

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, June 12, 2013 — 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.

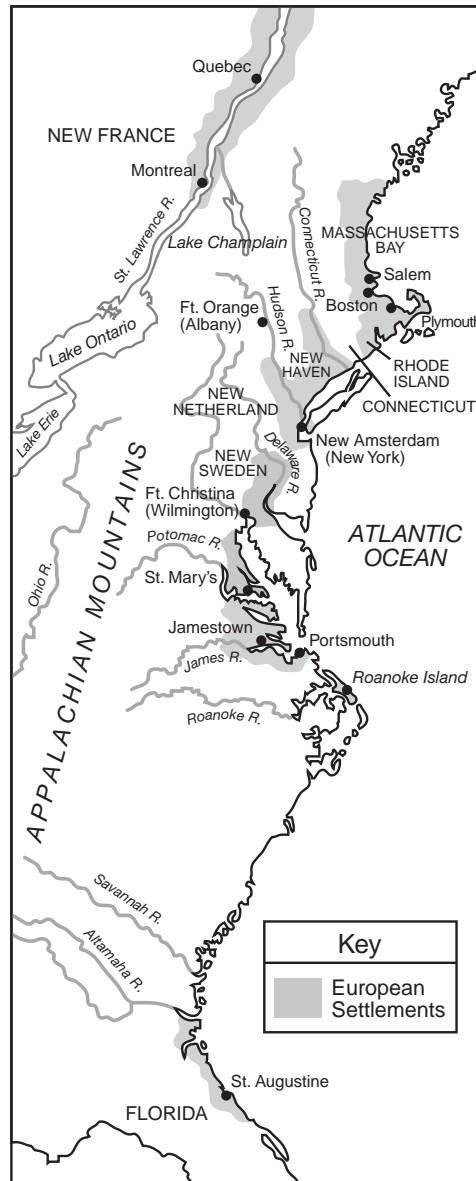
Part I

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.

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

North American Colonies to 1650



Source: Garraty and McCaughey,
*The American Nation: A History
of the United States to 1877*,
Harper & Row, 1987 (adapted)

- 1 Which generalization is most clearly supported by the information provided by the map?
- (1) Most early European settlements were located west of the Appalachian Mountains.
 - (2) Rivers and harbors played a major role in the location of early settlements.
 - (3) Only Dutch colonists settled away from the Atlantic coast.
 - (4) The Great Lakes were important shipping routes for the early settlers.

- 2 The creation of the Virginia House of Burgesses and the signing of the Mayflower Compact showed that American colonists
- (1) supported the abolition of slavery
 - (2) practiced elements of self-government
 - (3) promoted public education
 - (4) demanded immediate independence

- 3 Which two key principles of government are included in the Declaration of Independence?
- (1) majority rule and minority rights
 - (2) universal suffrage and judicial independence
 - (3) direct democracy and equality for women
 - (4) consent of the governed and natural rights

Base your answer to question 4 on the passage below and on your knowledge of social studies.

... We the General Assembly of Virginia do enact, that no man shall be compelled to frequent or support any religious Worship place or Ministry whatsoever, nor shall be enforced, restrained, molested, or burthened [burdened] in his body or goods, nor shall otherwise suffer on account of his religious opinions or belief, but that all men shall be free to profess, and by argument to maintain their opinions in matters of religion, and that the same shall in no wise [way] diminish, enlarge, or affect their civil capacities....

— Virginia General Assembly, 1779

- 4 The principle expressed in this proposed law was also contained in the
- (1) Zenger case decision
 - (2) Albany Plan of Union
 - (3) First amendment
 - (4) Alien and Sedition Acts

-
- 5 Which major issue was debated at the Constitutional Convention in 1787 and contributed directly to the start of the Civil War?
- (1) regulation of interstate commerce
 - (2) setting of qualifications for federal office holders
 - (3) length of presidential term of office
 - (4) balance of power between the states and the national government

- 6 The United States and New York State constitutions establish republican forms of government because each provides for
- (1) a standing army
 - (2) elected representatives
 - (3) control over the money supply
 - (4) a system of implied powers

- 7 What was the primary objection of the Antifederalists to ratification of the Constitution?
- (1) They opposed a bicameral legislature.
 - (2) They believed the rights of the people were not protected.
 - (3) They feared a weak central government.
 - (4) They wanted to give more power to the executive branch.

Base your answer to question 8 on the excerpts from the United States Constitution below and on your knowledge of social studies.

The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

— Article I, Section 9

... and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

— Amendment IV

- 8 Which basic constitutional concept is illustrated by each of these provisions?
- (1) balancing individual liberty and the need for order in society
 - (2) dividing power between the Senate and the House of Representatives
 - (3) guaranteeing equal treatment of minority groups
 - (4) providing flexibility to meet changing needs through the elastic clause
-

- 9 According to the Constitution, the president is required to
- (1) sign or veto bills passed by Congress
 - (2) establish income tax rates
 - (3) review Supreme Court decisions
 - (4) raise money for political parties

Base your answer to question 10 on the excerpt from an address to the Cherokee Nation below and on your knowledge of social studies.

Cherokees! The president of the United States has sent me, with a powerful army, to cause you, in obedience to the treaty of 1835, to join that part of your people who are already established in prosperity on the other side of the Mississippi.— Unhappily, the two years which were allowed for the purpose, you have suffered to pass away without following, and without making any preparations to follow; and now, or by the time that this solemn address shall reach your distant settlements, the emigration must be commenced in haste, but, I hope, without disorder. I have no power, by granting a further delay, to correct the error that you have committed. The full moon of May is already on the wane [decline]; and before another shall have passed away, every Cherokee man, woman, and child, in those states, must be in motion to join their brethren in the far west....

— General Winfield Scott, 1838

- 10 The immediate result of the action demanded in this passage was the
- (1) creation of the Underground Railroad
 - (2) expansion of the rights of Native American Indians
 - (3) start of the Trail of Tears march to the Oklahoma Territory
 - (4) assimilation of Native American Indians into mainstream American culture
-

- 11 In *Marbury v. Madison* (1803), the Supreme Court established a precedent for
- (1) judicial review
 - (2) the impeachment process for civil officers
 - (3) lifetime offices for justices
 - (4) treaty ratification procedures

- 12 The Lewis and Clark expedition (1803–1806) was important because it

- (1) determined the route of the first trans-continental railroad
- (2) opened an all-water route to the Gulf of Mexico
- (3) removed the British threat from the Northwest Territory
- (4) increased understanding of the area included in the Louisiana Purchase

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

... The whole military force of the State is at the service of a Mr. Suttle, a slaveholder from Virginia, to enable him to catch a man whom he calls his property; but not a soldier is offered to save a citizen of Massachusetts from being kidnapped! Is this what all these soldiers, all this training, have been for these seventy-nine years past [since the beginning of the American Revolution]? Have they been trained merely to rob Mexico and carry back fugitive slaves to their masters?...

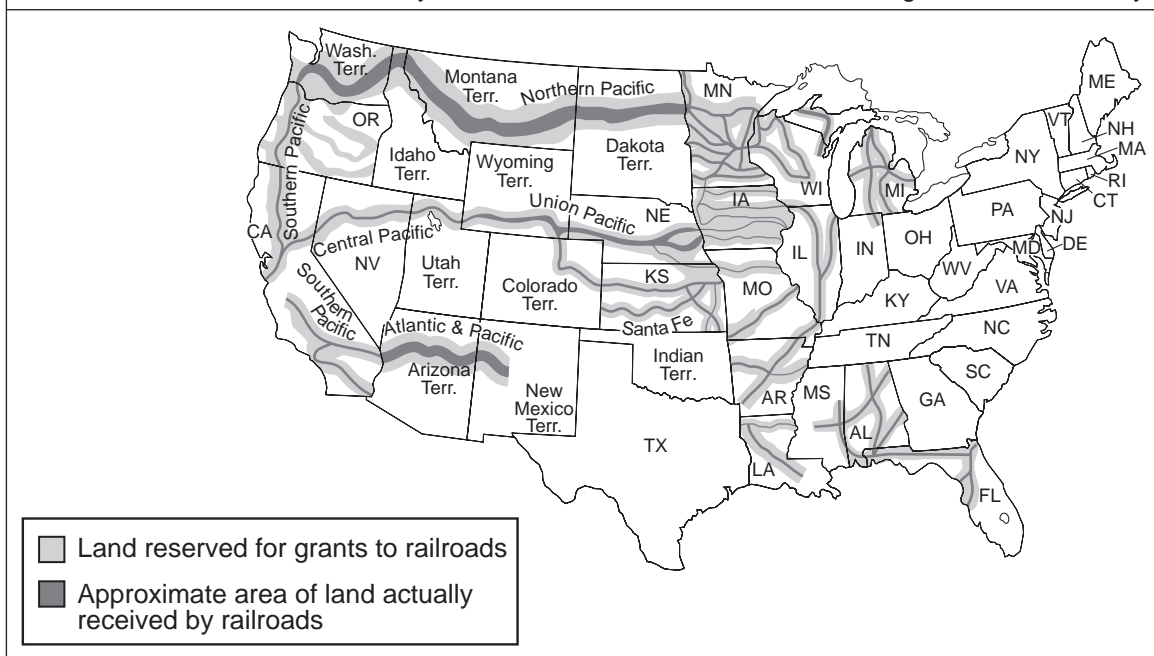
— Henry David Thoreau, Independence Day speech at Framingham, Massachusetts

- 13 The author of this statement is expressing dissatisfaction with a provision included in the
- (1) Treaty of Ghent (1815)
 - (2) Oregon Treaty of 1846
 - (3) Compromise of 1850
 - (4) Kansas-Nebraska Act (1854)
-

Base your answers to questions 14 and 15 on the map below and on your knowledge of social studies.

Federal Land Grants to Railroads as of 1871

Besides land, the government provided loans of \$16,000 for each mile built on level land, \$32,000 for each mile built on hilly terrain, and \$48,000 for each mile in high mountain country.



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

- 14 Which conclusion is most clearly supported by the information in the map?
- (1) The belief in laissez-faire prevented the federal government from helping railroads.
 - (2) The federal government promoted transcontinental railroad construction.
 - (3) Western railroads generated little profit for their owners.
 - (4) Railroad companies had to buy the land they needed for construction.
- 15 What was a result of the railroad construction shown on the map?
- (1) A national market developed in the United States.
 - (2) Silver and gold mining opportunities decreased.
 - (3) Railroad companies gave free land to settlers.
 - (4) Steel factories relocated from the Great Lakes region to the Rocky Mountain states.

