engagements with good faith To ensure no involvement by United States in frequent controversies of Europe To continue United States neutrality To choose neutrality, war, or peace as our interests determine</p> |
| <p>Impact</p> | <p>Doc 2—Remaining neutral in fact as well as name Remaining impartial in thought as well as action Curbing sentiments and transactions that might show preference of one party over another Doc 3—Atlantic Ocean no longer wide enough to help United States avoid European conflicts or stay isolated Reversal of policy of no entangling alliances in response to outside dangers (involved in more than 40 entangling alliances in 1964) Involvement to protect United States peace and security Involvement in affairs of other nations through economic and military programs Role of outside dangers in ending policy of nonintervention (World War I, World War II, Korean War, Cold War)</p> |

George Washington's Farewell Address (cont.)

Relevant Outside Information (This list is not all-inclusive.)

| | |
|---------------------------------|---|
| Historical Circumstances | <p>Economic stability through adoption of Hamilton's financial plan (funding at par; assumption of state debts; tariffs to raise new revenue; Bank of the United States; excise taxes)</p> <p>Concern over implication of Franco-American alliance of 1778</p> <p>Proclamation of neutrality in response to war between Great Britain and France</p> <p>Establishment of United States sovereignty over land west of Appalachians (Jay Treaty; Pinckney Treaty)</p> <p>Perseverance to resolve British-American conflicts (Jay Treaty)</p> <p>Tensions over foreign and domestic policies leading to the emergence of political parties</p> |
| Major Idea | To end partisan strife and avoid political parties |
| Impact | <p>Encouragement to concentrate on domestic issues</p> <p>Continuation of sentiments by successors (Embargo Act, Monroe Doctrine, Roosevelt corollary, rejection of League of Nations and World Court)</p> <p>Establishment of precedent for neutrality and nonintervention (pre-World War I, pre-World War II)</p> <p>Continuing global commercial interactions</p> <p>Difficulty of noninvolvement with developments in transportation and communication</p> <p>Reluctance to abandon traditional noninvolvement and attempts to limit commitments (opposition to pro-British policies, opposition to containment, Nixon Doctrine, Vietnam syndrome, opposition to collective security arrangements, peacekeeping missions)</p> |

Abraham Lincoln's Gettysburg Address

Key Ideas from Documents 4–6

| | |
|--|---|
| <p>Historical Circumstances</p> | <p>Doc 4—Casualties at Gettysburg higher than other Civil War battles Need for a ceremony at Gettysburg because of shock of battle where thousands died, were maimed, or participated in battle No end of war in sight Battle a symbol of everything nation trying to do Need to pay tribute to men killed and families who had lost them</p> |
| <p>Major Ideas</p> | <p>Doc 4—To pay tribute to young men who died and families who had lost them Doc 5—To dedicate a portion of the battlefield as a final resting-place for those who gave their lives To increase devotion to the cause for which soldiers died To be dedicated to the unfinished work for which the soldiers at Gettysburg fought To resolve that deaths at Gettysburg were not in vain To support a new birth of freedom for the nation</p> |
| <p>Impact</p> | <p>Doc 5—Making certain that government of the people, by the people, for the people did not perish Doc 6—Continuance of work to make African Americans free Influence on black revolution (March on Washington, use of Lincoln Memorial as location for speech, Martin Luther King Jr.'s "I Have a Dream" speech)</p> |

Relevant Outside Information

(This list is not all-inclusive.)

| | |
|--|---|
| <p>Historical Circumstances</p> | <p>Lincoln's goal to save Union not abolish slavery Prolonged conflict despite Union advantages (expectation of 90-day war) Contribution of technological advances to high death tolls Increasing demoralization of North (length of war, draft resentment, antiwar Democrats, hostility to Emancipation Proclamation)</p> |
| <p>Major Idea</p> | <p>To connect the Civil War conflict to the Declaration of Independence that established new principles for nation (liberty, equality)</p> |
| <p>Impact</p> | <p>Better understanding by public of sacrifice at Gettysburg Growth of national self-consciousness, national unity Renewed commitment to cause Increased dedication to complete emancipation (proposal of 13th amendment) Inclusion of 13th, 14th, 15th amendments in Radical Republican agenda Failure of effort to achieve equality (Jim Crow laws, sharecropping, voting restrictions, narrow interpretation of 14th amendment by Supreme Court) Inspiration for civil rights movement</p> |

Franklin D. Roosevelt's First Inaugural Address

Key Ideas from Documents 7–9

| | |
|--|--|
| <p>Historical Circumstances</p> | <p>Doc 7—Unemployment; few jobs available; no money to afford food; soup kitchens; bank failures</p> <p>Doc 8—Lack of supervision of banks and investment companies Speculation by banks using people's money Lack of an adequate sound currency</p> |
| <p>Major Ideas</p> | <p>Doc 8—To emphasize primary task of government is to put people to work To treat unemployment as if it were an emergency of war To stimulate projects and reorganize use of natural resources To provide strict supervision of all banking, credits, and investments To end speculation by banks with other people's money To provide for adequate but sound currency To use constitutional authority to bring speedy adoption of measures To ask Congress for broad executive power if necessary to wage a war against the emergency To emphasize future of democracy To lift blame from people of the United States</p> |
| <p>Impact</p> | <p>Doc 9—Change in attitudes from despair to hope Increase in faith and confidence End of fear of Depression People reasonably certain of keeping jobs Improved prospects of getting a job Opening of new CCC camps Hiring by Civil Works Administration to repair streets, tidy up parks Farmers in Iowa and Wisconsin bringing milk to market instead of dumping it on highways Continuation of unemployment (apple sellers, rioting by Chicago schoolteachers for back pay) Renewed participation in activities (movies, cruises, summer vacations) Acceptance of fundamental principles (opposition to G. W. Bush's attempt to privatize Social Security; expansion of welfare state with signing of Medicare prescription drug law; support for universal access to health care; government's duty to protect public from dishonest stock offerings, unsafe food and drugs, and failed banks; uniting of Republican president and Democratic Congress to bailout financial industry in 2008)</p> |

Franklin D. Roosevelt’s First Inaugural Address (cont.)

Relevant Outside Information
(This list is not all-inclusive.)

| | |
|---------------------------------|--|
| Historical Circumstances | Weaknesses of 1920s economy (business bankruptcies, overspeculation, excessive use of credit; unequal distribution of income; overproduction of consumer goods, overexpansion of industry, agricultural overproduction) Negative impact on American society (poverty, Hoovervilles, mortgage foreclosures, farm unrest, Bonus Army) Failure of government policies under Hoover (“trickle down” theory) Overdependence on local and state relief efforts “Rugged Individualism” |
| Major Idea | To reinforce idea that “the only thing we have to fear is fear itself” |
| Impact | Decisive presidential actions for “Relief, Recovery, and Reform” Restoration of public confidence in stock exchange and banks (Bank holiday, Securities and Exchange Commission, FDIC) Challenges to New Deal (Republican Party, Huey Long, Francis Townshend, Father Coughlin, Supreme Court) Improved economic well-being of Tennessee Valley (TVA) Regaining of confidence in capitalism Legal right to organize by workers (National Labor Relations Act, increased membership in labor unions) Establishing precedent for presidential expansion of power (blank check from Congress, delegation of legislative authority to President) Budget deficit from billions of dollars of pump priming Criticisms of taxation and government regulation Not all groups benefit equally from programs (African Americans, Mexican Americans, women) Continuation of high unemployment levels until World War II Mandate for Democratic Party in 1936 |

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.

Over the course of American history, there have been many times of crisis or great change. At these times presidents would need to rise to the occasion to comfort, inspire, or simply communicate with the public. By means of speeches or addresses, these goals can be achieved. Washington's 1796 Farewell Address and Franklin Roosevelt's First Inaugural Address (1933) both brought the people to terms with their nation's situation at the time, while also advising them for the future.

Washington's Farewell Address came at a great time of turmoil and change for the United States. A new nation, the first years were to be the hardest, and Washington managed to pull America through that initial gauntlet of trials. Regardless of any direct reform or special presidential decision, the fact that the new Constitutional government had survived served as evidence that the nation would endure (Doc 1). If the U.S. could make it through its first 8 years, then there would be few challenges that the nation could not then muddle through. No one could be sure that the new Constitution would work but Washington's administration proved that it did. A stronger federal government was able to enforce the excise tax by sending troops to end the Whiskey Rebellion. Congress used the elastic clause to establish a Bank of the United States and a Bill of Rights was added to the Constitution. Change was coming for the United States because Washington decided to retire. Worried about possible turmoil with Federalists arguing with Jefferson's Republicans and the disunity that could cause, he told the country to stay away from political parties. Washington's Farewell Address, rather than simply bringing the public up to date on current affairs, served mainly as a body of advice for future generations. Above all, he warned to avoid permanent alliances

with Europe, or any foreign power for that matter (Doc 2A). According to Washington, the ideals of Europe were strictly separate from those of the U.S., and as a nation founded on new land and on new beliefs, it would need to follow its own path. For a nation that had historically been split between support of England (Federalists) or France (Republicans), this advice was important to our future well-being as an independent nation. Most people quickly found the logic in his words. Although his advice about political parties was ignored, his foreign policy advice was not. As the nation would see on many occasions the words of Washington were seriously considered by President Jefferson who spoke against entangling alliances and President Monroe whose Doctrine stressed nonintervention by Europe in Latin America and noninterference by the United States in Europe. Up until the 20th century neutrality generally stood as the United States' best option (Doc 2b). Presidents Wilson and Roosevelt both supported neutrality before our entry into both World War I and World War II. After World War I, isolationist senators rejected United States membership in the League of Nations but after World War II the United States was willing to join the United Nations. Although his advice lessened in effect as the world reached greater globalization, Washington's farewell address outlined a useful national approach for over a hundred years into the future. As the oceans became less meaningful with the advent of technology and global challenges became more complicated, Washington's advice had to be revisited and actually rejected at times. Our national interests have required the formation of entangling alliances during times of war and times of peace.

Times of crisis, not only change a country but also require presidential action in terms of informing and calming the public. One of the greatest examples of an American Crisis was the Stock Market Crash that led to the Great Depression. Roaring 20s prosperity and wealth built on speculation quickly dwindled into an economic disaster for stockholders, workers, and farmers. Facing innumerable issues of unemployment, bankruptcies, bank failures, and an overall gloomy future, President Hoover encouraged local and state governments to help and even used the federal government with the establishment of the Reconstruction Finance Corporation, but the problems with the economy were too severe. President Franklin D. Roosevelt rose to the occasion by being optimistic and promising a New Deal for the American people. In his mind, unemployment was the largest and most widespread effect of the Depression, and needed to be addressed immediately (Doc 7a, 7b). However, President Roosevelt's 1933 First Inaugural Address did not simply attack unemployment alone. The address contained his objectives for ending the Depression and it outlined the goals of his presidency which he shared in depth with the people.

The nation was relieved that he understood their problems, had ideas as to how to help them, and was willing to use his commander in chief powers if needed. He tackled not only unemployment through public works programs to help the nation but got Congress to pass regulatory laws such as the FDIC and SEC to prevent future crises. The federal government would take the responsibility to protect individuals and businesses from future failures of banks or the stock market. New Deal laws would help to resettle Dust Bowl victims and eventually set

a minimum wage for workers. (Doc 8). He shared his New Deal with every American, even following up on this with a series of “fireside chats” to the nation over the radio. Combining these efforts to inform the public of his plans with the sweeping progress of the hundred day Congress, the American public see a new light, a new hope for future prosperity (Doc 9). Though not everyone benefited from New Deal policies and though the Depression wouldn’t really end until the economic boom caused by World War II, Roosevelt’s actions and address were vital in easing the minds of Americans. Critics of his policies were outnumbered by those who were inspired by his words and actions and who didn’t lose faith in the United States or themselves to recover. Hope is the strongest ally to nations in times of trial, and Franklin D. Roosevelt’s Inaugural Address helped set in motion this life saving hope during the Great Depression and continued in all his communications during the tense and dangerous times of World War II.