- 16 President Abraham Lincoln's plan for Reconstruction after the Civil War included
- (1) restoring the social conditions that existed before the war began
 - (2) conducting trials for former Confederate leaders
 - (3) destroying the economic and social power of the Southern planters
 - (4) reuniting the nation as quickly as possible

- 17 After the Civil War, freedmen in the South had difficulty improving their economic condition because
- (1) literacy for formerly enslaved persons was prohibited
 - (2) migration of factory workers from Northern cities had created competition for jobs
 - (3) the federal government confiscated their 40-acre grants
 - (4) the system of sharecropping kept them in a cycle of poverty

Base your answer to question 18 on the cartoon below and on your knowledge of social studies.

WOMAN'S HOLY WAR
Grand Charge on the Enemy's Works



Source: Currier and Ives, c. 1874, Library of Congress (adapted)

- 18 This cartoon is expressing support for
- (1) the Populist crusade
 - (2) woman's suffrage
 - (3) national Prohibition
 - (4) protective tariffs
-
- 19 In the second half of the 1800s, which development led to the other three?
- (1) expansion of political machines
 - (2) growth of American cities
 - (3) development of tenement housing
 - (4) increase in crime
- 20 The Roosevelt Corollary (1904) to the Monroe Doctrine proclaimed the right of the United States to
- (1) intervene in the internal affairs of Latin American nations
 - (2) impose trade restrictions on European imports
 - (3) promote democracy in Africa
 - (4) determine the border between Alaska and Canada

- 21 In the early 20th century, muckrakers were able to influence American society mainly by
- (1) organizing demonstrations in large cities
 - (2) contributing to presidential election campaigns
 - (3) lobbying members of Congress
 - (4) exposing corruption in business and government
- 22 Which statement about President Theodore Roosevelt's Square Deal is an opinion rather than a fact?
- (1) The Square Deal included policies to increase railroad regulation.
 - (2) Consumer protection was an element of the Square Deal.
 - (3) Square Deal policy made distinctions between good and bad trusts.
 - (4) The Square Deal was superior to any other president's program.
- 23 **"Governor Defeated in Recall Election"**
"Referendum Held on Term Limits"
"Conservationists Propose Initiative on National Parks"
- These headlines are all examples of Progressive Era reforms designed to
- (1) place more power in the hands of the voters
 - (2) strengthen the power of state legislatures
 - (3) decrease States rights and increase federal power
 - (4) exclude specific ethnic groups from the political process
- 24 During World War I, what was President Woodrow Wilson's purpose in outlining the Fourteen Points?
- (1) asking Congress for additional funding for the war effort
 - (2) suggesting a peace plan to prevent future wars
 - (3) proposing war crimes trials for leaders of enemy nations
 - (4) calling for military alliances against aggressor nations

25 The Scopes trial and the Sacco and Vanzetti case both involved

- (1) disputes over the death penalty
- (2) clashes over cultural values
- (3) protests by temperance leaders
- (4) challenges to search and seizure protections

26 The prosperity of the United States in the mid-1920s resulted in part from

- (1) increased demand for new consumer goods
- (2) high-wage contracts negotiated by labor unions
- (3) record-high farm prices
- (4) increased government regulation of the economy

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

Bonus Army shacks burn on Anacostia flats, Washington, D.C., after being attacked by military, 1932. The Capitol is in the background.



Source: National Archives (adapted)

27 Many Americans responded to photographs such as this by

- (1) opposing government subsidies for low-income housing
- (2) petitioning Congress to decrease funding for the Veterans Administration
- (3) demanding legislation to increase the power of the military
- (4) criticizing the government for its treatment of World War I veterans

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



Source: Carey Orr, *Chicago Tribune*, 1934 (adapted)

28 Which statement most accurately expresses the viewpoint of the cartoonist?

- (1) New Deal programs are endangering the country.
- (2) Most Americans support New Deal programs.
- (3) Supreme Court decisions are overturning New Deal programs.
- (4) New Deal programs emphasize health care reforms.

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

Dust Storm Disaster

On the 14th day of April of 1935,
There struck the worst of dust storms that ever filled the sky.
You could see that dust storm comin', the cloud looked deathlike black,
And through our mighty nation, it left a dreadful track....

The storm took place at sundown, it lasted through the night,
When we looked out next morning, we saw a terrible sight.
We saw outside our window where wheat fields they had grown
Was now a rippling ocean of dust the wind had blown.

It covered up our fences, it covered up our barns,
It covered up our tractors in the wild and dusty storm.
We loaded our jalopies and piled our families in,
We rattled down that highway to never come back again.

— Woody Guthrie

29 Which region of the United States was most directly affected by the situation described in this song?

- (1) Southeast
- (2) Great Lakes
- (3) Great Plains
- (4) Pacific Northwest

30 These song lyrics were written about people who became

- (1) sharecroppers in the South
- (2) migrant farm workers on the West Coast
- (3) fishermen in New England
- (4) coal miners in the Ohio River valley

31 The entrance of the United States into World War II was preceded by

- (1) President Franklin D. Roosevelt's successful effort to end the Holocaust in Europe
- (2) unauthorized presidential use of United States troops in Japan
- (3) American aid to help Great Britain defend itself against German aggression
- (4) legislation encouraging the immigration of war refugees

32 As a result of the presidency of Franklin D. Roosevelt, the Constitution was amended to

- (1) correct problems with the electoral college
- (2) lower the voting age to eighteen years
- (3) limit the number of terms a person can serve as president
- (4) end the use of poll taxes in presidential elections

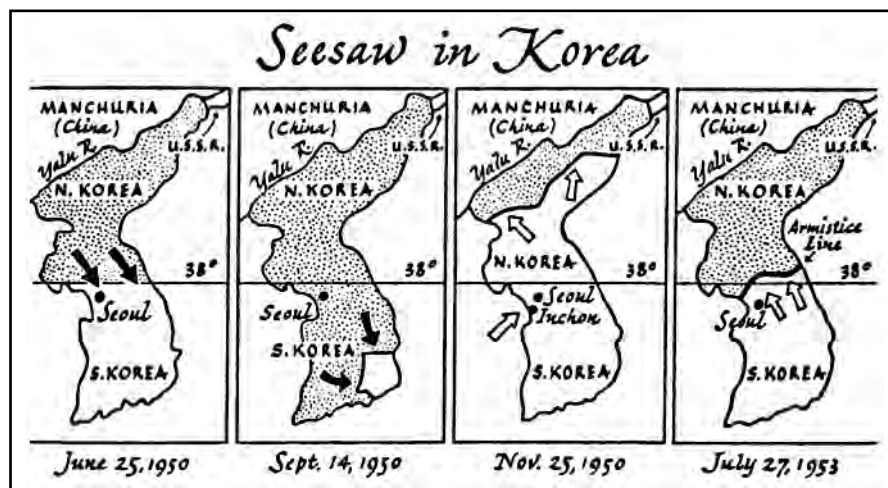
33 The internment of Japanese Americans during World War II illustrates that

- (1) the Supreme Court can be relied on to defend civil rights
- (2) threats to national security are often ignored by the government
- (3) minorities are not allowed to enlist in the United States military
- (4) civil liberties are sometimes limited during times of national crisis

34 After World War II, what was one important result of the Servicemen's Readjustment Act (GI Bill)?

- (1) Many veterans attended college.
- (2) The demand for housing decreased.
- (3) Defense industries recruited more women.
- (4) Women became eligible for the draft.

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



Source: Thomas A. Bailey, *A Diplomatic History of the American People*,
Prentice Hall, 1980

35 Which conclusion is supported by the information provided on this map?

- (1) The United Nations could have won the war by sending its troops across the Yalu River.
- (2) South Korea was never in danger of being defeated by North Korea.
- (3) The war did little to alter the territorial division of Korea.
- (4) China refused to aid North Korea.

36 The perceived threat of communist influence in the United States during the 1950s prompted Congress to

- (1) ban foreign students
- (2) repeal loyalty oaths
- (3) deport citizens who were communists
- (4) investigate suspected communist sympathizers

37 The Gulf of Tonkin Resolution (1964) provided congressional support for

- (1) withdrawing from the United Nations
- (2) expanding the Alliance for Progress
- (3) escalating military action in Vietnam
- (4) reestablishing trade with Cuba

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

KENNEDY WARNED OF SPACE SETBACK

Task Force Says Soviet Will Probably Orbit Man First — Asks Reorganization

By W. H. Lawrence
Special to The New York Times.

PALM BEACH, Fla., Jan. 11

— A task force on space programs warned President-elect John F. Kennedy today that the United States was lagging behind the Soviet Union in ballistic missiles and outer-space exploration.

The group said that the lag in developing powerful booster rockets made it “very unlikely that we shall be first in placing a man into orbit around the earth.”

Source: *New York Times*, January 12, 1961 (adapted)

38 President Kennedy responded to warnings like this by

- (1) promising to explore Mars and other nearby planets
- (2) asking Congress to fund the Hubble telescope
- (3) pledging to put a man on the Moon within a decade
- (4) joining the Soviet Union in building a space station

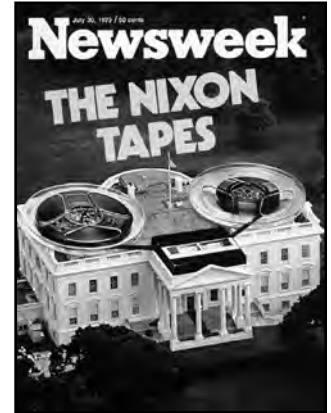
39 A major goal of President Lyndon B. Johnson’s Great Society program was to

- (1) increase farm production
- (2) provide aid to developing nations in Africa
- (3) enact social welfare programs to end poverty
- (4) expand the size of the military

Base your answer to question 40 on the magazine covers below and on your knowledge of social studies.



Source: *Time*, June 28, 1971



Source: *Newsweek*,
July 30, 1973

40 What was a result of the events reflected in these magazine covers?

- (1) Many Americans lost trust in their government.
- (2) The Supreme Court ruled in favor of the president’s actions.
- (3) Freedom of the press was limited.
- (4) President Richard Nixon was defeated in his bid for reelection.

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

... Historians looking back at our time will note the consistent restraint and peaceful intentions of the West. They will note that it was the democracies who refused to use the threat of their nuclear monopoly in the forties and early fifties for territorial or imperial gain. Had that nuclear monopoly been in the hands of the Communist world, the map of Europe—indeed, the world—would look very different today. And certainly they will note it was not the democracies that invaded Afghanistan [in 1979] or suppressed Polish Solidarity or used chemical and toxin warfare in Afghanistan and Southeast Asia...