Both times of change and times of crisis call upon the president to take action and quell the uproar of the public. Speeches, addresses, or declarations have often been the medium through which these actions are conveyed. The examples of Washington’s Farewell Address and Franklin Roosevelt’s First Inaugural Address serve to explain just how effective information can be in inspiring or advising the people of a nation.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for George Washington’s Farewell Address and Franklin D. Roosevelt’s First Inaugural Address
- Is more analytical than descriptive (*Washington*: pulled America through initial gauntlet of trials; new constitutional government survived, serving as evidence nation would endure; no one could be certain new constitution would work and his administration proved it did; nation, founded on new land and on new beliefs, would need to follow its own path; as oceans became less meaningful with advent of technology and more complicated global challenges, advice had to be revisited and rejected at times; national interests have required formation of entangling alliances during times of war and peace; *Roosevelt*: Roaring 20s prosperity and wealth built on speculation quickly dwindled into an economic disaster for stockholders, workers, and farmers; rose to occasion by being optimistic and promising a New Deal; address contained objectives for ending Depression and outlined goals of his presidency; nation relieved he understood their problems, had ideas on how to help, and willing to use his commander in chief powers; federal government would take responsibility to protect individuals and businesses from future failures of banks or stock market; not everyone benefited from New Deal policies; critics of his policies outnumbered by those inspired by his words and actions)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*Washington*: more powerful federal government able to enforce excise tax by sending troops to end Whiskey Rebellion; advice about political parties ignored; words considered by President Jefferson who spoke against entangling alliances and President Monroe whose doctrine stressed nonintervention by Europe in Latin America and noninterference by the United States in Europe; Presidents Wilson and Roosevelt supported neutrality before our entry into world wars; isolationist senators rejected United States membership into League of Nations, but United States joined United Nations after World War II; *Roosevelt*: Hoover encouraged local and state governments to help and used the federal government with the establishment of the Reconstruction Finance Corporation, but problems were too severe; got Congress to pass regulatory laws to prevent future crises; New Deal laws helped resettle Dust Bowl victims and set a minimum wage for workers; shared New Deal with series of “fireside chats” over radio; Depression did not end until economic boom caused by World War II; hope continued during tense and dangerous times of World War II)
- Richly supports the theme with many relevant facts, examples, and details (*Washington*: brought public up to date on current affairs; avoid permanent alliances with Europe; England; France; *Roosevelt*: stock market crash; Great Depression; unemployment; public work programs; FDIC and SEC)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 5. An analytical treatment of the circumstances surrounding each address demonstrates constitutional and historical understandings that provide a thorough context for the discussion. Thoughtful conclusions reflect good critical appraisals of the impact of each address.

Like essays, speeches are a tool to communicate ideas; Presidents throughout United States history have used their orator skills to persuade, communicate and impact the American people at important times in the nation's history. Prime examples of long lasting influential messages are George Washington's Farewell Address and Franklin D. Roosevelt's First Inaugural Address. They both continue to influence government, politics, and society today with their core ideas that have become part of the American psyche.

George Washington's Farewell Address was written when Washington was on the verge of retiring after commanding the army during the Revolutionary War, presiding over the Constitutional Convention, and serving two terms as president. He had been a successful leader who did not believe in partisan politics, was a Federalist, and spent his career thinking unselfishly of the welfare of the nation and national unity. (Doc. 1) He had achieved a crucial step in helping to create a nation, by establishing a strong working national government following the ratification of the Constitution. Washington and other founding fathers had scrapped the articles of Confederation at the convention because it did not work effectively because it gave too much power to the states and too little to the national government. This had not encouraged national unity. Having supported ratification of the Constitution and after sacrificing so much for America, Washington was a leader people trusted in the presidency. As president he supported Hamilton's financial plan, issued a Proclamation of Neutrality, avoided war with England in its wars with France, and supported Jay's Treaty. He helped promote the economic and political stability of the nation

ensuring its survival. For those reasons, Americans during that time listened to him when he advised the nation not to intervene in any other countries' affairs and to remain neutral and independent (Doc 2a). Washington believed that US interests were different from Europe's. Except for the Franco-American alliance, he thought it best to avoid permanent alliances although we should trade with everyone. Even though he was advising the America of 1796, his advice still sits on a pedestal today because the United States continues to analyze its role in the world despite fighting world wars and wars to stop communism and signing collective security agreements such as NATO. Membership in the United Nations, global security issues, and a war on terror have taken our troops all over the world. However the debate over intervention and nonintervention foreign policy have continued throughout history even as we have reversed Washington's foreign policy advice. These debates have also been one of the major deciding factors on who a person votes for as president or congressman. Foreign policy has often been a campaign theme, and a party platform issue. Depending on time and circumstances, Republicans and Democrats have supported either a strong United States presence in the world or a more limited presence. Our national interests now require political connections with most of the world although both parties at times have questioned those connections.

Franklin D. Roosevelt is considered to be one of the nation's greatest presidents. When FDR was elected president in 1932 many Americans had no money, were standing in line at soup kitchens, or were living in Hoovervilles. The stock market crash started a depression that was made worse by bank failures, making too many goods, and bad

government policies. Although Herbert Hoover did some pump priming, he continued to rely mostly on trickle-down programs and not the direct relief that many people needed. When people voted for FDR, they hoped for rapid changes and improvements to their everyday lives' and FDR fulfilled this role during the Great Depression (Doc. 9a). In his first Inaugural Address FDR assured Americans they had not failed and promised fast action using his wartime powers if necessary. With a mandate from the people and the help of Congress, he established many programs that changed the political and social course of U.S history. He wanted to protect bank deposits (FDIC) and stabilize the stock market (SEC). He wanted to decrease farm production to increase farm prices (AAA). He wanted the government to provide direct relief (FERA) and jobs for the unemployed (CCC). Congress responded by passing the legislation he wanted in the first 100 days which began to increase people's confidence in the country. One of his major successes was Social Security. (Doc. 9b) which was essentially a stable plan to provide unemployment insurance and pensions to people who retired. This program still exists today and was expanded during the Great Society (Medicare). The Affordable Care Act supported by Barack Obama went even further in its promotion of universal healthcare. The New Deal has pushed the United States to give up its fear of becoming slightly more socialist in regulating banks, establishing a minimum wage, bailing out financial institutions during the last recession in order for capitalism to survive. The United States had to enact laws that benefit the entire nation. Unlike rugged individualism and self reliance in conservative governments FDR's plans increased the government's role

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

in the lives of Americans. Although unemployment remained high until WWII the crisis became less severe and the economy began to stabilize. FDR's policies have encouraged Americans to accept a larger federal government to provide stability to its citizens.

Overall, these individuals and their ideas have fulfilled their purpose and left the U.S with legacies that helped define and redefine our nation.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for George Washington's Farewell Address and Franklin D. Roosevelt's First Inaugural Address
- Is more analytical than descriptive (*Washington*: helped promote economic and political stability of nation, ensuring its survival; Washington believed that United States interests were different from Europe's; even though he was advising the America of 1796, his advice still sits on a pedestal because the United States continues to analyze its role in the world; national interests now require political connections with most of the world although both parties at times have questioned those connections; *Roosevelt*: in 1932, many Americans were standing in line at soup kitchens or living in Hoovervilles; stock market crash started a depression that was made worse by bank failures, making too many goods, and bad government policies; with a mandate from the people and help from Congress, he established many programs; Congress responded by passing the legislation he wanted in the first 100 days, which began to increase people's confidence in the country; although unemployment remained high until World War II, crisis became less severe and economy began to stabilize; plans increased role of government in lives of Americans)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*Washington*: established strong working national government following ratification of Constitution; except for the Franco-American alliance, he thought it best to avoid permanent alliances; United States continues to analyze its role in world despite fighting world wars, wars to stop communism, and signing collective security agreements; debate over intervention and nonintervention have continued; depending on time and circumstances, Republicans and Democrats have supported either a strong or a more limited United States presence in the world; *Roosevelt*: although Hoover did some pump priming, he continued to rely on trickle-down programs and not the direct relief many people needed; wanted to protect bank deposits (FDIC) and stabilize the stock market (SEC); wanted to decrease farm production to increase farm prices (AAA); wanted government to provide direct relief (FERA) and jobs for unemployed (CCC); Affordable Care Act went even further in its promotion of universal health care; New Deal pushed United States to give up its fear of becoming more socialist in regulating banks, establishing a minimum wage, and bailing out financial institutions)
- Richly supports the theme with many relevant facts, examples, and details (*Washington*: leader people trusted; Hamilton's financial plan; advised nation to remain neutral and independent; *Roosevelt*: Social Security; Great Society; Medicare; Barack Obama)
- 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 5. Historical details and analytic statements support effective document usage. A thorough discussion of the impacts of both addresses includes thoughtful conclusions about the continuing influence each address has had on political dialogue and on how Americans think about the role of government in the economy.

Presidents have been known, throughout American history, to communicate their ideas to the citizens of our country. These words have often had an impact on the United States or American society. The Farewell Address given by George Washington and the Gettysburg Address given by Abraham Lincoln are two such speeches.

One of Washington's most important responsibilities as president was to keep the country out of war. British troops on the western frontier and its large navy meant there was always a chance for war. During his presidency a treaty was signed which helped avoid a war with Great Britain until 1812. He also declared neutrality when France was fighting Great Britain in 1793. Washington stressed avoiding political involvement with Europe in his Farewell Address so we could do what would be best for us and engage in trade only. This allowed us to become stronger and less likely to be bothered by other nations. During most of the 1800s, we continued to develop as a strong independent country by doing what Washington wrote in his Address in 1796. Washington's Farewell Address impacted the United States greatly, especially in foreign policy.

The Address (Document 2a) recommended that America avoid foreign entanglements, which set up the United State's foreign policy even in to the 1900s. Before the outbreak of World War I, Wilson was also emphasizing the benefits of uninvolvement in European affairs to the American people (Document 2b) even after the Lusitania was sunk. It wasn't until several ships with Americans on board were torpedoed, that Germany promised to stop using u-boats. When Germany broke this promise, the United States joined the war. Indeed, the general pattern of America in foreign affairs is involvement

primarily to protect its own interests. When America became more globally involved in the 20th century, it was because the nation and democracy was threatened by foreign wars (Document 3).

Although joining the Allies to fight in World War I, America did not want to fight a second world war and tried not to for as long as possible. Before entering World War II, the US in the 1930s made neutrality proclamations, including laws preventing Americans from traveling on ships belonging to countries at war or trading with nations at war. In short, Washington's words on remaining neutral evolved into a major foreign policy focused on limiting global involvement. After World War II, the US helping to create and joining the UN to promote peace was a big change and different from after World War I. The nuclear age would make the pursuit of peace more important than ever and would require more global political connections. A speech Washington made facing a new country in danger of stress and strain to help it survive continued to have an impact even as the United States grew into a world power.

The Gettysburg Address also had a lasting impact, except the results of this speech were more societal in nature. The Battle of Gettysburg had been the site of the most casualties so far in the Civil War, which had already cost many lives without seeming to have an end in sight (Document 4). A speech was needed to boost morale and give all the loss of life some meaning. After winning a terrible battle with many casualties at Antietam, Abraham Lincoln decided to move ahead with the Emancipation Proclamation. This didn't abolish slavery but made that a goal to be achieved with a Union victory. While Abraham Lincoln emphasized the sacrifices of the war in which soldiers had

given “the last full measure of devotion” he also spoke of the ultimate goal of the war— to win for the sake of the Union and to promote the ideals of liberty that he believed the United States had been built on and to not let all the deaths to have happened “in vain” (Document 5). This speech was the beginning of more attempts to promote a free and equal country. The North’s willingness to fight to victory and Lincoln’s re-election meant the South would have to return to the Union without slavery. At the end of the Civil War, Reconstruction began and slaves were freed by the 13th Amendment and given citizenship by the 14th. African American men also received the right to vote with the 15th Amendment. However as Reconstruction ended, racism remained and segregation grew and “the proposition that all men are created equal” wasn’t achieved. In the 1960s, the Civil Rights movement fought, peacefully and with civil disobedience for the most part, for the new birth of freedom described in the Gettysburg Address. Martin Luther King Jr, a great Civil rights activist, even referenced the hope brought by the Emancipation Proclamation in his “I Have a Dream” speech (Document 6), pointing out that Lincoln’s words had not completely come true yet. There was a direct parallel between the two speakers, and eventually laws like the Civil Rights Act of 1964 and the Voting Rights Act, and court cases like *Brown v. Board of Ed.* and *Heart of Atlanta Motel* helped end segregation and promote freedom and equality in American society. While it took over a 100 years, Lincoln’s Gettysburg Address did eventually help promote the changes he wanted to see in America and Martin Luther King Jr. speech became another turning point in the nation’s history. It helped inspire a Civil Rights movement that has continued into the 21st century.

Washington's Farewell Address and Lincoln's Gettysburg Address profoundly affected America. Washington's speech affected foreign policy, while Lincoln's impacted society's views of freedom and equality. These two speeches show how big an impact Presidents sharing their ideas and opinions has had on the U.S as a whole.