— President Ronald Reagan, speech to the British House of Commons, June 8, 1982

- 41 Which attitude about Cold War rivalries is expressed by President Ronald Reagan in this speech?
- (1) Actions taken by communist nations to secure their borders have brought stability to Europe.
 - (2) The United States has made no attempt to pursue peaceful coexistence with communist nations.
 - (3) Efforts to reduce the nuclear arms race have resulted in lower defense spending.
 - (4) Communist nations, not western democracies, have threatened world peace.
-
- 42 President Ronald Reagan and President George W. Bush shared the belief that tax cuts would result in
- (1) a reduction in exports
 - (2) the growth of the economy
 - (3) an increase in the federal bureaucracy
 - (4) a rise in unemployment
- 43 In *New Jersey v. T.L.O.* (1985) and *Vernonia School District v. Acton* (1995), the United States Supreme Court ruled that
- (1) student rights may be limited in school
 - (2) school locker searches are unconstitutional
 - (3) public schools have the right to promote school prayer
 - (4) schools must obtain a court order to implement drug testing

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



Source: Bob Unell, *Kansas City Star*, in Charles Brooks, ed., *Best Editorial Cartoons of the Year, 2005 Edition*, Pelican Publishing

- 44 Which development is the topic of this cartoon?
- (1) increase in trade between the United States and Southeast Asia
 - (2) outsourcing of American jobs to foreign countries
 - (3) abandonment of free trade agreements with other countries
 - (4) payment of higher wages to overseas workers
-
- 45 What was the major purpose of the Sherman Antitrust Act (1890) and the Clayton Antitrust Act (1914)?
- (1) reducing government involvement in the economy
 - (2) promoting fair competition between businesses
 - (3) guaranteeing collective bargaining rights
 - (4) increasing foreign imports
- 46 Which action would be considered an example of the use of the unwritten constitution?
- (1) ratification of the 19th amendment in 1920
 - (2) declaration of war against Japan in 1941
 - (3) passage of the Civil Rights Act of 1964
 - (4) cabinet meeting called by President Bill Clinton in 1993

- | | |
|---|---|
| <p>47 The growing use of the automobile in the 1920s and the Interstate Highway Act of 1956 both contributed to</p> <ul style="list-style-type: none">(1) the expansion of inner cities(2) an increase in immigration(3) the growth of suburbs(4) a resurgence in rail travel <p>48 Which statement is a valid generalization about immigration to the United States?</p> <ul style="list-style-type: none">(1) Asian immigration was encouraged throughout the 20th century.(2) Few restrictions on European immigration existed before the 1920s.(3) The original Constitution strictly limited immigration.(4) Federal immigration policies have not changed since 1900. | <p>49 Which statement best describes a concern shared by John Muir, Theodore Roosevelt, and Rachel Carson?</p> <ul style="list-style-type: none">(1) The rights of the disabled are not respected.(2) Campaign finance reform is needed to improve government.(3) The natural environment must be protected.(4) The growth of the federal budget deficit is a threat to the nation. <p>50 The League of Nations and the United Nations were both formed with the goal of</p> <ul style="list-style-type: none">(1) preventing wars through peaceful negotiations(2) prohibiting the development of nuclear weapons(3) monitoring the world's monetary systems(4) supporting the spread of democracy |
|---|---|
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Answers to the essay questions are to be written in the separate essay booklet.

Part II

THEMATIC ESSAY QUESTION

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

Theme: Foreign Policy — National Interests

Throughout the history of the United States, the primary goal of its foreign policy has been to protect the nation's interests. The United States has taken military and economic foreign policy actions to achieve that goal. These actions have resulted in varying degrees of success.

Task:

Select **two** military **and/or** economic foreign policy actions taken by the United States to protect its national interests and for **each**

- Describe the historical circumstances that led to the action
- Discuss the extent to which this action was successful in protecting the national interests

You may use any military and/or economic foreign policy action taken by the United States to protect its national interests. Some suggestions you might wish to consider include fighting the Mexican-American War (1846–1848), declaring war on Spain (1898), implementing the Open Door Policy (1899), building the Panama Canal (1904–1914), carrying out the Marshall Plan (1947–1952), confronting the Soviets during the Cuban missile crisis (1962), fighting the Vietnam War (1964–1973), and fighting the Persian Gulf War (1990–1991).

You are *not* limited to these suggestions.

Do *not* write about the Confederacy during the Civil War as one of your examples.

Guidelines:

In your essay, be sure to:

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

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

(a) **describe** means “to illustrate something in words or tell about it”

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

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

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

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

Throughout United States history, the United States Supreme Court has decided major cases related to the civil liberties of African Americans. These decisions have had a significant impact on the nation. These cases include *Dred Scott v. Sanford* (1857), *Plessy v. Ferguson* (1896), and *Brown v. Board of Education of Topeka* (1954).

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** Supreme Court cases mentioned in the historical context and for **each**

- Describe the historical circumstances leading to the case
- Discuss the impact of the Supreme Court’s ruling on the United States and/or on American society

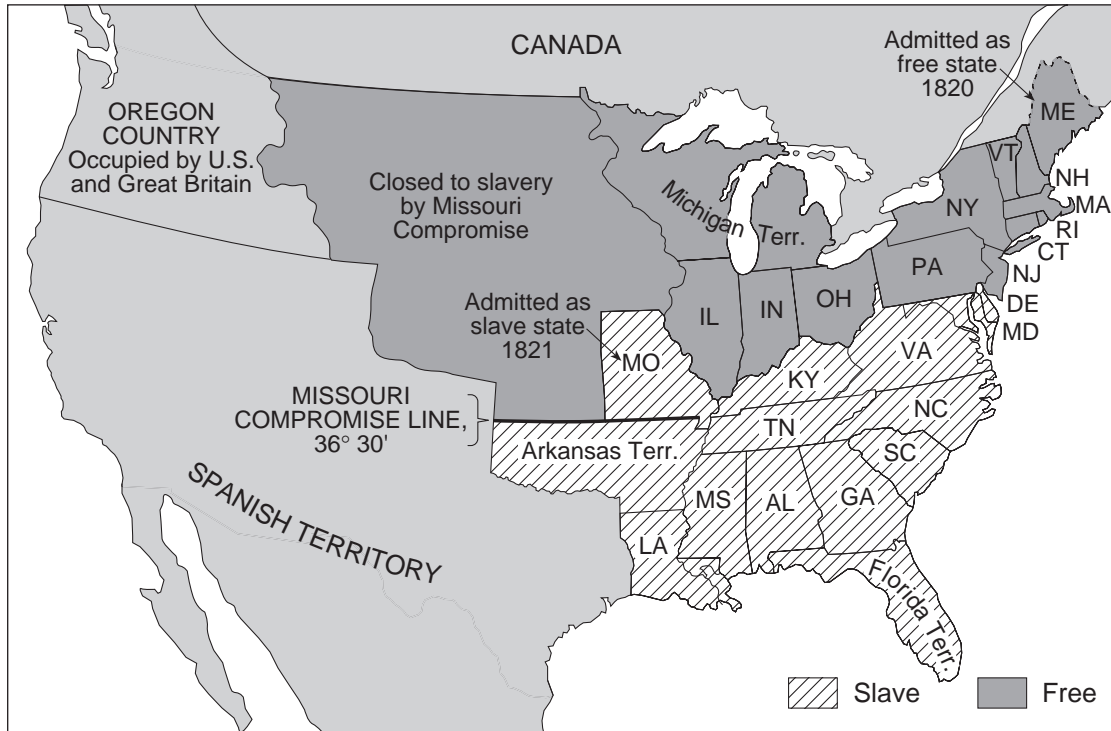
Part A

Short-Answer Questions

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

Document 1a

Missouri Compromise of 1820



Source: <http://voteview.com>, University of California, San Diego (adapted)

Document 1b

... After the Missouri crisis it was no longer possible to pretend that the United States was a single nation with a single set of national interests. Although politicians in both North and South worked hard over the next two decades to suppress the issue of slavery in the national debate lest it drive a deeper wedge between the northern and southern wings of both national parties, the society of slaveholders would henceforth be in conflict with the society of free labor...

Source: Robert Kagan, *Dangerous Nation: America's Foreign Policy from Its Earliest Days to the Dawn of the Twentieth Century*, Alfred A. Knopf, 2006

1 Based on these documents, what were **two** effects the Missouri Compromise had on the nation? [2]

(1) _____

Score

(2) _____

Score

Document 2

Chief Justice Roger Taney wrote the majority opinion in the *Dred Scott* case.

... Taney's decision, which represented the entire Court, not only affirmed the repeal of the Missouri Compromise that had been achieved by the Kansas-Nebraska Act but also challenged the concept of popular sovereignty in any Western territory. As Southern Senator John C. Calhoun had argued, Taney stated that any move to block the rights of slaveholders to own slaves in a territory violated the due process clause of the Fifth Amendment. Supporters of slavery rejoiced at the decision, while those opposed to the expansion of slavery saw Taney's work as further evidence that national politics was firmly under the control of Southern apologists [defenders of slavery]. In the end, the *Dred Scott* case only fueled the already growing flames of sectional mistrust...

Source: Jeffrey W. Coker, *Presidents from Taylor Through Grant, 1849–1877: Debating the Issues in Pro and Con Primary Documents*, Greenwood Press, 2002

2 According to Jeffrey W. Coker, what was **one** impact of the *Dred Scott* decision? [1]

Score

Document 3a

This is an excerpt from a speech by Frederick Douglass in which he analyzed and criticized the Supreme Court's *Dred Scott* decision.

... This infamous [*Dred Scott*] decision of the Slaveholding wing of the Supreme Court maintains that slaves are within the contemplation [meaning] of the Constitution of the United States, property; that slaves are property in the same sense that horses, sheep, and swine are property; that the old doctrine that slavery is a creature of local law is false; that the right of the slaveholder to his slave does not depend upon the local law, but is secured wherever the Constitution of the United States extends; that Congress has no right to prohibit slavery anywhere; that slavery may go in safety anywhere under the star-spangled banner; that colored persons of African descent have no rights that white men are bound to respect; that colored men of African descent are not and cannot be citizens of the United States....

Source: Frederick Douglass, Speech on the *Dred Scott* Decision, May 1857

3a According to Frederick Douglass, what would be **one** impact of the *Dred Scott* decision? [1]

Score

Document 3b

... The third story [of *Dred Scott*] is about the politics of slavery and the coming of the Civil War. The Supreme Court decision sparked enormous political reaction, particularly in the North. It destroyed any chance of agreement between the North and the South over slavery in the territories. It would be an exaggeration to say that the *Dred Scott* decision *caused* the Civil War. But it certainly pushed the nation far closer to that war. The decision played a decisive role in the emergence of Abraham Lincoln as the Republican Party's presidential candidate in 1860 and his election later that year. That in turn set the stage for secession and civil war...