Anchor Level 4-A

The response:

- Develops all aspects of the task for George Washington's Farewell Address and Abraham Lincoln's Gettysburg Address
- Is both descriptive and analytical (*Washington*: stressed importance of avoiding political connections with Europe; allowed America to become stronger; before World War I, Wilson emphasized benefits of noninvolvement in European affairs; America became more globally involved because nation and democracy were threatened by foreign wars; remaining neutral evolved into a major foreign policy focused on limiting global involvement; speech continued to have impact even as United States grew into world power; *Lincoln*: Gettysburg had most casualties in Civil War; speech needed to boost morale and give loss of life some meaning; spoke of ultimate goal of war—to win for sake of the Union and to promote ideals of liberty; beginning of more attempts to promote a free and equal country; King pointed out Lincoln's words had not completely come true yet; Gettysburg Address did eventually help promote changes Lincoln wanted to see in America)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Washington*: during 1800s, America continued to develop as a strong independent country; Germany promised to stop using U-boats; when Germany broke her promise, the United States joined the war; America did not want to fight a second world war; after World War II, the United States helped to create the United Nations to promote peace; nuclear age would make pursuit of peace more important and would require more global political connections; *Lincoln*: North's willingness to fight to victory and his reelection meant South would have to return to the Union without slavery; as Reconstruction ended, racism remained, segregation grew, and "the proposition that all men are created equal" was not achieved; 1960s civil rights movement worked for new birth of freedom; civil rights movement has continued into 21st century)
- Supports the theme with relevant facts, examples, and details (*Washington*: avoid foreign entanglements; engage in trade only; *Lusitania*; ships torpedoed; *Lincoln*: Martin Luther King Jr.; Emancipation Proclamation; "I Have a Dream" speech; Civil Rights Act of 1964; Voting Rights Act; *Brown v. Board of Education*; *Heart of Atlanta Motel*)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that states Washington's address affected foreign policy and Lincoln's address had an impact on society's views of freedom and equality

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information supports document interpretation and thoughtful conclusions throughout the response. Additional development of the historical circumstances surrounding the Gettysburg Address would have benefited the discussion.

During times of crisis or change, the president of the United States of America is expected to tell the people what is going on, what action will be taken, and to ensure the people that there is hope in front of them. The presidents that did just that were George Washington and Franklin D. Roosevelt in their respective "Farewell Address" and "First Inaugural Address". While these speeches are over 100 years apart and about very different things, the emotions of the presidents are captured through their passion for the well-being of the United States and its citizens.

George Washington was elected by a unanimous electoral vote for each of his two terms in office. He was seen as the Father of our country so the American people trusted him with the presidential powers outlined in the Constitution. The major change for the country came when it was learned that he would be retiring. Deciding not to run for a third term, Washington decided to give the nation important advice. He wanted the country to continue to be prosperous and united. He worried about the country being torn apart by different political opinions and getting pulled into European wars. In Washington's Farewell Address he talks about his hopes for the U.S. and what he believes is the best course for the U.S. to take to maintain the stability of their young nation. Washington advised the U.S. to maintain neutrality in world affairs to prevent involvement in another war (Doc. 2b). He did this to protect the young and developing nation while it was vulnerable. In addition, Washington had succeeded in maintaining stability in the U.S. Recovering economically after a costly war, he did not want to see the U.S. suffer setbacks especially this early in its inception (Doc. 1). He didn't want another Shay's

Rebellion, which had occurred in Massachusetts under the Articles of Confederation. Washington had also ordered the army to end the Whiskey Rebellion during his second term. By the time Washington was retiring, taxes were being collected, debts were being paid, and the U.S. was establishing its credit around the world. While Washington was for neutrality, he did promote trade with other nations for commercial interests only (Doc 2a). It was vital for the U.S. to stay neutral politically because alliances with other nations could pull the U.S. into another war which could have happened because of the alliance with France or if we had gone to war with Britain over impressment. Washington expressed his beliefs on what was the U.S.'s best policy at maintaining economic and political stability in the early years of the new nation and his advice was listened to for decades. For example, the Anti-Imperialist League in the 1890s, support for neutrality before WWI, and America not joining the League of Nations shows a long-term reluctance to be involved in the world's problems. However, the attack on Pearl Harbor is a good example of how Washington's advice became less relevant. Distance would not always work to our benefit and as he said in the Farewell Address sometimes we have to "choose war as our interest, guided by justice, shall counsel". (Doc 2a).

Over 100 years later, Franklin D. Roosevelt was saddled with creating a brighter future for the American people after the worst economic failure in the nation's history. There were many causes of the failure. At a time that some would say was prosperous, many of the banking and business practices of the 1920s were not good. Many Americans did not earn enough money to keep buying the products

necessary to keep factories producing. More people had to rely on credit for their purchases. Personal savings accounts disappeared because banks were not acting responsibly. They were investing deposits in an unstable stock market which would collapse in 1929 and result in a great depression. This depression affected many people in various ways. When the market crashed a lot of people lost their jobs, many banks failed, and many people became homeless. Many more struggled to just feed their families. FDR was elected to “save” the country from this poverty and his Inaugural Address made the people believe he could do that. He believed the best way to boost the economy was to get people back on their feet, by creating tons of jobs (Doc. 8). The way jobs were created was by creating programs such as the CCC and the CWA which would be good for the nation and for the people. In his Inaugural Address, FDR needed to give hope to the American people that he had ideas for a plan to get them and the economy back on their feet (Doc. 9a). He did this with many programs aimed at relief, recovery and reform. He wanted to make sure something as severe as the depression would not happen again. Not all of FDR’s ideas worked and some people said that his programs cost too much money and gave too much power to the federal government. However his New Deal helped people get through the worst days of the depression. FDR’s programs were so influential and morally effective that ideas from the New Deal and the Hundred Days are still important in government today with programs such as social security and health care (Doc. 9b). The Inaugural Address led to the New Deal and the New Deal changed the United States forever. Taking decisive action and for the most part following the Constitution (the Supreme Court did declare some laws

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

unconstitutional), Roosevelt was elected four times breaking Washington's precedent of two terms. He is considered by many historians as one of America's greatest presidents.

Both Washington and Roosevelt impacted the American people greatly and gave them a surge of hope that many needed. During times of crisis or change, people want to be informed on what is going on and what plan of action should or will be taken and Washington and Roosevelt succeeded in doing so in their respective addresses.

Anchor Level 4-B

The response:

- Develops all aspects of the task for George Washington’s Farewell Address and Franklin D. Roosevelt’s First Inaugural Address
- Is both descriptive and analytical (*Washington*: wrote about hopes for United States and what he believed to be best course to maintain stability of young nation; did not want to see United States suffer setbacks early in its inception; vital for United States to stay neutral politically as alliances could pull United States into another war; advice listened to for decades; distance would not always work to our benefit; *Roosevelt*: when stock market crashed, many struggled to just feed their families; gave hope to American people with programs aimed at relief, recovery, and reform; wanted to make sure a depression would not happen again; New Deal helped people get through worst days of Depression; programs were so influential and effective that ideas from New Deal are still important; New Deal changed United States forever)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Washington*: worried about country being torn apart by different political opinions; taxes collected, debts paid, and United States establishing its credit around world; Anti-Imperialist League in 1890s, support for neutrality before World War I, and America not joining League of Nations show a long-term reluctance to be involved in world’s problems; attack on Pearl Harbor is a good example of how advice became less relevant; *Roosevelt*: many banking and business practices of 1920s were not good; many Americans did not earn enough money to keep buying products necessary to keep factories producing; more people had to rely on credit for purchases; banks investing deposits in unstable stock market, which collapsed in 1929; some people said programs cost too much and gave too much power to federal government; Supreme Court did declare some laws unconstitutional)
- Supports the theme with relevant facts, examples, and details (*Washington*: succeeded in maintaining stability; favored neutrality; promoted trade with other nations; alliance with France; avoided war with Britain over impressment; *Roosevelt*: people lost jobs, banks failed, and homelessness increased; CCC and CWA; Social Security; health care)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the circumstances surrounding both addresses is supported by relevant outside information and good document interpretation. Although critical appraisals of the impact of each address are supported by historical references, these would have been strengthened by further development.

During times of great distress and chaos in the United States, people look to the President for answers and words of wisdom. It is during these times that some Presidents' words become immortalized and are used as base-lines and references for years to come.

Two examples of such speeches are President Abraham Lincoln's Gettysburg Address of 1863 and President Franklin D. Roosevelt's First Inaugural Address of 1933. Both addresses were given in times of crisis and both set forth precedents and ideas that people continually use.

In July of 1863, the costliest battle of the American Civil War had taken place with a Union victory that ended the South's hope of winning a major victory on Northern soil. Gettysburg was an important turning point in the Civil War. A few months later, in November, President Abraham Lincoln stood before many citizens, including families of those who had been killed, on the same battle ground in Gettysburg. The American people were shocked at the great loss the entire country had suffered; over 50,000 men had died, were injured, or captured. It was fit for the President to come and honor those men and to help people understand the soldiers' great sacrifice in helping to save the Union and our republican government and to prove secession was anarchy. The President also took this time to refocus the people and to boost their determination to end the war with a victory, restore the country to its former glory, and work toward a new birth of freedom for the United States. (Doc 5). He wanted citizens to know that these men didn't die for insignificant reasons and the best way to honor them was to not only win the war but to create a more perfect Union without slavery. Although Lincoln doesn't mention abolishing

slavery in his Address nor was he an abolitionist when he ran for president, he wanted people to think about a new and possibly more equal United States. It wasn't clear what our founding fathers meant by "all men are created equal" when they wrote those words "four score and seven" years before Gettysburg. Lincoln's attitudes about equality weren't clear but had changed over time. He knew too many people had died in a war fought over slavery to not abolish the institution when the war ended.

The Emancipation Proclamation was another great but limited action taken by President Lincoln earlier in 1863. In theory, it freed all slaves in the South mostly in areas where the Confederates had control. The Gettysburg Address was the next step towards the 13th amendment which would actually free all slaves. Close to 100 years later, Martin Luther King Jr. stood on the steps of the Lincoln Memorial to tell the American people that the blacks were still not free in the true sense of being equal. Segregation, voting restrictions, and economic injustice continued to be problems faced by blacks and others despite constitutional guarantees. He referenced "his dream" that all men are created equal, just like Lincoln had in talking about the words of our founding fathers in 1776. It was time to rekindle the old flame of the pursuit of freedom for all men. (Doc 6). The old flame would be rekindled in the 1960s civil rights movement that in some ways continues today. Not only did Lincoln's Gettysburg Address give Americans the boost they needed to win the war, but it also left a better understanding of the meaning of the Civil War and it left a lasting impression on American society.

Another great address given in a time of need was Franklin D.

Roosevelt's First Inaugural. When Roosevelt was elected, America was in the middle of its worst depression to date. The Great Depression left many Americans without jobs, without food, and without hope. Roosevelt's main idea of his speech was that he wanted Americans to see that he was willing to take charge and develop a plan. He wasn't going to assume that the Depression would eventually end on its own because the stability of the country was at stake and people were doubting themselves. There was a concern about whether America would ever be the same again and could ever get past the Depression. Farmers were becoming violent, banks in many states were closing, and more Americans were selling apples to get by. He was going to tackle the problem and do whatever he had to in order to end the Depression and put in place reforms that would prevent another depression in the future. In the excerpt from his speech, he didn't explain to the people exactly what his plan for recovery was but that didn't seem to matter. He made it clear that he was going to keep the people in the loop, not leave them in the dark, and that he had faith in the future. Almost immediately after the inauguration, he took "direct vigorous action" using his executive power to declare a "bank holiday" so government officials could reopen stable banks and take over weak ones. Leading the way and working with Congress, a farm bill was passed, people were put to work, and fewer homes were facing foreclosure. Selling stocks and bonds by banks was restricted. (Doc 8). It became clear that his plan just might work after the Hundred Days came to an end because many things had changed for the better. In the quote by Cambell Phillips, he explains how there was hope again in America. Since people were getting jobs, they were feeling better

about themselves and they were able to spend money on food and for activities (Doc 9a). This also helped to stimulate the economy. Some people were still selling apples but it seemed like the worst might be over. Roosevelt's New Deal also left a lasting impression on American government policy. As explained in the quote by Adam Cohen, it was now seen as the government's job to protect the people from certain things, like unsafe foods and drugs and failing banks (Doc 9b). The idea that government had to get involved in the economy to protect its citizens was not new. In the early 20th century, Progressivism challenged laissez-faire but it had not been such an expansive government duty until Roosevelt's New Deal.

Speeches and addresses that are given by Presidents in times of great need are often very influential not only at the time they are given, but for years after. This is evident in both Abraham Lincoln's address and Franklin D. Roosevelt's address, and this trend will continue for as long as the people look to their president for guidance.

Anchor Level 4-C

The response:

- Develops all aspects of the task for Abraham Lincoln’s Gettysburg Address and Franklin D. Roosevelt’s First Inaugural Address
- Is both descriptive and analytical (*Lincoln*: American people shocked at great loss country had suffered; wanted citizens to know men did not die for insignificant reasons and the best way to honor them was to win war and create a more perfect Union without slavery; 100 years later, blacks not free in true sense of being equal; segregation, voting restrictions, and economic injustice continued to be problems despite constitutional guarantees; gave Americans the boost needed to win the war; left a better understanding of meaning of the Civil War and a lasting impression on American society; *Roosevelt*: Great Depression left many Americans without jobs, food, and hope; stability of country at stake; put in place reforms that would prevent another depression; became clear that plan might work after the Hundred Days; people getting jobs and able to spend money on food and activities; some people still selling apples, but it seemed like worst might be over)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Lincoln*: wanted to help people understand soldiers’ great sacrifice in helping save Union and our republican government and to prove secession was anarchy; knew too many people died in a war fought over slavery to not abolish institution when war ended; next step toward 13th amendment which would free all slaves; old flame rekindled in 1960s civil rights movement that continues today; *Roosevelt*: took direct vigorous action using executive power to declare a “bank holiday” so government officials could reopen stable banks and take over weak ones; now seen as government’s job to protect people from unsafe food and drugs and failing banks; idea that government had to get involved in economy to protect citizens was not new as in early 20th century Progressivism challenged laissez-faire)
- Supports the theme with relevant facts, examples, and details (*Lincoln*: costliest battle of Civil War; over 50,000 men died, injured, or captured; Martin Luther King Jr.; Lincoln Memorial; all men are created equal; *Roosevelt*: farmers becoming violent; banks closing; farm bill passed; fewer homes facing foreclosure)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Historical insights are integrated in the discussion of both addresses and lead to good analytic conclusions. The addition of supporting facts and details in the discussion of the impact of both addresses would have strengthened the effort.

Throughout the United States' history, presidents have had an immense impact on their citizens' views, beliefs, spirits, and morale. Abraham Lincoln and Franklin D. Roosevelt are two exceptional examples of this fact, especially through their presidential addresses to the country which proved to be very impactful.

The Civil War was an extremely tumultuous time period in American history that had been coming for many years. The North built factories whose workers were free but often overworked while the South's economy was based more on agriculture and plantations that used slaves. These economic differences helped to create different opinions between the North and South about taxes, states' rights, and slavery. As more people became abolitionists during the 1850s, the arguments became more intense. When the South decided to leave the United States, the North took a stand and the Civil War began after Fort Sumter was attacked. It was a terribly bloody war long before Gettysburg and the fact that Americans were fighting Americans only heightened that. At the Battle of Gettysburg in July 1863, the 51,000 casualties stunned the nation and severely dampened morale (Doc. 4a). President Abe Lincoln was invited to give a speech to his countrymen honoring the soldiers who fought and died at Gettysburg and were buried there. This speech is the well known Gettysburg Address, and its significant and profound words helped improve Northern morale and have permeated the nation for generations. In it, Lincoln urges the citizens of his country to remain strong and devoted to their cause: the preservation of the Union. He also introduces the idea of dedication to a new birth of freedom in the nation (Doc. 5), a freedom that earlier was manifested in his Emancipation Proclamation. Although not

freeing all of the slaves, this limited declaration of freedom given to some of the slaves was incredibly crucial to American history. Total abolition was not immediate, but it now looked like there would eventually be an end to slavery. More blacks would fight in the Union army knowing the war was about ending slavery as well as saving the Union. Lincoln's emancipation proclamation influenced the address he gave at Gettysburg and those words later influenced the Civil Rights movement led by Martin Luther King. King's speech legitimized that movement and solidified its core values that had roots going back to Gettysburg. (Doc. 6). Through issuing his addresses to the United States, Lincoln has been profoundly impactful on American society, especially through boosting morale, in the Civil War, helping to end slavery, and influencing the Civil Rights movement of the 1960s in ways he could never have imagined.

Similar to the Civil War time period, the 1930s and 1940s were also a very turbulent era in American History. Franklin Delano Roosevelt, or FDR, was undeniably influential on the course of the nation, especially through his First Inaugural Address. The 1930s are well known for the Great Depression. Unemployment skyrocketed, banks failed, and poverty was the norm for a large part of the population. (Doc. 7a, b, c). Some of the unemployed got jobs on the Hoover Dam project. President Hoover tried to help businesses which would indirectly help people, but he was not successful in easing the Depression. America was in dire need of a strong president, and it found just that in FDR. After facing severe economic hardships brought on by overextension of credit, overproduction of farm goods, and stock market malpractice, Franklin Roosevelt's First Inaugural

Address inspired much-needed hope in the American people. He set forth the primary task of putting people back to work and battling unemployment (Doc. 8). He did this through creating an “alphabet soup” of government agencies to put America back to work, such as the civilian conservation corps and the public works administration. He also instituted things such as social security, unemployment insurance, and aid to dependent children, which still lasts to modern times. This demonstrates the enormous extent of FDR’s influence. His New Deal concepts are still in effect, evidenced by the 2008 Democratic congress allotting \$700 billion to saving the financial sector of the nation. (Doc. 9b). Not everyone in 2008 liked this idea just like not everyone liked the New Deal. FDR’s ideas in his inaugural in the 1930s instilled new hope and confidence in the American people during the Depression. The government instilled new hope during the 2008 recession by saving the financial sector and the auto industry. As government policies in the 1930s allowed for the purchase of leisure goods, such as a movie tickets (Doc. 9a), government policies during economic downturns since then have given hope to people that things will get better.

All in all, presidential addresses can be very impactful on American society and the course of the nation. This is supported by Lincoln’s Gettysburg Address and FDR’s First Inaugural address, both of which helped the U.S through difficult times and have given us guidance for the future.

Anchor Level 3-A

The response:

- Develops most aspects of the task with some depth for Abraham Lincoln’s Gettysburg Address and Franklin D. Roosevelt’s First Inaugural Address
- Is more descriptive than analytical (*Lincoln*: casualties at Gettysburg stunned nation and dampened morale; invited to give a speech honoring soldiers who fought and died at Gettysburg and were buried there; Gettysburg Address helped improve Northern morale and permeated the nation for generations; introduced idea of dedication to a new birth of freedom in nation; total abolition of slavery not immediate; Martin Luther King’s speech legitimized civil rights movement and solidified its core values that had roots going back to Gettysburg; boosted morale in Civil War, helping to end slavery and influencing civil rights movement of 1960s; *Roosevelt*: unemployment skyrocketed, banks failed, and poverty was norm for a large part of population in 1930s; inspired hope in American people; primary task of putting people back to work; not everyone liked 2008 Democratic Congress allotting \$700 billion to save financial sector of nation; New Deal government policies during economic downturns continue to give hope to people)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Lincoln*: declaration of freedom given to some slaves incredibly crucial to American history; more blacks would fight in Union army knowing war was about ending slavery as well as saving the Union; *Roosevelt*: economic hardships brought on by overextension of credit, overproduction of farm goods, and stock market malpractice; created “alphabet soup” of government agencies; instituted unemployment insurance and aid to dependent children; government saved auto industry in 2008)
- Includes some relevant facts, examples, and details (*Lincoln*: 51,000 casualties at Gettysburg in July 1863; Americans fighting Americans; Emancipation Proclamation; *Roosevelt*: Civilian Conservation Corps; Public Works Administration; Social Security)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Outside information and analytic statements establish a good historical context for the circumstances leading to both addresses. The inclusion of more facts and details would have strengthened the treatment of the impact of the Gettysburg Address.

In America, we have seen change that results from serious challenges whether it is a political, economic, or social change. Even when it does seem like history is repeating itself, these challenges have given the U.S. the opportunity to respond for the betterment of our country. This is especially true when we observe the way our presidents handle situations, that they face. We still use the historically influential and inspiring words of George Washington and Abraham Lincoln to guide us today.

One example of ideas that have inspired and have had an impact on the U.S. is the idea of isolationism, implied by George Washington in his Farewell Address. In a time when the U.S. was a prosperous yet developing nation, Washington wanted to leave advice for his country in his Farewell. We had faced stressful years during and after the Revolutionary War. We had come too far to be sidetracked by political connections with European countries that could involve the U.S. in their problems. Hamilton's financial plan made American trade with Europe important so Washington wanted to stay involved with Europe for trading purposes (according to document 2a). He further explains that if we remain one united nation, we would reach a point when "external annoyances" could be handled without bringing harm to the country. Some presidents have tried to carry out Washington's neutrality policies, such as President Wilson before the war in Europe in 1914 (document 2b). However, when times changed, we inevitably adapted and did not take the advice that was given to a developing nation in the 1790s.

With war among other nations coming closer and closer, there is an impending pressure coming from submarines and dictators for us to

become involved with world affairs. According to document 3b, the U.S. is “determined to use its power and control”, when its “peace and security” were threatened. Therefore when democracy was threatened during both world wars we joined Britain and France in an effort to secure our nation and protect the country we loved. After WWI many Americans were tired of Europe’s problems and wanted to avoid alliances. However after WWII we flipped our policy. We are now extensively involved with world affairs, ignoring Washington’s advice about permanent entangling alliances after helping create many of those we joined. We have felt the need to defend and spread the idea of democracy and freedom in Korea, Vietnam, and during the Cold War. Unfortunately we ourselves have struggled to live up to those ideals.

Times were hard for President Lincoln from the time he was elected. Many southern states saw his election as a good reason to leave the Union and set up their own independent country with slavery. When South Carolina attacked Fort Sumter the Civil War began in 1861 and was still going on in 1863. The North’s support for the war and reunion of America was slipping from his fingers because the people were discouraged. But an event that had an important impact on him was the battle of Gettysburg. This battle, according to document 4a, peaked for the most casualties at 51,000. Invited to speak at the dedication of the cemetery at Gettysburg, Lincoln’s response to the nation’s loss, the Gettysburg address, has influenced America for over a century. According to document 5, Lincoln speaks of how the living should never forget what the dead had fought for, the Union, as well as fulfilling the remaining task—a new birth of freedom. As a

nationalist Lincoln wanted to pursue this idea in an attempt to bring the country he loved back together as one in a more equal nation.

A hundred years after President Lincoln had given his speech on freedom, many realized that the U.S. had not lived up to this goal. In a time when Dr. Martin Luther King Jr. had lived, there were still Jim Crow laws and segregation throughout the U.S. Dr. King pointed this out in his own speech (according to document 6). Dr. King still used an “old dream”, yet wanted to pursue a “new birth of freedom”, one where blacks and whites could live together in harmony. Though the Emancipation Proclamation and the amendment that abolished slavery were long established, African-Americans still felt enslaved. They felt they had not gained full equality and were treated as second class citizens. As a result, an explosion of boycotts and protests occurred in the 1960s to call attention to the incomplete work of the Civil War and the ideas in Lincoln’s Gettysburg Address. These led to support for legislation that would promote freedom and equality for all Americans.

Our presidents and forefathers have guided the path of America for better or worse. We must look back on their words in order to understand the past and look to the future.

Anchor Level 3-B

The response:

- Develops all aspects of the task with some depth for George Washington’s Farewell Address and Abraham Lincoln’s Gettysburg Address
- Is both descriptive and analytical (*Washington*: idea of isolationism had an impact on United States; come too far to be sidetracked by political connections with European countries that could involve the United States in their problems; when times changed, we adapted and did not take advice given to a developing nation in the 1790s; have felt need to defend and spread idea of democracy and freedom in Korea, Vietnam, and during Cold War; *Lincoln*: living should never forget what the dead had fought for, the Union; wanted to bring country back together as one in a more equal nation; Martin Luther King Jr. used an “old dream” yet wanted to pursue a “new birth of freedom”, one where blacks and whites could live together in harmony; African Americans had not gained full equality and were treated as second class citizens)
- Incorporates relevant information from documents 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Washington*: Hamilton’s financial plan made America’s trade with Europe important; when democracy threatened during both world wars, United States joined Britain and France in an effort to secure our nation and protect country; after World War I, many Americans were tired of Europe’s problems and wanted to avoid alliances; we are now involved in world affairs, ignoring advice about permanent entangling alliances; *Lincoln*: many Southern states set up own independent country with slavery; still Jim Crow laws and segregation throughout United States; African Americans still felt enslaved; explosion of boycotts and protests occurred in 1960s to call attention to incomplete work of Civil War; support for legislation to promote freedom and equality)
- Includes some relevant facts, examples, and details (*Washington*: prosperous but developing nation; President Wilson; *Lincoln*: 51,000 casualties; Emancipation Proclamation; amendment abolished slavery)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. A good understanding of the task is demonstrated by applicable document interpretation and supported by relevant outside information. Analytic statements are found throughout the response, but the lack of supporting facts and details detracts from their effectiveness.