Source: Paul Finkelman, *Dred Scott v. Sandford [Sanford]: A Brief History with Documents*, Bedford Books, 1997

3b According to Paul Finkelman, what was **one** effect of the *Dred Scott* decision on the nation? [1]

Score

Document 4

TRANSPORTATION OF PASSENGERS.

Act III, 1890, p. 152

... SECTION 1. **Separate Accommodations, etc.**—That all railway companies carrying passengers in their coaches in this State, shall provide equal but separate accommodations for the white, and colored [African American] races, by providing two or more passenger coaches for each passenger train, or by dividing the passenger coaches by a partition so as to secure separate accommodations; *provided* that this section shall not be construed to apply to street railroads. No person or persons, shall be permitted to occupy seats in coaches, other than the ones assigned to them on account of the race they belong to....

Source: *Revised Laws of Louisiana*, F. F. Hansell & Bro.

4 Based on this document, what was **one** effect of this Louisiana law on African Americans? [1]

Score

Document 5

This is an excerpt from an article written by Booker T. Washington in response to the decision in *Plessy v. Ferguson*.

... Now the point of all this article is not to make a complaint against the white man or the “Jim Crow Car” law, but it is simply to say that such an unjust law injures the white man, and inconveniences the negro [African American]. No race can wrong another race simply because it has the power to do so, without being permanently injured in morals, and its ideas of justice. The negro can endure the temporary inconvenience, but the injury to the white man is permanent. It is the one who inflicts the wrong that is hurt, rather than the one on whom the wrong is inflicted. It is for the white man to save himself from this degradation that I plead.

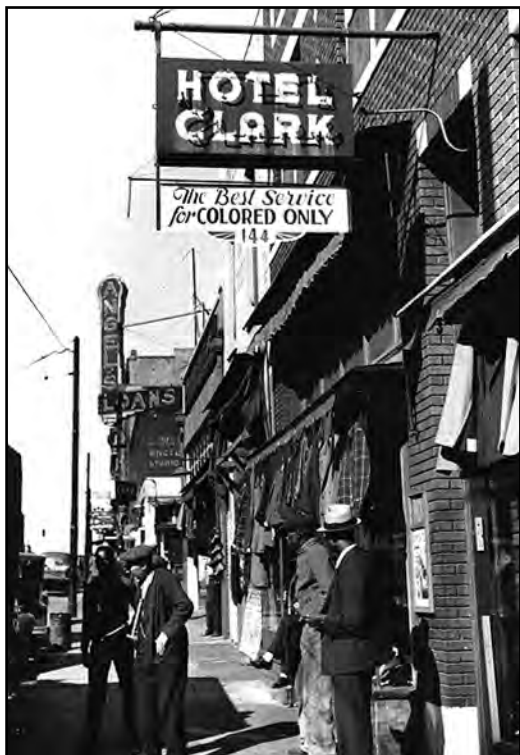
If a white man steals a negro’s ballot, it is the white man who is permanently injured. Physical death comes to the negro lynched—death of the morals—death of the soul—comes to the white man who perpetrates the lynching....

Source: Louis R. Harlan, ed., *The Booker T. Washington Papers, Volume 4: 1895–98*, University of Illinois Press, 1975

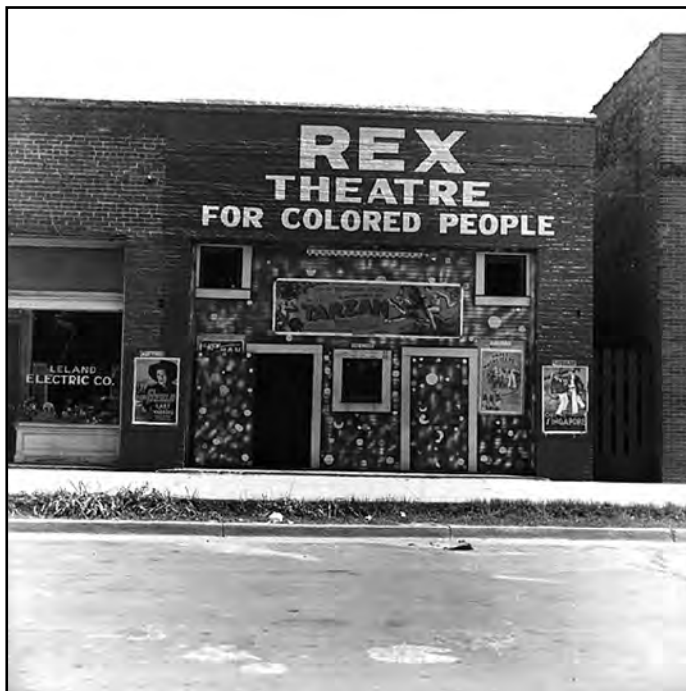
- 5 According to Booker T. Washington, what would be **one** impact of the *Plessy v. Ferguson* decision on white society? [1]

Score

Document 6



Source: Marion Post Walcott, photographer, October 1939, Library of Congress



Source: Dorothea Lange, photographer, June 1937, Library of Congress

6 Based on these photographs, what was *one* impact of the *Plessy* decision on American society? [1]

Score

Document 7a

Per-Pupil Expenditures in Selected Southern States,
1939–1940 School Year

State	Spending per Pupil	
	White	Negro
Alabama	\$47.59	\$14.63
Arkansas	36.87	13.73
Florida	69.76	26.95
Georgia	55.56	16.95
Louisiana	77.11	20.49
Mississippi	52.01	7.36
North Carolina	46.02	28.30
South Carolina	57.33	5.42
Texas	72.72	28.49
Average	\$58.69	\$18.82
Note: Data are based on average daily attendance. (Total spending average does not equal the sum of the state averages.)		

Source: Jaynes and Williams, eds.,
A Common Destiny: Blacks and American Society,
National Academy Press, 1989 (adapted)

7a Based on this chart, what was **one** disadvantage faced by African American students in these southern states in the early 1940s? [1]

Score

Document 7b

This letter was sent by the Topeka, Kansas, chapter of the NAACP to the national organization.

<p style="text-align: right;">September 5, 1950</p> <p>The National Association for the Advancement of Colored People Legal Department 20 West 40th New York City 18, New York</p> <p>Gentlemen:</p> <p>I represent the legal branch of N.A.A.C.P., of Topeka, Kansas, and I wish to inform your office of the pending controversy existing in the city of Topeka, and elsewhere in the state of Kansas.</p> <p>The facts are briefly these: The Board of Education of the aforesaid city is maintaining and has maintained a dual system of education for colored and white grade school children. In doing so, the Board is acting under a permissive statute of the state of Kansas.</p> <p>The white children have several districts; in these districts, some colored children live, and their parents own property in these so-called districts. However, said colored children are prohibited from attending the schools in these districts, and are compelled to leave their home and meet a bus (said bus is provided by the Board of Education) that carries them, often for long distances, to the various Negro schools.</p> <p>The parents of the said Negro children are taxed for all of the schools, and the whole thing results in a jim-crow system. . . .</p> <p style="text-align: right;">Very truly yours Chas. E. Bledsoe</p>
--

Source: Kansas Historical Society

7b According to Chas. E. Bledsoe, what was **one** problem that existed within the Topeka, Kansas, school system in 1950? [1]

Score

Document 8a

Lieutenant Colonel Marion Johnson, commander of Arkansas National Guard troops, is pictured turning back a group of African American students seeking to enter Central High School in Little Rock on September 4, 1957. He said he was acting on orders of Governor Orval Faubus not to admit them.



Source: Arkansas National Guard

Document 8b

Executive Order 10730

PROVIDING ASSISTANCE FOR THE REMOVAL OF AN OBSTRUCTION OF JUSTICE WITHIN THE STATE OF ARKANSAS

SECTION 2. The Secretary of Defense is authorized and directed to take all appropriate steps to enforce any orders of the United States District Court for the Eastern District of Arkansas for the removal of obstruction of justice in the State of Arkansas with respect to matters relating to enrollment and attendance at public schools in the Little Rock School District, Little Rock, Arkansas. In carrying out the provisions of this section, the Secretary of Defense is authorized to use the units, and members thereof, ordered into the active military service of the United States pursuant to Section 1 of this Order.

DWIGHT D. EISENHOWER

THE WHITE HOUSE
September 24, 1957

Source: Eisenhower Presidential Library & Museum

8 Based on these documents, why did President Dwight D. Eisenhower issue Executive Order 10730? [1]

Score

Document 9

What other movements, campaigns or causes did *Brown v. Board* aid or inspire?

Mike Wenger: The *Brown* decision, in my opinion, launched the struggle of African Americans over the next decade and one-half for their constitutional rights.

That struggle inspired a number of other movements, including the movement for Mexican farm workers rights led by Cesar Chavez, who formed the United Farm Workers in 1962.

The movements for equal rights for women and for the rights of disabled citizens also can be traced to the civil rights struggles of African Americans, and therefore, to the *Brown* decision.

Source: Excerpt of interview with Mike Wenger, special consultant to the Joint Center for Political and Economic Studies, "Brown v. Board Is...," *Teaching Tolerance*, Spring 2004 (adapted)

- 9 According to Mike Wenger, what was **one** way the ruling in *Brown v. Board of Education of Topeka* affected American society? [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, the United States Supreme Court has decided major cases related to the civil liberties of African Americans. These decisions have had a significant impact on the nation. These cases include ***Dred Scott v. Sanford* (1857)**, ***Plessy v. Ferguson* (1896)**, and ***Brown v. Board of Education of Topeka* (1954)**.

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

- Select **two** Supreme Court cases mentioned in the historical context and for **each**
- Describe the historical circumstances leading to the case
 - Discuss the impact of the Supreme Court's ruling 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

FOR TEACHERS ONLY

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

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, June 12, 2013 — 9:15 a.m. to 12:15 p.m., only

VOLUME
1 of 2
MC & THEMATIC

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

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

Scoring the Part I Multiple-Choice Questions

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

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

Part I			
1 2	13 3	26 1	39 3
2 2	14 2	27 4	40 1
3 4	15 1	28 1	41 4
4 3	16 4	29 3	42 2
5 4	17 4	30 2	43 1
6 2	18 3	31 3	44 2
7 2	19 2	32 3	45 2
8 1	20 1	33 4	46 4
9 1	21 4	34 1	47 3
10 3	22 4	35 3	48 2
11 1	23 1	36 4	49 3
12 4	24 2	37 3	50 1
	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 2013

Theme: Foreign Policy—National Interests

Throughout the history of the United States, the primary goal of its foreign policy has been to protect the nation's interests. The United States has taken military and economic foreign policy actions to achieve that goal. These actions have resulted in varying degrees of success.