In times of great turmoil, it is important to have a strong leader. The United States has been blessed with many such leaders. The effectiveness of these leaders can be easily revealed by their great speeches and addresses. Speeches and addresses are the way that leaders can communicate with the people and can also have an impact of their own. Addresses such as George Washington's Farewell address (doc 2a) and FDR's First Inaugural Address (doc 8) can affect government policy for years to come.

George Washington had one of the most successful runs this country has ever seen. The Constitution was working and the national government was getting stronger. His achievements were various and numerous and included extended peace with Europe, an increase in American industry, and increasing economic stability (doc 1). He also set more than a few precedents including only serving as president for two terms and set a standard for future leaders. One such standard was included in his farewell address, which promoted isolationist and neutrality policies to preserve national security. It seemed that European countries were often at war with each other. For the United States to become involved in Europe's problems it might disrupt national unity especially if people in the country took sides. Since this happened while he was president and the country was not strong or ready for war, he thought it best for America to not take sides with political parties. Although a two party system did develop, presidents did make decisions to stay neutral during wartime conflicts. Americans continued to take sides and when Wilson declared neutrality during WWI he told Americans to be impartial and that was difficult for even the president to do (doc 2b).

Remaining neutral was also difficult before WWII (doc 3). Eventually FDR gave up on neutrality and his policies became less neutral with the signing of the Lend Lease Act. However neutrality policies have allowed America the time to adequately prepare for war. Neutrality policies helped America grow into the superpower it is today, relatively unhindered by the turmoil of Europe. It was not until the 20th century that world turmoil came closer to us and became impossible to avoid.

One reason for the roaring 1920s was a booming stock market. When the market boom ended in 1929, wages decreased and many people lost their jobs and had to rely on charities and soup kitchens. Americans began to lose their faith in the president and Congress but during FDR's campaign for president in 1932 the country responded positively to his words and elected him president. Since the economy got worse during the "lame duck" period, the words in his Inaugural Address were encouraging and made the people less fearful. It gave them the idea that the future might be better with more jobs and a sound currency. FDR, widely seen as the one who ended the Great Depression started his first term with a tangible plan, known as the "New Deal." His New Deal came at a time of rampant unemployment, the need for reorganization of natural resources and failure of the banking system (doc 7, all parts; doc 8). His address and subsequent "Hundred Days of Reform" boosted the economy in multiple ways. It helped stop bank failures with the "Bank Holiday," it got people to work on conservation projects preserving the environment with the CCC and built roads and airports with CWA workers. (doc 9a). The Hundred Days also started a shift in philosophy from hands-off

economic policy to a very government involved economic policy in order to protect the social welfare of individuals. In his Inaugural Address FDR said he had to deal with the Depression as if it was a foreign invasion which meant that Congress had to give him broad executive power so he could lead the way. He tried to protect consumers from bank failure with more regulations, from unsafe food by improving the FDA, and from fraud by outlawing dishonest stock selling practices (SEC) (doc 9b). Ideas in FDR's Inaugural Address led to the New Deal and new ways of thinking about the economy, the role of the president, and the responsibilities of the federal government.

Not all great leaders make influential speeches, but those that do are often remembered. Their words are sometimes carved in stone and have stood the test of time. Their work and advice can be built upon and can inspire later generations to continue their work. And even as the words fade from memory, the ideals and concepts remain. It is as President Lincoln said in his Gettysburg Address. "The world will little note nor long remember what we say here, but it can never forget what they did here."

Anchor Level 3-C

The response:

- Develops most aspects of the task with some depth for George Washington’s Farewell Address and Franklin D. Roosevelt’s First Inaugural Address
- Is more descriptive than analytical (*Washington*: achievements included extended peace with Europe, an increase in American industry, and increasing economic stability; promoted isolationist and neutrality policies to preserve national security; if United States became involved in Europe’s problems, it might disrupt national unity; country not ready for war; Wilson told Americans to be impartial during World War I; remaining neutral difficult before World War II; not until 20th century that world turmoil came closer; *Roosevelt*: when stock market boom ended in 1929, wages decreased and many people lost their jobs; gave American people idea that future might be better with more jobs and a sound currency; New Deal came at a time of rampant unemployment, need for reorganization of natural resources, and failure of banking system; ideas led to new ways of thinking about economy, the role of the president, and responsibilities of federal government)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Washington*: thought it best for America to not take sides with political parties; although two-party system did develop, presidents did make decisions to stay neutral during wartime conflicts; neutrality policies helped America grow into superpower it is today; *Roosevelt*: Americans began to lose faith in president and Congress; helped stop bank failures with bank holiday; Hundred Days started a shift in philosophy from hands-off economic policy to a government-involved economic policy to protect social welfare of individuals; tried to protect consumers from bank failure with more regulations, from unsafe food by improving the FDA, and from fraud by outlawing dishonest stock-selling practices)
- Includes some relevant facts, examples, and details (*Washington*: FDR; Lend Lease Act; *Roosevelt*: charities and soup kitchens; lame duck period; conservation projects; CCC; built roads and airports; CWA)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The strength of the narrative is the thorough treatment of historical circumstances surrounding Washington’s address and the impact of Roosevelt’s address. Although outside information and some analytic statements are scattered throughout the discussion, additional facts and details would have benefited the response.

During periods of crisis or change, Americans have looked to their presidents to solve and guide them through hardships. The speeches given by presidents have affected American society and the nation as a whole significantly. Both Lincoln's Gettysburg Address and Franklin D. Roosevelt's First Inaugural speech have had this great effect on Americans.

Lincoln's Gettysburg Address occurred during a time of war within the United States. The Civil War was one that caused thousands of deaths and the divide between the nation. Because of this turmoil, the North and the South split over conflicts, such as slavery, that could not be agreed upon. At the beginning of the Civil War, Lincoln's main goal was to preserve the Union. Soon his focus shifted slightly and was now concerning the abolishment of slavery. In his Gettysburg Address, Lincoln states his mourning for all of the lives of the deceased due to war casualties. Doc. 4b shows how Lincoln wanted to make sure to pay tribute to all these lives and their families. Lincoln addressed in his speech how Americans need to end this war because it isn't doing anything good for the nation. Lincoln's speech remains as a long lasting legacy because of its impact on continuing society. MLK based many of his ideas off of policies Lincoln set forth in his address. (Doc. 6) It influenced him to start a revolution for the freedom of blacks in the U.S. This speech remains influential and important in United States history.

Another speech that has a similar legacy is Roosevelt's First Inaugural speech. The U.S. was in a time of crisis due to bank failures, bankruptcy, unemployment and more. The U.S. was in need of a game plan that could propell them into a stable lifestyle and living.

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

Roosevelt's policies helped Americans with these issues. Unemployment and bank failure were some of the biggest problems facing America. (Doc. 7a-c) Roosevelt's idea was to get Americans back on their feet and prevent future problems from reoccurring. He shut down the banks going on a 'bank holiday' until they were safe to reopen. He fixed the unemployment rate by starting programs to conserve the natural resources. He also developed programs so Americans could ensure their money and security. The speech has had a lasting impact at the U.S. because many of Roosevelt's programs are still around today, like social security. (Doc 9b) He gave Americans hope by instilling positivity and optimism.

Both these speeches have impacted American society during times of crisis. They have lasting legacies on U.S. history and will continue forever.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for Abraham Lincoln's Gettysburg Address and Franklin D. Roosevelt's First Inaugural Address
- Is primarily descriptive (*Lincoln*: Civil War caused thousands of deaths; wanted to pay tribute to lives lost and their families; influenced Martin Luther King Jr. to start a revolution for freedom of blacks in the United States; *Roosevelt*: idea was to get Americans back on their feet and prevent future problems; developed programs so Americans could insure their money; many of Roosevelt's programs still around today); includes faulty and weak application (*Lincoln*: because of turmoil, North and South split over conflicts such as slavery that could not be agreed upon; Martin Luther King Jr. based many of his ideas on policy set forth by Lincoln in his address)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents little relevant outside information (*Lincoln*: at beginning of Civil War, Lincoln's main goal was to preserve the Union; Lincoln's focus shifted slightly concerning abolition of slavery; *Roosevelt*: shut down banks until they were safe to reopen; started programs to conserve natural resources)
- Includes few relevant facts, examples, and details (*Lincoln*: mourning for lives of deceased; *Roosevelt*: bank failures, bankruptcy, unemployment; Social Security); includes an inaccuracy (*Lincoln*: Lincoln said Americans need to end Civil War because it is not doing anything good for the nation)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Document information and limited relevant outside information are employed in the treatment of both addresses. While the discussion of the impact of Lincoln's address is limited and includes weak generalizations, an understanding of the task is demonstrated.

As the leader of the United States, the President must speak on important occasions. These speeches have a large impact on the country at the time as well as American Society far into the future. Two very important speeches are Abraham Lincoln's Gettysburg address in 1863 and Franklin Roosevelt's First Inaugural Address in 1933. Both of these speeches had an impact on America at the time and in the future.

The Gettysburg Address was a speech given during the Civil War, a long and bloody conflict fought by the north on behalf of preserving the country and by the south on behalf of their demand to keep slaves. The civil war garnered the U.S. the most casualties in any conflict it ever entered with upwards of half a million people. One of the bloodiest battles of the war was in Gettysburg Pennsylvania in which 51,000 people were killed (Document 4a). The Gettysburg Address occurred as a morale boost to northern troops and civilians alike. The war had taken a large mental and physical toll on both sides. (Document 4b). Lincoln restates the goal of the war in his speech when he says "this nation under god shall have a new birth of freedom" (Document 5). Abraham Lincoln was also viewed by the civil rights movement as a pivotal figure in African American history for his Emancipation Proclamation. Martin Luther King Jr. used portions of Lincoln's Gettysburg address in his famous "I have a dream" speech. Overall the Gettysburg address played a key role both in the Civil War Period as well as the civil rights Period.

Franklin Roosevelt became President during the Great Depression. This extremely difficult time involved joblessness, hunger and economic failure. To help the country, Roosevelt began his New Deal

Program as well as gave his famous 1st Inaugural Address with his 100 day promise. In his address he made promises to improve the economy and strengthen regulations within 100 days of entering office (Document 8). His plan worked and Americans became much more optimistic for their futures. The New Deal and Roosevelt's Speech inspired a similar set of programs under the Bush Administration. Programs such as the \$700 Billion bailout given during the recession of 2008 and his expansion of welfare programs were very similar to the New Deal (Document 9a). Overall Roosevelt's inaugural address helped Americans through a bad economic time and inspired future presidents to do the same.

Both Lincoln and Roosevelt helped the United States through difficult times and times of change. Lincoln did this through his Gettysburg address and Roosevelt did this through his First Inaugural address. These two speeches inspired the people, implemented programs (the New Deal) and inspired future leaders in their actions.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for Lincoln’s Gettysburg Address and Franklin D. Roosevelt’s First Inaugural Address
- Is primarily descriptive (*Lincoln*: Gettysburg one of bloodiest battles in Civil War; address a morale boost to Northern troops and civilians; war took a large mental and physical toll on both sides; Lincoln viewed by civil rights movement as a pivotal figure in African American history; *Roosevelt*: Great Depression, an extremely difficult time; made promises to improve the economy and strengthen regulations within 100 days of entering office; Americans became much more optimistic for their futures; \$700 billion bailout given during Recession of 2008); includes faulty and weak application (*Roosevelt*: Bush’s expansion of welfare programs very similar to New Deal)
- Incorporates limited relevant information from documents 4, 5, 6, 7, 8, and 9
- Presents little relevant outside information (*Lincoln*: Civil War fought by North on behalf of preserving country and by South on behalf of their demand to keep slaves; Civil War garnered United States the most casualties in any conflict it had entered)
- Includes few relevant facts, examples, and details (*Lincoln*: Emancipation Proclamation; *Roosevelt*: joblessness, hunger, and economic failure); includes inaccuracies (*Lincoln*: 51,000 people killed; Martin Luther King Jr. used portions of Gettysburg Address in his famous “I have a Dream” speech)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. Document interpretation frames the response. A few good statements of relevant outside information in the discussion of Lincoln support the task. Lack of explanation and supporting details weaken the effort.

Throughout the history of the United States, many presidents have seen a rise to power. Few of these men however, have had major impacts, not only during their presidency, but after their presidential reign is over. George Washington, Abraham Lincoln however, have had lasting impacts which still influence modern society and society after their presidencies.