Task: Select *two* military *and/or* economic foreign policy actions taken by the United States to protect its national interests and for *each*

- Describe the historical circumstances that led to the action
- Discuss the extent to which this action was successful in protecting the national interests

You may use any military and/or economic foreign policy action taken by the United States to protect its national interests. Some suggestions you might wish to consider include fighting the Mexican-American War (1846-1848), declaring war on Spain (1898), implementing the Open Door Policy (1899), building the Panama Canal (1904-1914), carrying out the Marshall Plan (1947-1952), confronting the Soviets during the Cuban missile crisis (1962), fighting the Vietnam War (1964-1973), and fighting the Persian Gulf War (1990-1991).

You are *not* limited to these suggestions.

Do *not* write about the Confederacy during the Civil War as one of your examples.

Scoring Notes:

1. This thematic essay has a minimum of *four* components (discussing the historical circumstances that led to *each* of *two* military and/or economic actions **and** the extent to which *each* action by the United States was successful in protecting United States interests).
2. The discussion of the historical circumstances that led to the foreign policy action may include specific events that led to the action or may consider broader issues of the time period (e.g., *Mexican-American War*: discussing Polk's decision to claim the Rio Grande as the United States border or how Manifest Destiny led to expansionism in the 1840s).
3. The discussion about the extent to which the foreign policy action was successful may focus on immediate or long-term results.
4. The response may or may not specifically identify the national interest as long as it is implied in the discussion.
5. The response may or may not specifically identify the foreign policy action as military or economic as long as it is implied in the discussion.
6. If two military/economic actions with similar issues are chosen, the response must include distinct and separate information for each foreign policy action.
7. The response may discuss the extent to which the foreign policy action was successful from any perspective as long as the position taken is supported by accurate facts and examples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances that led to **each** of **two** military and/or economic actions and by discussing the extent to which **each** action was successful in protecting United States interests
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *fighting the Mexican-American War*: connects President James K. Polk's determination to fulfill Manifest Destiny and the killing of United States troops by Mexican soldiers in disputed territory to the war with Mexico that forced Mexico to cede California and the Southwest thus achieving continental expansion and adding valuable territory, but reopening the divisive issue of the spread of slavery; *confronting the Soviets during the Cuban missile crisis*: connects President John F. Kennedy's Cold War defense of the United States against Soviet missile sites in nearby communist Cuba to the naval quarantine of Cuba that protected national security by turning back Soviet missile-bearing ships, prompting the dismantling of the Cuban missile sites thus averting nuclear war and reducing United States-Soviet tensions
- Richly supports the theme with relevant facts, examples, and details, e.g., *fighting the Mexican-American War*: John O'Sullivan; Oregon territory; 1845 annexation of Texas; Texas boundary issue: Nueces River vs. Rio Grande; Slidell mission; General Zachary Taylor; "American blood on American soil"; New England opposition; lopsided victory; Treaty of Guadalupe Hidalgo; Pacific ports; gold rush; admission of California as a "free" state; Compromise of 1850; *confronting the Soviets during the Cuban missile crisis*: Nikita Khrushchev; Cuban Revolution; Fidel Castro; communism; Bay of Pigs invasion; U-2 spy planes; photographs of missile silos; 90 miles from the United States; Robert Kennedy; options of invasion or air attack; naval blockade; nationally televised address; domestic fear; upholding the Monroe Doctrine; removal of NATO missiles in Turkey; hotline; Nuclear Test Ban Treaty
- 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 military and/or economic action more thoroughly than for the second action *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *fighting the Mexican-American War*: discusses how the belief in Manifest Destiny and President James K. Polk's decision to send troops into disputed territory led to war with Mexico and how the United States' victory resulted in the acquisition of California and the Southwest, fulfilling the goal of expansion to the Pacific Ocean; *confronting the Soviets during the Cuban missile crisis*: discusses how the discovery of Soviet nuclear missile sites in Cuba during the Cold War led to President John F. Kennedy's naval blockade of the island and how United States national security was protected when the Soviets withdrew the missiles, eliminating the immediate threat of nuclear war
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

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

George Washington in his farewell address urged the future generations of the United States not to engage in permanent alliances and to follow an independent foreign policy focused on our own best interests. However, the United States has been inconsistent in following Washington's wisdom. The Mexican American War under the Polk presidency was a successful application of Washington's advice in the interests of achieving Manifest Destiny. However, the Vietnam War served as a digression from Washington's message as the United States attempted to protect an anticommunist ally in vain.

During the 1840s, the United States entered a period known as Manifest Destiny. After emerging from the Era of Good Feelings with a bipartisan government, the nation divided over the issue of whether Manifest Destiny was a philosophy that should be implemented into foreign policy. This is reflected through the near decade that Texas had to spend as an independent nation before Polk and the expansionist southern Jacksonian Democrats finally were able to incorporate slaveholding Texas into the Union. The issue that divided the Whigs and the Democrats was the extension of slavery, although it was agreed upon by the southerners that the United States should span from "sea to shining sea." A later disagreement with Mexico over the aforementioned annexation of Texas gave the United States an issue with which they could provoke expansion into the northern Mexican territories of California and New Mexico. The extremely Manifest Destiny minded President James K. Polk was able to station an army at the Río Grande and provoke a war that culminated in a three pronged taking of Mexico City. Under the Treaty of Guadalupe Hidalgo, the territories of California and New Mexico were ceded to the

United States. Therefore, the United States was able to achieve the objective of expanding to the Pacific. The Mexican Cession fulfilled America's destiny for greatness by providing the nation with Pacific trading ports to Asia, rich farmland, and valuable minerals. Now, American democracy reigned from ocean to ocean and the population moved westward. In a time period where a presidential slogan could be "54° 40' or fight!" signifying expansionism, the Treaty of Guadalupe Hidalgo was a successful foreign policy initiative. 54° 40' was a rallying cry to expand into Oregon and under the Polk presidency, Manifest Destiny nearly completed the present territorial breadth of the United States (without the upcoming Gadsden Purchase). Manifest Destiny was a successful foreign policy initiative in the name of American interests.

During the Cold War, under the advisement of George Kennan and the Long Telegram, the United States followed the foreign policy of containment. This was a major departure from Washington's advice, as the United States made a series of alliances to better contain the Soviet Union and China. The interests of the nation were extremely anticommunist as reflected by the McCarthy hearings that continued into the Eisenhower presidency and infringed on personal rights in order to promote anticommunism. The United States also followed a theorem called the "domino theory" in Southeast Asia which stated that if one country like Vietnam fell to communism, the entire area would succumb to communism. The United States, as the leader of NATO and the free world, was against communism and it was the interest of the nation to stop the spread of communism. The United States had been providing aid to stop an insurrection in French

Indochina, which included Vietnam, for years. When the French failed, the United States stepped in to help create a non-communist South Vietnam. This helped lead to conflict between communist North Vietnam and the South. This war was escalated by Lyndon Baines Johnson in an effort to protect United States containment interests by keeping South Vietnam from collapsing. Just as Polk had used the occupation of the Rio Grande to declare war, Johnson used a skirmish in the Gulf of Tonkin to escalate United States involvement in Vietnam. With the passage of the Gulf of Tonkin Resolution, Johnson had the power of a “blank check” to stop the spread of communism. The United States was fighting for what the government called national interests. However, the generation gap led to a divide between generations on the issue of national interests. Especially after the Tet Offensive, public youth support was negligible. Johnson faced chants of “Hey Hey, LBJ, how many kids did you kill today?” This divergence over national interests led to the government’s ultimate failure in achieving their goals in Vietnam. After fighting the war for four more years, President Nixon negotiated the Paris Peace Accords and officially ended United States involvement in Vietnam in 1973. In 1975, the North Vietnamese overran South Vietnam and Saigon. The United States had diverged from Washington’s advice, spent huge amounts on war, lost the support of the public and decreased the emphasis on domestic affairs. The Great Society movement to fight poverty and oppression at home lost out to the costs of the failed goal of fighting communists abroad. The Vietnam War served as a failure in the field of Foreign Policy. The United States did not achieve its foreign policy interests and in fact created domestic defeats and

crises. The Vietnam war was a failure.

The idea that the United States should remain independent in its foreign commitments was proposed by George Washington in his farewell address. The Mexican American War was a successful foreign policy initiative that fulfilled its goal of American expansion. The Vietnam War was a foreign policy failure that did not fulfill its goal of containing communism and created issues such as the federal deficit that continues to affect us to this day. Washington's advice has been diverged from many times and foreign policy has come to define the United States in several ways throughout its two hundred thirty six years of existence. The United States has followed foreign policy initiatives in the name of national interest with mixed results in its role as both a rising nation and its present "policeman of the world."

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances that led to fighting the Mexican-American War and the Vietnam War and discussing the extent to which each action was successful in protecting or failing to protect United States interests
- Is more analytical than descriptive (*fighting the Mexican-American War*: Washington in his Farewell Address urged an independent foreign policy focused on our own best interests; United States has been inconsistent in following Washington's wisdom; a later disagreement with Mexico over the annexation of Texas gave the United States an issue with which they could provoke expansion into the Mexican territories of California and New Mexico; American democracy reigned from ocean to ocean and the population moved westward; *fighting the Vietnam War*: Cold War containment was a major departure from Washington's advice; the United States, as the leader of NATO and the free world, was against communism and it was the interest of the nation to stop the spread of communism; the United States had diverged from Washington's advice, spent huge amounts on war, lost the support of the public, and decreased the emphasis on domestic affairs)
- Richly supports the theme with relevant facts, examples, and details (*fighting the Mexican-American War*: Manifest Destiny; Texas; Polk; Jacksonian Democrats; Whigs and the Democrats; extension of slavery; "sea to shining sea"; army at the Rio Grande; taking of Mexico City; Treaty of Guadalupe Hidalgo; Mexican Cession; Pacific trading ports; Asia; rich farmland; valuable minerals; 54° 40' or fight; Oregon; Gadsden Purchase; *fighting the Vietnam War*: George Kennan; Long Telegram; containment; anticommunist; McCarthy; "domino theory"; Southeast Asia; insurrection in French Indochina; escalated by Lyndon Johnson; Gulf of Tonkin Resolution; generation gap; Tet Offensive; "hey, hey, LBJ, how many kids did you kill today?"; President Nixon; Paris Peace Accords; North Vietnamese overran South Vietnam; Saigon; Great Society)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that places the task into a framework provided by George Washington's foreign policy advice

Conclusion: Overall, the response fits the criteria for Level 5. The response provides a strong analytical framework based on George Washington's Farewell Address into which are interwoven the contours of Manifest Destiny and the goals of the containment policy. The numerous details provided enhance the premise of this essay.