George Washington was a man capable of various things and who accomplished numerous things as well. Not only did he manage to defeat what was considered to be the greatest army in the world, he also managed to create and head a nation through its infantile stages. However, due to obstacles he faced, the nation did suffer, for the war had taken its toll. Economic tension was a major problem during this time period, yet Washington made it his goal to alleviate this stress and succeeded. (Doc 1). By the end of his presidency, Washington had mostly stabilized the young nation and chose to leave the United States with a warning to not involve itself in foreign affairs. This warning would be heeded in the future by President Woodrow Wilson, Wilson, however, somewhat altered Washington's idea by promoting the nation to not trade with foreign nations during times of war in order to maintain neutrality. (Doc 2) Despite such changes and challenges to Washington's presidency, he set a multitude of precedents, which many future politicians past and present would follow.

Abraham Lincoln, the 16th president of the United States, arguably had the most influential presidency throughout US history. He was faced with the task of reunifying a separated nation and a long, bloody Civil War. Many of the battles fought between the Union

and Confederacy proved brutal and devastating; none more so than the infamous Battle of Gettysburg. A total loss of 51,000 men rocked the nation, while also devastating thousands of families. Thus, Abraham Lincoln addressed all men and women of the nation in his famous Gettysburg Address in order to end or alleviate their tensions and sorrows. (Docs 4a & b). He also wanted to notify the people of the United States of the "great task" before them, otherwise known as the re-unification of the United States, a task many thought impossible (Doc 5). Lincoln, despite all odds, succeeded in completing this "great task" which would influence the nation for hundreds of years to come and create a far more powerful United States.

The policies of both Lincoln and Washington have influenced the United States long after their presidencies had ended and they had died. Washington's Farewell Address warned the United States against involvement in foreign affairs which later influenced Woodrow Wilson's policy of neutrality, while Abraham Lincoln's Gettysburg Address would inspire people such as Martin Luther King Jr. to seek their individual freedom from oppression. Although significantly different from one another, these addresses and the policies within them have changed American society for the better considering the successful and powerful United States of today.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for George Washington's Farewell Address and Abraham Lincoln's Gettysburg Address
- Is primarily descriptive (*Washington*: nation suffered since the war had taken its toll; economic tension was a major problem during time period; made it his goal to alleviate this stress and succeeded; set many precedents which future politicians would follow; *Lincoln*: battles fought between Union and Confederacy proved brutal and devastating; loss of men rocked nation and devastated thousands of families; wanted to alleviate tensions and sorrow; wanted to notify people of great task of reunification of United States; country reunified and a more powerful United States created; inspired people to seek individual freedom from oppression); includes faulty application (*Washington*: chose to leave with a warning to not involve United States in foreign affairs)
- Incorporates limited relevant information from documents 1, 2, 4, 5, and 6
- Presents little relevant outside information (*Washington*: managed to defeat what was considered to be greatest army in the world; managed to create and head nation through its infantile stages)
- Includes few relevant facts, examples, and details (*Washington*: influenced Wilson's policy of neutrality; *Lincoln*: loss of 51,000 men at Gettysburg; Martin Luther King Jr.); includes an inaccuracy (*Washington*: Wilson somewhat altered his ideas by promoting nation to not trade with foreign nations during times of war to maintain neutrality)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of historical circumstances surrounding each address incorporates a hint of analysis. The conclusion refers to specific examples for the impact of each address but would have benefited from additional supporting facts and details.

George Washington's farewell address and Franklin D. Roosevelt's First Inaugural Addresses were two of the most important presidential addresses in American history. Both did a great deal to help the citizens of our country, whether it be through advice or by reassuring the American people.

George Washington's Farewell Address was one of the first presidential addresses and to this day is one of the most important ones. As stated in document 1, George Washington was one of the most successful presidents. In his address he gives plenty of advice to future presidents to keep our nation strong. Although many of the things he said were not listened to, it was still very beneficial to our country.

Franklin D. Roosevelt's First Inaugural Address was another very important address. When he gave this address, our country was going through the worst financial crisis in history. His address was important because it gave people hope, something that wasn't very common at that time, that things were getting better (Doc 9a). He also talked about what he was going to do to help the nation, such as having the government create jobs (Doc 8). This address led to the beginning of our economy's revival.

George Washington's Farewell Address and Franklin D. Roosevelt's First Inaugural Address were two of the most important addresses in American History. Both did a great deal to help the citizens of our country, whether it be through advice or by reassuring the American people.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for Franklin D. Roosevelt's First Inaugural Address and mentions George Washington's Farewell Address
- Is descriptive (*Washington*: gives plenty of advice to future presidents to keep our nation strong; *Roosevelt*: country going through worst financial crisis in history; gave people hope; talked about what he was going to do to help the nation)
- Includes minimal information from documents 1, 2, 3, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Roosevelt*: going to have government create jobs)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. None of the general statements about Washington specifically address any aspect of the task. Additional supporting facts and details would have strengthened the discussion of Roosevelt.

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

The Gettysburg address was a very important speech by president adriham lincoln after the battle of Gettysburg. The speech was not long but it made a huge impact on the people of the United States.

The Gettysburg address was so important because it helped the family and friends who had lost someone in the battle. The Gettysburg address was so influential in the United States. It was so influential Dr. Martin Luther King used it in his speech 50 years later, according to document 6. The speech Dr. King Jr gave was called "I have a Dream" it started "fore score and 7 years ago" in reference to lincoln's speech at Gettysburg. That is how lincoln's speech at gettysburg was so influential to future of the United States.

The Gettysburg address was very important to the future of Americas and its people. President Lincoln gave the speech to unify the friends and families who had lost their loved ones because everyone lost someone they cared about. Gettysburg was one of the bloodiest battles in the Civil War. The Gettysburg address even helped pave the way for Dr. Martin Luther King Jr. I have a dream speech.

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

- Minimally develops all aspects of the task for Abraham Lincoln's Gettysburg Address
- Is descriptive (*Lincoln*: helped family and friends who had lost someone in battle; Gettysburg one of bloodiest battles in Civil War); includes weak application (*Lincoln*: everyone lost someone they cared about at Gettysburg)
- Includes minimal information from documents 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Lincoln*: Martin Luther King; "I Have a Dream") includes an inaccuracy (*Lincoln*: misinterprets "fore score and seven years ago")
- Demonstrates a general plan of organization; includes an introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. All aspects of the task are briefly mentioned for Lincoln's Gettysburg Address. Simplistic, repetitive, and unexplained statements frame the response.

Document-Based Essay—Practice Paper – A

Throughout United States History, during times of crisis or change, presidents have communicated their ideas to the American people to influence public opinion and to gain their support. These written addresses and speeches have had a significant impact on the United States and on American Society. Two Addresses like this were George Washington's Farewell Address in 1796 and Abraham Lincoln's Gettysburg Address in 1863. These two addresses impacted the history of the United States.

George Washington's Farewell Address impacted the history of the United States. Washington was leaving his presidency and wanted to leave the country with few last tips. Document 2 talks about one of his major ideas in the speech which was about foreign policy. He did not want the country to break their neutrality so that they could stay out of wars. Document 1 talks about how this address impacted the U.S. This allowed for him to stabilize the union and to increase American manufacturing. George Washington's Farewell Address impacted the U.S.

Abraham Lincoln's Gettysburg address also impacted the United States. This was after the battle at Gettysburg when Lincoln addressed the citizens. Document 5 talks about a policy of this address and the purpose. One policy was to bring peace to the nation and reestablish after the battle. Document 4 talks about the impacts of this address. This allowed him to console the citizens of all the casualties and bring the nation back together. These two addresses both highly impacted the history of the United States.

Document-Based Essay—Practice Paper – B

Oratory is both a powerful and essential component of a leader, especially during times of turmoil. This skill has been displayed by numerous leaders of our nation throughout history, two of which are President Abraham Lincoln and President Franklin D. Roosevelt. Both of these men spoke to the nation and addressed serious problems in American society. These speeches greatly impacted both American Society and politics.

In the 1850s arguments over whether slavery should be allowed into the new territories eventually led to national conflict. After Lincoln's election as a Republican who opposed extension of slavery into territories, Southern states that had slaves began seceding from the Union leading to the Civil War in 1861. Although the issue of slavery was a primary cause of the war Lincoln saw it as a war to save the Union. After the fighting began, it became clear that this would be a longer war than almost anyone had thought possible with thousands of casualties (Doc. 4a). President Abraham Lincoln addressed the nation in his Gettysburgh Address following the deadly Battle of Gettysburgh. This speech was a successful attempt to rally Union spirits, renew the North's commitment to winning the war, and call for a new birth of freedom (equality) after the furthest north battle of the Civil War. During this time of the war, there were many casualties on both sides which caused the North to question whether maintaining the Union was worth the struggle. Some in the North were joining antiwar groups, protesting the draft, and thinking that ending the war and letting the South leave the Union was better for the United States. This sparked Lincoln's Gettysburgh Address in which he explains to the nation that the war is not just to maintain the Union,

but instead is to promote equality and liberty, ideals of the Declaration of Independence on which our nation was built (Doc. 5). This speech had a strong impact on not only the society of the time that increasingly saw the importance of ending slavery, but also on the political movements of the years to come. This speech along with Lincoln's Emancipation Proclamation set the stage for Reconstruction and the passage of the 13th, 14th and 15th Amendments. Blacks were freed from slavery, made citizens with equal rights, and given the right to vote, respectively. These new post-Civil War liberties were not really enjoyed by African Americans who found themselves still fighting for equality. A century later Lincoln's Gettysburgh Address continued to influence American culture and politics during the Civil Rights Movement of the 1960's (Doc. 6). Leaders of that movement such as Rosa Parks during the Montgomery bus boycott, Martin Luther King Jr. in Birmingham, and the Freedom Riders worked to finally achieve the "old dream" inspired by Lincoln's address—equality.

Another speech which had a lasting impact on American culture was FDR's First Inaugural Address. This speech was a foreshadowing of the unheard-of power that the federal government of the United States would soon have. FDR delivered this speech in 1933, during the worst economic failure in American history, the Great Depression. During the early years of the Depression, many Americans felt abandoned and ignored by their government because of the republican attitude of Laissez-Faire economy. The Republicans during the Depression were willing to help business hoping that saving businesses would save jobs. Unfortunately they were not willing to do as much as

Document-Based Essay—Practice Paper – B

was needed which meant Americans were standing in line for free soup or carrying signs on the streets hoping to find a job. (Doc 7a and 7b) In FDR's speech however, he provided citizens with "hope" (Doc. 9a) for a once-again prosperous American nation. He did so by clearly stating many of the goals he had for his presidency. For example he planned on expanding the government's role in regulating banking and investments. Margin stock buying and uninsured bank savings would not be allowed to endanger the economy again. Also he spoke about some possible actions which would benefit workers and farmers. In the days after his inauguration, programs such as the TVA and the NIRA began to move the United States away from Laissez-Faire for good. Republican presidents who came after him would not be successful in dismantling much of the New Deal because the American people accepted many of the changes he advocated. The country believed government involvement in the economy would save them from another Great Depression. The concepts FDR spoke about in his First Inaugural have generally been accepted although government regulation continues to have its Republican critics. Some believed that we moved too far from Laissez-Faire.

Throughout U.S. History presidents have made inspirational addresses. They've provided words of wisdom that have impacted the nation in many ways. Among those addresses are Abraham Lincoln's Gettysburg address and George Washington's farewell address. They have shaped and influenced many future events in American History.

Compromises over slavery in new territories were made in 1820 and 1850 and each time they kept the Union together. Keeping the Union together by compromise was not possible in 1861. The slave-holding South thought that Abraham Lincoln would end slavery. They thought they would be safer forming the Confederate States of America. The North disagreed and thought it was wrong for the South to leave the Union. The North was willing to fight the Civil War to unify the nation again. Abraham Lincoln gave his Gettysburg Address at Gettysburg Pennsylvania in 1863. A battle had been fought there where there were 51,000 casualties (4a). As a result many Americans were once again shocked and full of despair because so many soldiers were dying in so many battles. (4b). Lincoln, as a result, responded to the country's grief by giving a brief but memorable address. He knew that what happened at Gettysburg had cost many lives and that it had to be remembered. What these men had fought and died for was a nation and Union conceived in liberty. It was the duty of the American people to not give up and keep fighting so the dedicated work of the soldiers would continue. This would prove the men didn't die in vain. And, Finally he helped to dedicate the site as a graveyard to honor the fallen men. (5). Many people from throughout the country and around the world have come and continue

to visit to honor their sacrifice. This speech influenced Martin Luther King Jr. at the Lincoln Memorial during the March on Washington. King referenced how Lincoln's Emancipation Proclamation started to give Negro slaves hope before the end of the Civil War but they were still hoping for equality in 1963. Martin Luther King's speech then went on to serve as inspiration for Americans to continue the fight for a nation where all men are created equal just as the Gettysburg Address had. Protesters held rallies and lobbied Congress. Finally there were breakthroughs when segregation in most public places was ended and literacy tests and poll taxes were abolished. Much of what happened in the 1960s to promote equality was influenced by the ideas set in motion by Lincoln's Gettysburg address.