Although American foreign policy has shifted from being based on isolationism to being based on global involvement and intervention, the primary goal of foreign policy has been to protect the nation's interests. The United States has taken a multitude of various economic and military actions, such as declaring war on Spain in 1898 and fighting the Vietnam War from 1964 to 1973, to achieve this goal. While the declaration of war on Spain led to success by bringing the nation power and respect, the military action in Vietnam was a failure because America failed to both contain communism and to win. Ultimately, the Spanish-American War is an example of an action successful in protecting the United States, whereas the Vietnam War is its antithesis, an action not successful in accomplishing its goal.

The United States of America declared war on Spain to protect its economic interests in Cuba. In the late nineteenth century, wealthy Americans had invested heavily in Cuba. A great amount of U.S. dollars were spent on improving transportation in the Caribbean island. In particular, Americans invested in the sugar business there. A problem surfaced when Cuban insurgents began to rebel against Spain. At the time, Cuba was still a colony of Spain. Seeing that tensions between Cuba and Spain were getting worse, America realized that it had to choose a side. A major factor in America's decision to support Cuba was America's economic interests. The United States felt that it would benefit the nation and the investors to side with the Cuban rebels in the conflict. Not to mention, America was all about independence, sovereignty, and anti-colonialism. Thus, America supported Cuba.

However, America did not officially declare war on Spain until the sinking of the Maine, a U.S. ship. In 1898, the Maine had been docked at a port in Cuba. While it was there, the ship exploded. Although the source of the explosion was unclear, Americans quickly blamed Spain for the disaster. Yellow journalism sensationalized the sinking of the Maine, and it helped garner hate against Spain. Thus, America declared war on Spain in 1898.

The Spanish American War was a very quick war. It did not take long for American to defeat the Spanish despite the problems of malaria and yellow fever. The Rough Riders led by Theodore Roosevelt, black soldiers, and other American forces worked together to win. Since America won, the nation benefitted from the war. From the Spanish-American War, the United States gained control of the Philippines and Guam which added Asian markets and raw materials for America's growing industries. Cuba gained its independence as a result too. America benefitted greatly from this because it retained control over Cuba. Under the Platt Amendment, the United States had the power to intervene in Cuban affairs. Thus, the nation could protect its economic interests in Cuba, which was its original goal. American economic imperialism boomed as investments in sugar, railroads, and tobacco increased. Moreover, the United States became respected as a world power after this victory. Thereafter, the other European powers had to respect America's dominance and interests in Cuba. It remained a great source of natural resources and was a major trading partner until Fidel Castro took over.

The goal of the United States in fighting in Vietnam was to prevent the spread of communism in South East Asia. The Vietnam War

occurred during the Cold War. During the Cold War, the United States was locked in a conflict with the Soviet Union, a communist nation. Fearing communism, America sought to contain it. Americans were especially determined to contain communism in Vietnam because of the domino theory, the idea that once a nation fell to communism others would follow. Many feared that the “falling dominoes” threatened the overall security of the United States. At the time, Vietnam was divided between communists in the North and non-communists in the South. Americans supported South Vietnam because they believed that another communist nation would threaten American interests and dominance in Asia.

Going into the Vietnam War, America was confident that it would win. After all, the United States was a superpower who possessed the most powerful and destructive weapons on Earth. Americans were confident in their superiority over the Vietnamese in military tactics and ability. However, the Vietnamese proved to be a worthy adversary. The Viet Cong, communist rebels in South Vietnam, and the North Vietnamese fought a guerilla war against the Americans. Because the U.S. soldiers were unfamiliar with the Asian jungle, they often lost. Americans’ arrogance blinded them.

America’s failure in Vietnam was also due to the diminishing support for the war at home. Back in America, the nation had split into two groups: hawks, those who supported American intervention, and doves, those who were against the Vietnam War. The doves often held rallies and demonstrations. After the Tet Offensive revealed that America was not in fact winning the war, the majority of Americans demanded a withdrawal of U.S. troops. Ultimately, America would

pull out of the war. Although many Americans died for the cause, Vietnam became a unified communist nation. America's military actions failed to achieve the goal of containing communism. Moreover, this failure brought humiliation to the nation and made the U.S. reevaluate its role as the world's police officer. Meanwhile, Vietnam today remains as one of only a few communist nations, but it has adopted some capitalistic practices.

The Spanish-American War and the Vietnam War show how American actions to protect the nation's self interest are not always successful. Although the nation has had some great achievements, such as the Spanish-American War, it also has had some failures, such as the Vietnam War.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances that led to declaring war on Spain and fighting the Vietnam War and discussing the extent to which each action was successful in protecting United States interests
- Is more analytical than descriptive (*declaring war on Spain*: great amount of United States dollars spent on improving transportation in the Caribbean island; the United States felt that it would benefit the nation and the investors to side with the Cuban rebels in the conflict; yellow journalism sensationalized the sinking of the *Maine* and helped garner hate against Spain; American economic imperialism boomed as investments in sugar, railroads, and tobacco increased; trading partner until Fidel Castro took over; *fighting the Vietnam War*: United States goal was to prevent the spread of communism; many feared that the “falling dominoes” threatened United States security; United States was a superpower who possessed the most powerful and destructive weapons on Earth; Americans’ arrogance blinded them; although many Americans died for the cause, Vietnam became a unified communist nation; made the United States reevaluate its role as world’s police officer)
- Richly supports the theme with relevant facts, examples, and details (*declaring war on Spain*: economic interests; Cuban insurgents rebel against Spain; sovereignty; anti-colonialism; blamed Spain; quick war; malaria; yellow fever; Rough Riders; Philippines; Guam; Asian markets; raw materials for America’s growing industries; Cuba gained its independence; Platt Amendment; world power; America’s dominance; *fighting the Vietnam War*: Southeast Asia; Cold War; conflict with Soviet Union; contain communism; communists in the North; non-communists in the South; supported South Vietnam; superpower; Viet Cong; guerilla war; Asian jungles; diminishing support; hawks and doves; rallies; Tet Offensive; humiliation)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that contrast success in the Spanish-American War with failure in the Vietnam War

Conclusion: Overall, the response fits the criteria for Level 5. The response uses analytical statements and historical details to demonstrate a clear understanding of the United States use of military efforts to protect its interests, arguing that these efforts do not always yield success.

Throughout the history of the United States, the purpose of the governments' foreign policy has been to protect the interests of the people in the United States as well as the world. After the world wars when the United States had attained its position as a super power, many aspects of our foreign policy were important in keeping not only Americans but other parts of the world safe. During the Cold War especially there would be many foreign policies that were successful and others that were not. These included the response to the Cuban Missile crisis and the Vietnam War.

During the period after WWII, the United States was in a Cold War with the Soviet Union. The United States was adamant about containing the spread of communism and keeping the world safe for democracy. However, things were becoming dangerous because both The USSR and The U.S were building up their nuclear arms. This arms race left many Americans fearful that an atomic war would commence. Fears were at the highest in 1962 when the USSR placed their atomic missiles in nearby Cuba that could easily attack American cities. President John F. Kennedy responded by ordering a blockade of naval ships to quarantine Cuba and keep the Soviets from adding more missiles. This was the closest that the world has come to nuclear war. After a tense standoff, the Soviets turned around and didn't challenge the blockade. Some of Kennedy's advisors had urged him to bomb missile sites or invade the island. Either of these choices might have resulted in war with the Soviet Union. Both countries realized that they needed to take precautionary measures to reduce the risk of nuclear war from happening again. A direct phone line was set up between the president and Nikita Khrushchev, leader of USSR to

improve communication between the nations. Also the first treaty to limit nuclear testing followed shortly after the crisis and is still in effect today. Kennedy's actions were successful in protecting national security interests and Americans' worst fears were diminished.

During the Cold War there were periods of time in which "Hot Wars" or actual fighting would break out. Such an occurrence happened from 1964-1973 when the U.S. was involved in the Vietnam War. The purpose of this war was to contain communism in North Vietnam and not have it spread to South Vietnam. The Presidents during this time including LBJ were also fearful of the Domino Theory, that if one country in Southeast Asia fell to communism the rest would follow. In Vietnam elections were supposed to be held to decide who would rule the country after the defeat of the French in the 1950s. When it seemed like Ho Chi Minh and the communists would win, elections weren't held and Vietnam remained divided. The communist North then attacked the South. At first the U.S. sent economic aid and advisors but later troops were sent over to fight for the South Vietnamese. Young Americans were drafted to fight in jungles and rice paddies half way around the world for people who did not necessarily want our help. The number of troops sent over kept increasing yet little progress was being made due to guerilla warfare. Though it was supposed to be for the betterment of the world and for democracy, many Americans were opposed to and protested the war. When Nixon became president he promised to end U.S. involvement in Vietnam. Though at first he escalated the war with his bombings, his foreign policy of Vietnamization which was taking out American troops and replacing them with the Vietnamese was an important part in ending U.S.

involvement. Finally the U.S. and Vietnam signed a treaty and the U.S. was no longer fighting in Vietnam. Yet without U.S. aid, South Vietnam quickly fell to the North and the country became all communist. This is seen as an unsuccessful foreign policy because we did not contain communism to North Vietnam.

When dealing with Foreign Policy, the Nation's security is always of utmost importance and the highest priority. As a super power, the United States also feels obliged to try and protect its allies as well. As seen in the Vietnam War, foreign policy is not always successful, but as seen with JFK's response to the Cuban missile crisis many times it is successful. Nevertheless, the goal in foreign policy is always the same and that is to try and protect the citizens of America and the interest of the Nation.

Anchor Level 4-A

The response:

- Develops all aspects of the task by thoroughly describing the historical circumstances that led to confronting the Soviets during the Cuban missile crisis and fighting the Vietnam War but is somewhat weaker in the discussion of the extent to which fighting the Vietnam War was successful in protecting United States interests
- Is both descriptive and analytical (*confronting the Soviets during the Cuban missile crisis*: the United States was adamant about containing the spread of communism; this was the closest that the world has come to nuclear war; Kennedy's actions were successful in protecting American national security interests; Americans' worst fears were diminished; *fighting the Vietnam War*: elections were supposed to be held which would decide who would rule Vietnam; presidents during this time including LBJ were also fearful of the domino theory; without United States aid, South Vietnam quickly fell to the North and the country became all communist)
- Supports the theme with relevant facts, examples, and details (*confronting the Soviets during the Cuban missile crisis*: Cold War; arms race; nearby Cuba; attack American cities; quarantine; tense standoff; Soviet ships turned around; bomb missile sites; invade the island; direct phone line; Nikita Khrushchev; treaty to limit nuclear testing; *fighting the Vietnam War*: "hot wars"; contain communism; North Vietnam; Southeast Asia; Ho Chi Minh; economic aid; advisors; young Americans were drafted; guerilla warfare; protested the war; Nixon; bombings; Vietnamization)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that note that as a superpower, the United States must protect the rights of Americans and others in the world

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates a strong understanding of the task by providing some analytic statements and by marshalling numerous facts and details about the policy actions of the Cuban missile crisis and the Vietnam War. However, the discussion of the extent to which the Vietnam War contained communism would have benefited from further development.

The main determinant in U.S. foreign policy throughout the years has been to protect their interests. To enact foreign policy, military and economic means are most often used. Whether they have been successful or not varies. Two primary foreign policy events that typeify this are the Spanish-American War and the Marshall Plan. Both succeeded in protecting American interests abroad while being achieved by different means.

Ever since the issuing of the Monroe Doctrine in 1823, the U.S. has been very protective of Latin American and South American countries. While the U.S. did not have direct control over these nations, their fate affected the wellbeing of the U.S. because these nations are located close by. Therefore, when Cubans revolted against the Spanish regime in their country, the U.S. was very interested and concerned. Rebels used guerilla methods, often burned sugar fields, and kept the Spanish guessing. Spain responded with brutal tactics, including forcing people into "reconcentration camps" where many thousands died. All of this chaos threatened U.S.-owned sugar plantations and imports of sugar. This fighting lasted several years and drew the attention of the yellow press in the U.S., which made the situation appear even worse than it was. Next, an event occurred that drove the nation to war. When the U.S.S. Maine mysteriously exploded off the coast of Cuba, killing Americans, Americans at home were convinced by the newspapers that this was the Spaniards' doing. Soon after this event, President McKinley asked Congress to declare war and a short time later the U.S. was victorious. The Spanish-American War was an attempt by the U.S. to achieve their foreign policy goal through military means. During the course of war, the U.S. succeeded

in liberating Cuba from Spanish rule and gaining control of some other Spanish territories. In this case, it can be argued that the U.S. was successful in implementing its foreign policy by protecting its neighbors and driving out European influence. One way they protected their interests was by building a naval base in Cuba. The agreements made after the war meant that the U.S. could trade freely, protect American-owned sugar plantations, and encourage business investments in Cuba.

The U.S. has also attempted to make foreign policy achievements by economic means. As a result of World War II, two major occurrences came about in Europe. First, World War II left the continent crippled economically and decimated many nations. At the same time, the USSR rose as a communist power that looked to spread its socialist ways through a weakened Europe. This was very alarming to the U.S. because they were concerned that communism would gain predominance. Freedom and personal liberties are possessions that Americans hold very dear and hope for all other peoples of the world to enjoy. The U.S. feared that Western European nations would be taken over and become Soviet satellites and free elections and personal liberties would be denied. In an attempt to deal with this communist threat, the U.S. implemented the Marshall Plan. The U.S. pumped billions of dollars into the European economy to ensure its speedy recovery. If a nation was economically well off, the U.S. thought, it would have no need to fall to communism. The plan succeeded well, as Europe was able to make their way back to economic stability and nations, such as France, were able to avoid slipping into communist style socialism. The Marshall Plan did not end communism in Europe.

but it kept it from spreading beyond Eastern Europe. This definitely must be considered a success as the U.S. was able to make Western Europe safe from communism and promote democratic interests.

The main goal in U.S. foreign policy is to protect their interests. The U.S. enacted military and economic means to do this. In the case of the Spanish-American War and the Marshall Plan, they were successful.

Anchor Level 4-B

The response:

- Develops all aspects of the task for declaring war on Spain and for carrying out the Marshall Plan
- Is both descriptive and analytical (*declaring war on Spain*: while they did not have direct control over these nations, their fate affected the well-being of the United States because these nations are located close by; Americans were convinced by the newspapers the mysterious explosion of the USS *Maine* was the Spaniards' doing; in this case, it can be argued that the United States was successful in implementing its foreign policy by protecting its neighbors and driving out a European influence; *carrying out the Marshall Plan*: the USSR rose as a communist power that looked to spread its socialist ways through a weakened Europe; the United States feared that Western European nations would become Soviet satellites and free elections and personal liberties would be denied; the Marshall Plan did not end communism in Europe but kept it from spreading)
- Supports the theme with relevant facts, examples, and details (*declaring war on Spain*: Monroe Doctrine in 1823; Latin America; Cubans revolted against Spanish regime; Western Hemisphere; Cuban sugar fields; United States import of sugar; United States-owned sugar plantations; President McKinley asked Congress to declare war; United States was victorious; protected interest by building naval base; *carrying out the Marshall Plan*: World War II; crippled economically; decimated many nations; fear of Soviets spreading their socialist ways; United States pumped in billions of dollars; brought economic stability; France)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The inclusion of solid facts and details demonstrates a good understanding of the task as it relates to the Spanish-American War and the Marshall Plan. While analysis accompanies the theme development, some parts of the response are more descriptive than analytical.

Throughout history, the United States has shown again and again that it will do almost anything to protect its interests. It has taken many military steps to do so. Such steps can be seen in the Cuban Missile Crisis and the Vietnam War. These events show how willing the United States is to use military action to protect its interests.

In 1962, the U.S. was engaged in a stalemate with Russia, known as the Cold War. This was a contest between superpowers involving nuclear arms that could destroy the human race. The U.S. plan to stop its enemy was to contain communism to where it was. Cuba, an island country, just a stone's throw away from the U.S. became a communist country under Fidel Castro and formed an alliance with Russia. Cuba, which had long been dominated by American business interests, was now a potential Soviet base and a threat to American security. We sent U-2 spy planes to see what Cuba was doing, only to discover Russian silos on the island with missiles pointed right at United States cities. President Kennedy and his advisors met to consider what action to take. The world held its breath as the superpowers challenged each other. The U.S. then took military action and decided to set up a naval blockade of Cuba to prevent the Russians from bringing in more missiles. JFK also demanded the dismantling of the silos and threatened to invade Cuba if the missiles were not dismantled. The missiles were removed, and the immediate threat of nuclear war was over. The Cuban Missile Crisis is seen as a shining example of the protection of the U.S. during the Cold War. Cuba was still a communist country, but without nuclear missiles. Americans were not as panic-stricken as they had been during the crisis. Although successful, President Kennedy realized the incredibly

dangerous situation that we had escaped from. In the next few months steps were taken to improve direct communications with the Soviets. Both sides understood that they had come too close to disaster.

This was only one of many examples of the U.S. willingness to protect its interests by force. We would stop at nothing to protect our interests even if that meant to invade another country. The Vietnam War is such an example. After the French were driven out, Vietnam was divided into north and south. North Vietnam was communist, while southern Vietnam was pro-Western and backed by the U.S. The north, spurred on by Ho Chi Minh, wanted to unite the country as one communist Vietnam. This went against the U.S. idea of containment and we were afraid that the rest of Southeast Asia would fall like dominoes into communism. So we started to send troops into Vietnam to train the South Vietnamese army. When United States ships in the Gulf of Tonkin were attacked by N. Vietnamese forces Congress passed the Gulf of Tonkin Resolution and President Johnson eventually sent hundreds of thousands of troops into South Vietnam. We fought this war for 9 years, and it was a complete failure. The jungle terrain and guerilla tactics of the Viet Cong and North Vietnamese forces weakened the effectiveness of America's best military efforts. American forces pulled out after the Paris peace talks and South Vietnam quickly fell. This was a defeat of the U.S. interests, because our containment policy did not hold back the North Vietnamese. Vietnam became one communist country and Saigon was renamed Ho Chi Minh City. The United States lost 58,000 lives and spent billions of dollars and even with that much sacrifice, we did not reach our goal of preventing the spread of communism in Southeast Asia. It

has only been recently that the United States has started trading with communist Vietnam.

The U.S. throughout history has taken many steps to protect its interests, such as in the case of the Cuban Missile Crisis & the Vietnam War. These conflicts show the U.S. willingness to use force to protect its interests.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the Vietnam War more thoroughly than the Cuban missile crisis
- Is both descriptive and analytical (*confronting the Soviets during the Cuban missile crisis*: Cuba was now a potential Soviet base and threat to American security; this was a contest between superpowers involving nuclear arms that could destroy the human race; Cuba was still a communist country but without nuclear missiles; both sides understood that they had come too close to disaster; *fighting the Vietnam War*: this went against the United States idea of containment, and we were afraid that the rest of Southeast Asia would fall like dominoes into communism; we fought this war for 9 years, and it was a complete failure; the jungle terrain and guerilla tactics weakened the effectiveness of America's best military efforts)
- Supports the theme with relevant facts, examples, and details (*confronting the Soviets during the Cuban missile crisis*: Russia; Cold War; contain communism; island country; stone's throw away; Fidel Castro; U-2 spy planes; President Kennedy; naval blockade; threatened to invade; missiles were removed; *fighting the Vietnam War*: French; Vietnam was divided; North Vietnam was communist; Ho Chi Minh; trained the South Vietnamese; Congress passed the Gulf of Tonkin Resolution; President Johnson; hundreds of thousands of troops; Paris peace talks; one communist country; Saigon; Ho Chi Minh City; lost 58,000 lives; billions of dollars)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that emphasizes the willingness of the United States to use force to protect its interests

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates a good knowledge of the Cuban missile crisis and the Vietnam War, but would be strengthened with additional information related to historical circumstances and further discussion of the extent to which the United States was successful in the Cuban missile crisis.

Throughout history, the United States have been involved in various conflicts around the world in order to protect and improve the country. In the Western Hemisphere, two major events happened in different centuries: The Mexican-American War and the Cuban Missile Crisis. The military involvement in both situations validated the power of the United States and mostly succeeded in creating peace. Overall, the Mexican-American War was more successful than the result of the Cuban Missile Crisis.

The Mexican-American War was caused primarily by the desire for land. An important idea continued during that time: Manifest Destiny. Manifest Destiny was the idea that it was the United States' role to conquer the entire continent from the Atlantic to the Pacific Ocean. More specifically, the American settlers in Texas wanted the United States to annex it after it gained its independence. But the issue of slavery made annexing Texas controversial and it took years to happen. There was also a boundary dispute between Texas and Mexico. As a result, the United States began a war with Mexico to settle this dispute. The end of the war was favorable to the United States because in the Treaty of Guadalupe-Hidalgo, it set the boundary between Texas and Mexico as the Rio Grande and transferred various territories consisting of today's New Mexico, Utah, California, and more to the United States. The United States succeeded in progressing further in the completion of Manifest Destiny. Despite the deaths and costs of the war, the United States was highly successful in accomplishing its main goal of attaining more land for the benefit of the American people.