George Washington's farewell address also had a big impact on America. When Washington decided to retire as president after his 2nd term he gave advice to the country. While he was president, there was an increase in U.S. industry, and good relations w/Europe achieved by staying neutral, not going to war, and only trading with them. America had survived as a new nation and had the potential to be a great nation on its own. The nervousness that was felt when Washington had started his presidency had disappeared. Not knowing what might happen after he retired Washington thought he should give advice about foreign policy and how not to become involved with conflicts that might endanger the country. (document 1). In his address he advised the nation to not be involved in other nations' political problems (Document 2a), and remain neutral just as he had done when Britain and France were fighting. Washington said we should follow our own course because we had our own concerns which

Document-Based Essay—Practice Paper – C

were not the same as Europe's. (2b). Washington stated that the U.S shouldn't have political parties because they could divide the country. This advice had a great effect on America. When World War I broke out in Europe after the Assassination of Arch Duke Ferdinand Americans were surprised and most did not want to go to war. The U.S remained neutral in the beginning. Woodrow Wilson often stated how he wanted to remain neutral (2b) and wanted the people to not even think about favoring one side over the other. But we finally went to war hoping to end all wars and save democracy. Unfortunately when the Japanese later bombed Pearl Harbor it showed that no matter how hard we tried to be neutral war came to the U.S from Europe and the Atlantic (3a) and from Japan and the Pacific. Washington's address had a large impact. It gave inspiration for the U.S to try to stay neutral during a time of crisis in Europe and Asia. But staying neutral became almost impossible.

Both the Gettysburg address and Washington's farewell address provided inspiration to the United States and affected how the country dealt with difficult situations. During times of hardship and change presidents give inspirational addresses to help the country further understand a crisis and be able to move ahead.

For the first few years of America's short life as a nation, it looked unclear as to whether or not the inexperienced country could survive the external challenges posed, but even moreso, survive the internal developments that would affect the foundation of America. War, debts, & political stress resulting from developing political parties tested the enduring vigor of the American people & their leader. George Washington was undoubtedly the guiding light America needed to put its collective faith into because he embodied the American spirit. In his two terms of presidency, Washington took the fragile idea that was America at its conception, weak enough to be erased from history at the slightest blow from powerful foreign countries or more natural events that could whither the immature economy. Although the main reason for America's success didn't lie solely on one man's actions; it did in part lie in Washington's basic character & his personal dedication to America. The enduring faith & hope instilled in the American people by Washington's dignified struggle beginning with the Revolutionary cause helped give the American people a feeling of nationalism.

Washington's Farewell Address came after his leading America through the most unsure years when a strong national government replaced a weak national government that didn't even have a president. By the end of Washington's presidency, American business & manufacturing had a successful outlook. The nation was establishing its credit by paying its debts with interest. Congress was also able to raise an army & navy. America was growing from a loose confederation of states to a more unified country. His final farewell speech was advice for how to keep America growing & safe from internal divisions and external threats. He urged a strong adherence

to a foreign policy that showed no partiality to one country over another although trading with other nations would always be acceptable. He wanted to avoid becoming mixed up in European wars fought for causes completely unrelated to American interests. Although we had made an alliance with France during the Revolution, Washington thought it should be honored, but no other alliances should be created. More than 100 years later even though America's neutrality was challenged by German submarine warfare, Woodrow Wilson urged Americans to be neutral in thought and action. Washington understood that for America in 1796 the most beneficial thing to do would be to expand domestic business & the economy until America became sustainable on its own goods & free from dependence on foreign manufacturing. It would also be important to wait until we had a stronger military. The influence of Washington's ideas would reach into the 20th century as it was applied to different circumstances and events. Wilson also understood that as a neutral nation, orders from nations at war would be good for the American economy, but our military was not ready for war. The ultimate goal of both George Washington and Woodrow Wilson was to build the American military & economy until America could pursue its goals when the country was stronger. In the 1930s Franklin D. Roosevelt saw events in much the same way. In both cases Wilson and Roosevelt saw the value of temporary alliances when war became unavoidable. However after World War II, Roosevelt's support for the United Nations and Truman's support for collective security moved the United States farther away from Washington's advice. However decisions for intervention & the creation of alliances often met strong dissent that used Washington's advice as the basis for their arguments. More than

a decade of involvement in Vietnam led to questions about whether United States intervention was necessary. The effect of this speech echoes throughout United States history.

Since Washington's presidency, America had steadily grown & developed as a nation. It had periods where the people were tested. African American civil rights became an ongoing issue after the Civil War and at the same time tensions rose steadily as people responded to changes brought by the industrialization of America. In the 1920s, America's economy was looking better than ever, reaping the rewards of technological advances & industrial expansion.

The Great Depression was a long time coming. Government policies, overexpanded industries, dependence on installment buying, & failing banks during the 1920s were bad signs. However the acting catalyst to the devastation to the U.S economy was the stock market crash of October 1929, also known as Black Friday. Large and small investors lost everything. Banks, having invested customers' money in the stock market, had nothing to show for the money people had deposited. As banks failed & businesses went bankrupt, Americans lost their jobs, farms were foreclosed, & World War I veterans marched on Washington. The American people were utterly devastated, families were losing everything they owned. Fear & confusion plagued millions of Americans, each looking for someone to do something, especially after President Hoover's attempts to end the depression failed.

President Franklin D. Roosevelt was elected and received a mandate to lead America out of the depression. He was a determined, resourceful man who understood what it would take to make America great again. It would take all the resources of the federal government to get the

nation's economy moving again. He gave his First Inaugural Address on March 4, 1933; in it, he detailed that he would use everything in his power to restore the economy & help the American people. Congress would respond by giving him a "blank check" to do what was needed. Wasting no time, he & his "brain trust" immediately set about initiating new government programs to create jobs & provide direct relief. Among these programs was the WPA formed to rebuild the infrastructure of America by repairing roads and building bridges. Electricity was installed for many citizens in the Tennessee valley. Trees were planted & conservation of natural resources was expanded. These relief and recovery measures simultaneously physically restored America, while other reform measures established safeguards for bank deposits and stock investments. Roosevelt's New Deal put Americans to work, but it took time and critics such as Huey Long and Father Coughlin were impatient. It would actually take a world war to solve the unemployment crisis. However the groundwork was laid for recovery & overtime the faith of the American people was restored.

The First Hundred Days provided the genesis of the New Deal policies. Roosevelt's swift action to initiate government relief for restoration of the nation instilled hope in the people of America again. Before long some Americans were able to comfortably spend money on small luxuries again such as going to restaurants, movies, & maybe vacations. The inspiring Inaugural Speech rallied the peoples' spirit once more to have faith in the government. The ideas expressed in the speech and the actions that followed influenced other presidents such as George W. Bush & Barack Obama to use the federal government to solve major economic problems occurring in the 21st century.

During certain time of crisis or presidents have made speeches to get opinion and support from the public. These speeches and addresses have impacted the American society in many different ways. Two addresses presidents have made were the George Washington's Farewell address and Franklin Roosevelt's first Inaugural address.

After the American Revolution, America was in need of a strong government that was not too powerful however, powerful enough to handle the country. After the Article of Confederation failed miserably, the Constitution was written and America was now in need of a president. George Washington was hoping he could relax however was elected by the people to serve as president. Washington agreed and served two terms of presidency. He wanted to show people that he was not corrupt and decided to retire. When he was leaving office he wrote his farewell address where he wrote what the country should and shouldn't do. He wrote that America should have little to no connection with European powers stating that it won't be good for the country. "The great rule of conduct for us in regard to foreign nations is in extending our commercial relations, to have with them as little political connections as possible." (Doc 2a) Future presidents such as Wilson tried to follow Washington's words. "The United States must be neutral in fact as well as its name during these days..." (Doc 2b)

During 1930 United States faced Great Depression that was caused by the stock market crash. Many were unemployed and was need of a job. They didn't have money and were on the streets. President Roosevelt was in office at that time and introduced the new deal via radio. It was the first time any president has used the radio for communication to the people. He discussed that the government should

Document-Based Essay—Practice Paper – E

get involved and put people to work on projects that can benefit the country and its economy. "Our greatest primary task is to put people to work. It can be accomplished in part by directing by the Government itself (Doc 8). He discussed that banks should be closed for 4 days to inspect which ones will be able to work and which won't. In result, less people were unemployed. Many had roof to live under and meal in front of them. People had hope and knew that things were starting to get better. "Things were looking up all over." (Doc 9a)

As you can see, certain crisis or change causes presidents to give out addresses. These addresses had great impact on American Society. The two addresses mentioned above were great examples of a certain crisis or change in America.

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

- Minimally mentions some aspects of the task for George Washington's Farewell Address and Abraham Lincoln's Gettysburg Address
- Is descriptive (*Washington*: wanted to leave the country with a few last tips; did not want country to break its neutrality so that they could stay out of wars; *Lincoln*: policy to bring peace to nation and restabilize it after the battle; allowed him to console citizens for all the casualties and bring nation back together); includes faulty application (*Washington*: address allowed him to stabilize the Union and increase American manufacturing)
- Includes minimal information from documents 2 and 5
- Presents no relevant outside information
- Includes very few relevant facts, examples, and details (*Washington*: leaving the presidency)
- Demonstrates a general plan of organization; includes an introduction that copies the historical context and a brief concluding sentence

Conclusion: Overall, the response fits the criteria for Level 1. Document information is used to make relevant general statements that would have benefited from supporting facts and details. However, a limited understanding of the task is demonstrated.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task for Abraham Lincoln’s Gettysburg Address and Franklin D. Roosevelt’s First Inaugural Address
- Is both descriptive and analytical (*Lincoln*: successful attempt to rally Union spirits, renew North’s commitment to winning war, and call for new birth of freedom; used address to explain that war not just to maintain Union but to promote equality and liberty; strong impact on society of time that saw importance of ending slavery and on political movements for years; continued to influence American culture and politics during civil rights movement of 1960s; *Roosevelt*: speech a foreshadowing of power federal government would soon have; planned on expanding government’s role in regulating banking and investments; Republican presidents who came after him were not successful in dismantling much of New Deal because American people accepted many of changes; country believed government involvement in economy would save them from another Great Depression)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Lincoln*: after election, Southern states that had slaves began seceding from Union; some in North joining antiwar groups, protesting draft, and thinking that ending war and letting South leave Union was better for the United States; Emancipation Proclamation set stage for Reconstruction and passage of 13th, 14th, and 15th amendments; new post-Civil War liberties not really enjoyed by African Americans; Rosa Parks during Montgomery bus boycott, Martin Luther King Jr. in Birmingham, and Freedom Riders worked to achieve “old dream” of equality; *Roosevelt*: many Americans felt abandoned and ignored by government because of Republican attitude of laissez-faire economy; Republicans during the Depression willing to help business, hoping that saving businesses would save jobs; margin stock buying and uninsured bank savings would not be allowed to endanger economy again; programs began to move United States away from laissez-faire)
- Supports the theme with relevant facts, examples, and details (*Lincoln*: thousands of casualties in Civil War; deadly battle of Gettysburg; Declaration of Independence; *Roosevelt*: worst economic failure in American history, Americans standing in line for free soup; TVA and NIRA)
- Demonstrates a logical and clear plan of organization; includes an introduction that is slightly beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Good relevant outside information is used throughout the response to reach good analytic conclusions. Additional supporting facts and details would have enhanced the discussion of the impact of each address.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with some depth for Abraham Lincoln’s Gettysburg Address and George Washington’s Farewell Address
- Is more descriptive than analytical (*Lincoln*: responded to the country’s grief; duty of American people to not give up and keep fighting so dedicated work of soldiers would continue to prove men did not die in vain; Emancipation Proclamation gave Negro slaves hope before end of Civil War, but they were still hoping for equality in 1963; Martin Luther King’s speech served as inspiration for Americans to continue the fight for a nation where all men created equal; much of what happened in 1960s to promote equality influenced by ideas set in motion by Lincoln; *Washington*: during his presidency, increase in United States industry and good relations with Europe was achieved by staying neutral, not going to war, and only trading with them; America had survived as a new nation and had potential to be a great nation; stated United States should not have political parties because they could divide country; war came to United States; staying neutral became almost impossible)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Lincoln*: South thought they would be safer forming Confederate States of America, but North disagreed; many people have come to Gettysburg to honor soldiers’ sacrifice; protesters held rallies and lobbied Congress; breakthroughs when segregation in most public places ended and literacy tests and poll taxes abolished; *Washington*: when World War I broke out in Europe, most Americans did not want to go to war; went to war hoping to end all wars and save democracy)
- Includes some relevant facts, examples, and details (*Lincoln*: 51,000 casualties; dedicated site as graveyard to honor fallen men; Lincoln Memorial; March on Washington; *Washington*: Japanese bombed Pearl Harbor)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Good historical information enhances the development of the response. Thoughtful statements are employed to interpret and expand upon document information, but further explanation would have strengthened the discussion.

Practice Paper D—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for George Washington’s Farewell Address and Franklin D. Roosevelt’s First Inaugural Address
- Is more analytical than descriptive (*Washington*: main reason for America’s success in part lies in his basic character and his personal dedication to America; urged a strong adherence to foreign policy that showed no partiality to one country over another although trading with other nations was always acceptable; understood that for America in 1796, the most beneficial thing would be to expand domestic business and economy until America became sustainable on its own goods; decisions for intervention and the creation of alliances often met strong dissent that used Washington’s advice as the basis for their arguments; *Roosevelt*: American people utterly devastated; families losing everything they owned; would use everything in his power to restore economy and help American people; reform measures established safeguards for bank deposits and stock investments; would take a world war to solve unemployment crisis although the groundwork was laid for recovery)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*Washington*: enduring faith and hope helped give American people a feeling of nationalism; Woodrow Wilson understood that as a neutral nation, orders from nations at war would be good for American economy, but our military was not ready for war; Roosevelt’s support for United Nations and Truman’s support for collective security moved United States further away from Washington’s advice; more than a decade of involvement in Vietnam led to questions about whether United States intervention was necessary; *Roosevelt*: banks failed and businesses went bankrupt; Americans lost their jobs, farms foreclosed, and World War I veterans marched on Washington; fear and confusion plagued millions of Americans; WPA formed to rebuild infrastructure of America by repairing roads and building bridges; electricity installed for many citizens in Tennessee Valley; trees planted and conservation of natural resources expanded; influenced George W. Bush and Barack Obama to use federal government to solve major economic problems)
- Richly supports the theme with many relevant facts, examples, and details (*Washington*: how to keep America growing and safe from internal divisions and external threats; neutrality challenged by German submarine warfare; *Roosevelt*: Great Depression; stock market crash of October 1929; Black Friday)
- Demonstrates a logical and clear plan of organization; lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 5. Good historical insights support an analytic discussion of circumstances leading to each address. A thorough discussion of the long-lasting influence of Washington’s advice demonstrates good comparative elements, and the treatment of the more immediate physical and emotional effects of Roosevelt’s address and the New Deal is comprehensive.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task for George Washington’s Farewell Address and Franklin D. Roosevelt’s First Inaugural Address
- Is primarily descriptive (*Washington*: wrote what country should and should not do; America should have little to no connection with European powers as it would not be good for the country; Wilson stated United States should be neutral in fact as well as name; *Roosevelt*: government should get involved and put people to work on projects that could benefit country and its economy; fewer people unemployed; gave people hope); includes faulty and weak application (*Washington*: wanted to show people he was not corrupt and decided to retire)
- Incorporates limited relevant information from documents 1, 2, 7, 8, and 9
- Presents some relevant outside information (*Washington*: after Revolution, America in need of a strong government that was not too powerful but powerful enough to handle the country; after Articles of Confederation failed, Constitution written; served two terms as president; *Roosevelt*: Great Depression caused by stock market crash; New Deal introduced via radio; banks should be closed for four days to inspect which ones would work and which would not)
- Includes few relevant facts, examples, and details (*Washington*: Wilson tried to follow Washington’s words; *Roosevelt*: many unemployed and in need of a job; many had roofs to live under and meals in front of them); includes an inaccuracy (*Roosevelt*: first time any president used radio to communicate with people)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. While the discussion of the impact of Roosevelt’s address focuses on its immediate impact, the impact of Washington’s address is addressed with a single statement about Wilson’s neutrality. The strength of the response is the treatment of historical circumstances surrounding Washington’s address.

United States History and Government Specifications June 2017

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

| | Theme | Standards |
|----------------------|---|---|
| Thematic Essay | Cultural and Intellectual Life; Civic Values; Migration; Diversity; Reform Movements; Change | Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government |
| Document-based Essay | Presidential Decisions and Actions; Foreign Policy; Interdependence; Civic Values; Constitutional Principles; Citizenship; Economic Systems; Government | Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government |

Notes:

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

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

The *Chart for Determining the Final Examination Score for the June 2017 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

The State Education Department / The University of the State of New York
Regents Examination in United States History and Government – June 2017
 Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 44 would receive a final examination score of 80.

| | | Total Essay Score | | | | | | | | | | |
|----------------------------------|----|-------------------|----|----|----|----|----|----|----|----|----|----|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Total Part I and Part IIIA Score | 0 | 0 | 3 | 6 | 9 | 13 | 16 | 20 | 24 | 28 | 32 | 37 |
| | 1 | 1 | 4 | 7 | 10 | 14 | 18 | 21 | 25 | 30 | 34 | 38 |
| | 2 | 2 | 5 | 8 | 12 | 15 | 19 | 23 | 27 | 31 | 35 | 39 |
| | 3 | 3 | 6 | 9 | 13 | 16 | 20 | 24 | 28 | 32 | 37 | 41 |
| | 4 | 4 | 7 | 10 | 14 | 18 | 21 | 25 | 30 | 34 | 38 | 42 |
| | 5 | 5 | 8 | 12 | 15 | 19 | 23 | 27 | 31 | 35 | 39 | 44 |
| | 6 | 6 | 9 | 13 | 16 | 20 | 24 | 28 | 32 | 37 | 41 | 45 |
| | 7 | 7 | 10 | 14 | 18 | 21 | 25 | 30 | 34 | 38 | 42 | 47 |
| | 8 | 8 | 12 | 15 | 19 | 23 | 27 | 31 | 35 | 39 | 44 | 48 |
| | 9 | 9 | 13 | 16 | 20 | 24 | 28 | 32 | 37 | 41 | 45 | 50 |
| | 10 | 10 | 14 | 18 | 21 | 25 | 30 | 34 | 38 | 42 | 47 | 51 |
| | 11 | 12 | 15 | 19 | 23 | 27 | 31 | 35 | 39 | 44 | 48 | 52 |
| | 12 | 13 | 16 | 20 | 24 | 28 | 32 | 37 | 41 | 45 | 50 | 54 |
| | 13 | 14 | 18 | 21 | 25 | 30 | 34 | 38 | 42 | 47 | 51 | 55 |
| | 14 | 15 | 19 | 23 | 27 | 31 | 35 | 39 | 44 | 48 | 52 | 57 |
| | 15 | 16 | 20 | 24 | 28 | 32 | 37 | 41 | 45 | 50 | 54 | 58 |
| | 16 | 18 | 21 | 25 | 30 | 34 | 38 | 42 | 47 | 51 | 55 | 60 |
| | 17 | 19 | 23 | 27 | 31 | 35 | 39 | 44 | 48 | 52 | 57 | 61 |
| | 18 | 20 | 24 | 28 | 32 | 37 | 41 | 45 | 50 | 54 | 58 | 62 |
| | 19 | 21 | 25 | 30 | 34 | 38 | 42 | 47 | 51 | 55 | 60 | 64 |
| | 20 | 23 | 27 | 31 | 35 | 39 | 44 | 48 | 52 | 57 | 61 | 65 |
| | 21 | 24 | 28 | 32 | 37 | 41 | 45 | 50 | 54 | 58 | 62 | 66 |
| | 22 | 25 | 30 | 34 | 38 | 42 | 47 | 51 | 55 | 60 | 64 | 68 |
| | 23 | 27 | 31 | 35 | 39 | 44 | 48 | 52 | 57 | 61 | 65 | 69 |
| | 24 | 28 | 32 | 37 | 41 | 45 | 50 | 54 | 58 | 62 | 66 | 70 |
| | 25 | 30 | 34 | 38 | 42 | 47 | 51 | 55 | 60 | 64 | 68 | 72 |
| | 26 | 31 | 35 | 39 | 44 | 48 | 52 | 57 | 61 | 65 | 69 | 73 |
| | 27 | 32 | 37 | 41 | 45 | 50 | 54 | 58 | 62 | 66 | 70 | 74 |
| | 28 | 34 | 38 | 42 | 47 | 51 | 55 | 60 | 64 | 68 | 72 | 76 |
| | 29 | 35 | 39 | 44 | 48 | 52 | 57 | 61 | 65 | 69 | 73 | 77 |
| | 30 | 37 | 41 | 45 | 50 | 54 | 58 | 62 | 66 | 70 | 74 | 78 |
| | 31 | 38 | 42 | 47 | 51 | 55 | 60 | 64 | 68 | 72 | 76 | 79 |

| | | Total Essay Score | | | | | | | | | | |
|----------------------------------|----|-------------------|----|----|----|----|----|----|----|----|----|-----|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Total Part I and Part IIIA Score | 32 | 39 | 44 | 48 | 52 | 57 | 61 | 65 | 69 | 73 | 77 | 80 |
| | 33 | 41 | 45 | 50 | 54 | 58 | 62 | 66 | 70 | 74 | 78 | 82 |
| | 34 | 42 | 47 | 51 | 55 | 60 | 64 | 68 | 72 | 76 | 79 | 83 |
| | 35 | 44 | 48 | 52 | 57 | 61 | 65 | 69 | 73 | 77 | 80 | 84 |
| | 36 | 45 | 50 | 54 | 58 | 62 | 66 | 70 | 74 | 78 | 82 | 85 |
| | 37 | 47 | 51 | 55 | 60 | 64 | 68 | 72 | 76 | 79 | 83 | 86 |
| | 38 | 48 | 52 | 57 | 61 | 65 | 69 | 73 | 77 | 80 | 84 | 87 |
| | 39 | 50 | 54 | 58 | 62 | 66 | 70 | 74 | 78 | 82 | 85 | 88 |
| | 40 | 51 | 55 | 60 | 64 | 68 | 72 | 76 | 79 | 83 | 86 | 89 |
| | 41 | 52 | 57 | 61 | 65 | 69 | 73 | 77 | 80 | 84 | 87 | 90 |
| | 42 | 54 | 58 | 62 | 66 | 70 | 74 | 78 | 82 | 85 | 88 | 91 |
| | 43 | 55 | 60 | 64 | 68 | 72 | 76 | 79 | 83 | 86 | 89 | 92 |
| | 44 | 57 | 61 | 65 | 69 | 73 | 77 | 80 | 84 | 87 | 90 | 93 |
| | 45 | 58 | 62 | 66 | 70 | 74 | 78 | 82 | 85 | 88 | 91 | 94 |
| | 46 | 60 | 64 | 68 | 72 | 76 | 79 | 83 | 86 | 89 | 92 | 95 |
| | 47 | 61 | 65 | 69 | 73 | 77 | 80 | 84 | 87 | 90 | 93 | 96 |
| | 48 | 62 | 66 | 70 | 74 | 78 | 82 | 85 | 88 | 91 | 94 | 97 |
| | 49 | 64 | 68 | 72 | 76 | 79 | 83 | 86 | 89 | 92 | 95 | 97 |
| | 50 | 65 | 69 | 73 | 77 | 80 | 84 | 87 | 90 | 93 | 96 | 98 |
| | 51 | 66 | 70 | 74 | 78 | 82 | 85 | 88 | 91 | 94 | 97 | 98 |
| | 52 | 68 | 72 | 76 | 79 | 83 | 86 | 89 | 92 | 95 | 97 | 98 |
| | 53 | 69 | 73 | 77 | 80 | 84 | 87 | 90 | 93 | 96 | 98 | 98 |
| | 54 | 70 | 74 | 78 | 82 | 85 | 88 | 91 | 94 | 97 | 98 | 98 |
| | 55 | 72 | 76 | 79 | 83 | 86 | 89 | 92 | 95 | 97 | 98 | 98 |
| | 56 | 73 | 77 | 80 | 84 | 87 | 90 | 93 | 96 | 98 | 98 | 99 |
| | 57 | 74 | 78 | 82 | 85 | 88 | 91 | 94 | 97 | 98 | 98 | 99 |
| | 58 | 76 | 79 | 83 | 86 | 89 | 92 | 95 | 97 | 98 | 98 | 99 |
| | 59 | 77 | 80 | 84 | 87 | 90 | 93 | 96 | 98 | 98 | 99 | 99 |
| | 60 | 78 | 82 | 85 | 88 | 91 | 94 | 97 | 98 | 98 | 99 | 99 |
| | 61 | 79 | 83 | 86 | 89 | 92 | 95 | 97 | 98 | 98 | 99 | 99 |
| | 62 | 80 | 84 | 87 | 90 | 93 | 96 | 98 | 98 | 99 | 99 | 99 |
| | 63 | 82 | 85 | 88 | 91 | 94 | 97 | 98 | 98 | 99 | 99 | 100 |