In the mid-20th century, the Cuban missile crisis was an

important and terrifying experience for the United States and its president, John F. Kennedy. Various spies on airplanes had discovered that the Soviet Union had placed several contraptions with nuclear weapons in Cuba, pointing towards the United States. This was one of the many events of the Cold War between the United States and the Soviet Union. These countries were having both an arms race and space race in order to see who was more technologically advanced, and as a result, more powerful. The Soviet Union also posed a threat by spreading communism. But overall, Kennedy feared that the United States would be wiped out and destroyed. Kennedy decided to order the American navy to blockade the ports of Cuba to prevent any more shipments of nuclear weapons. When Soviet ships finally turned back, it was clear that they were backing down. While Soviet actions had at first threatened to cause war, both leaders came to an agreement for the Soviet Union to remove its nuclear bombs in Cuba and the United States to remove theirs from Turkey. This agreement temporarily relieved the tensions between the United States and the Soviet Union, but the Cold War would still continue. Many precautions were taken in the United States, including the building of bomb shelters and the practice of "duck and cover" drills in schools. This event heightened the fear of the American people as we had come too close to disaster. In order to ease tensions, both countries agreed to the Nuclear Test Ban Treaty within a year.

In order to protect the monetary and land interests of the United States and to protect the peace in the United States, the president tried to do all in his power to accomplish these goals. The Mexican-American War was highly successful in establishing the United States we have

today. The Cuban Missile Crisis ended peacefully, but the Cold War went on. The Mexican-American War yielded better results and protected the long-time interests of the country for economic prosperity.

Anchor Level 3-A

The response:

- Develops all aspects of the task for fighting the Mexican-American War and confronting the Soviets during the Cuban missile crisis
- Is more descriptive than analytical (*fighting the Mexican-American War*: the Mexican-American War was caused primarily by the desire for land; the issue of slavery made annexing Texas controversial; the United States was highly successful in accomplishing its main goal of obtaining more land; *confronting the Soviets during the Cuban missile crisis*: these countries were having both an arms race and a space race to see who was more technologically advanced and more powerful; this agreement temporarily relieved the tensions between the United States and the Soviet Union, but the Cold War would continue)
- Includes some relevant facts, examples, and details (*fighting the Mexican-American War*: Manifest Destiny; Atlantic to Pacific; American settlers in Texas; annex; independence; boundary dispute; Treaty of Guadalupe Hidalgo; Rio Grande; *confronting the Soviets during the Cuban missile crisis*: President John F. Kennedy; nuclear ammunition; pointing towards the United States; communism; blockade; remove its nuclear bombs; Turkey; bomb shelters, “duck and cover” drills in schools)
- Demonstrates a satisfactory plan of organization; includes an introduction that recognizes that both events were in the Western Hemisphere and that both validated United States power and a conclusion that repeats the idea that the Mexican-American War was more successful than the Cuban missile crisis

Conclusion: Overall, the response fits the criteria for Level 3. The response relies primarily on descriptive statements to highlight the historical circumstances leading to foreign policy actions for the Mexican-American War and for the Cuban missile crisis. Brief statements indicating the success or limited success for the policy actions are provided.

Throughout history, the goal of the United States has always been protect the interests of the people and of the nation. This applies to domestic affairs, as well as to foreign affairs. The United States always protects its national interest before anyone else. This idea is shown to be true by looking back at the time period during the Cold War. Communism was a major threat to the democratic United States during the Cold War and yet the United States found a way to stay intact with its principles. Two actions taken by the United States that sought to protect its national interest were the Cuban missile crisis and the Vietnam War.

The spread of communism and the Soviet Union were the two biggest challenges that the United States faced throughout the Cold War time period of 1945–1989. The Cuban missile crisis, which occurred in 1962, was the closest the United States ever came to facing a nuclear war. In the early 1960s, President John F. Kennedy found out that the Soviet Union had been putting missiles on the island of Cuba, which is just 90 miles off the coast of Florida. President Kennedy decided the best way to force the Soviets to remove their missiles was to “quarantine” Cuba. President Kennedy took military action and surrounded Cuba with an army. Kennedy said that if the Soviets didn’t remove the missiles, then the United States would forcibly remove the missiles. The Soviets finally decided to give in and remove their missiles. The Soviets found out that the United States was keeping missiles in Turkey. The Soviets told the U.S. that they also needed to remove their missiles from those areas. As a result of President John F. Kennedy’s military action taken, he saved the U.S. from facing a nuclear war. He protected the national interest of the

country with his actions. In order to prevent another crisis like this from occurring, John F. Kennedy and Nikita Khrushchev, of the Soviet Union established a hotline so they could directly call one another if ever reaching another crisis. The Cuban missile crisis was successful in protecting the country's national interest.

Another event where military action was taken in hope of protecting the interests of the U.S. was the Vietnam War. However, the outcome of the Vietnam War was not successful, as many had hoped it would be. Since the beginning of the Cold War, the U.S. foreign policy was known as containment. George Kennan first invented this idea and the idea was to contain the spread of communism. In the early 1960s, the United States became aware of communism in Vietnam. North Vietnam was communist and South Vietnam was a weak democracy. John F. Kennedy began sending military aid into Vietnam in order to contain communism from spreading to South Vietnam. Lyndon B. Johnson continued Kennedy's policy and even got the U.S. more involved. When an event happened that Johnson viewed as a threat to the U.S. in the Gulf of Tonkin, Johnson convinced Congress to pass the Gulf of Tonkin Resolution. This gave Johnson a "blank check," which means he could do whatever was necessary in order to protect the interests of the United States. One thing that made the Vietnam War unsuccessful was the opposition it faced at home. Many people were opposed that Americans were losing lives in this undeclared war. Although the United States tried to contain communism from spreading to the democratic area of South Vietnam, it ultimately spread there. The United States did follow their primary goal of protecting national interest in fighting the Vietnam War, but

it ultimately proved to be unsuccessful.

Military action in both the Cuban missile crisis and the Vietnam War show how the United States sought to protect its national interest. In the Cuban missile crisis, John F. Kennedy eliminated the threat of the U.S. getting involved in a nuclear war. The Vietnam War was not successful, but it was still an attempt at protecting the interest of the country. Although every action taken in history may not have been successful, most were taken in order to protect the interests of the United States.

Anchor Level 3-B

The response:

- Develops the task in some depth for the historical circumstances for both confronting the Soviets during the Cuban missile crisis and fighting the Vietnam War, and develops the task in little depth for the extent to which these policy actions were successful
- Is more descriptive than analytical (*confronting the Soviets during the Cuban missile crisis*: the Cuban missile crisis, which occurred in 1962, was the closest the United States ever came to facing a nuclear war; the Soviets finally decided to give in and remove their missiles; *fighting the Vietnam War*: since the beginning of the Cold War, the United States foreign policy was known as containment; although the United States tried to contain communism from spreading to South Vietnam, it ultimately spread there)
- Includes some relevant facts, examples, and details (*confronting the Soviets during the Cuban missile crisis*: spread of communism; Cold War; President John F. Kennedy; 90 miles off the coast of Florida; “quarantine” Cuba; Turkey; Nikita Khrushchev; hotline; *fighting the Vietnam War*: George Kennan; North Vietnam was communist; John F. Kennedy; military aid; Lyndon B. Johnson got the U.S. more involved; Congress; Gulf of Tonkin Resolution; opposition it faced at home; losing lives; undeclared war); includes inaccuracies (*confronting the Soviets during the Cuban missile crisis*: surrounded Cuba with an army; *fighting the Vietnam War*: in the early 1960s, the United States became aware of communism in Vietnam)
- Demonstrates a satisfactory plan of organization; includes an introduction that connects both examples to the threat of Cold War communism and a conclusion that observes that one military action was successful while the other was not

Conclusion: Overall, the response fits the criteria for Level 3. The response includes good details and some analytic statements that support the description of the historical circumstances of these actions. However, the lack of development for the extent to which the policy actions were successful weakens the response.

Throughout the history of the United States we have been faced with situations in which the United States had to take action in order to protect its interest. These situations have happened many times in history and by many different countries. The main action that the United States uses in order to protect its interest is the use of military force. By the use of the United States military the United States has been able to protect their interest and keep the American way of life moving.

One situation in which the United States had to take military action to resolve was the building of the Panama canal. During the early 20th century the United States wanted to make a canal through a small portion of land in order to shorten trade times and military responses by almost a week. The only problem was the portion of land that the United States wanted to build the canal through was owned by Colombia. First the United States tried to reason with the Colombian government offering money and access to the canal but they refused. At this time our president was Theodore Roosevelt. He was known as a president that would take what he wanted by any means. So he decided to help the rebels in Colombia overthrow the government in exchange for the land where the canal would be built.

Even though the United States didn't have to use any of their military force besides putting a naval warship off the coast of Colombia they were able to get the land they needed. The actions taken by the United States can be seen as successful in the eyes of many. People view the building of the Panama canal as successful because the United States was able to build a passage that shortened the trade and movement of naval vessels from coast to coast. That is why many

people see the building of the Panama canal as a success for the United States.

Even though the United States built the canal and paid for all the supplies for it, it was given back to the Panamanian government as a show of good will. The United States still uses the canal along with many other countries in the world making it one of the most traveled water way of the world. The United States gave up the canal in order to keep its self in check.

Another situation in which the United States had to use military force was in the Vietnam War. The Vietnam War was caused when the Northern Vietnamese attacked Southern Vietnam. This happened in a time in which the United States wanted to stop the spread of communism so the United States sent troops in to stop the advances of the Viet Cong.

This was seen as a failure for the United States. It was seen as a failure because after almost 8 years of conflict the United States had made very little inflictions to the Viet Cong. Even though huge numbers of Viet Cong were killed they were still able to continue on fighting. At home many people were getting angry at the war and were demanding an end to the war. So as a hope to be re-elected President Nixon started to build up South Vietnam's forces, while starting to withdraw some of ours. He managed to sign a peace treaty which allowed the United States to retreat from Vietnam. That is why Vietnam was seen as a failure due to the loss of many American lives just to have to retreat and still lose Southern Vietnam to the Communist.

In conclusion through the use of military action the United States

is able to gain many victories but at the same time can still lose. That is why the United States would like to be more diplomatic in order to stop the senseless killing of millions for no good reasons

Anchor Level 3-C

The response:

- Develops all aspects of the task in little depth for building the Panama Canal and fighting the Vietnam War
- Is more descriptive than analytical (*building the Panama Canal*: so he decided to help the rebels in Colombia overthrow the government in exchange for the land where the canal would be built; the United States still uses the canal along with many other countries of the world, making it one of the most traveled waterways of the world; *fighting the Vietnam War*: the United States wanted to stop the spread of communism; President Nixon started to build up South Vietnam's forces while starting to withdraw some of ours; Vietnam was seen as a failure due to the loss of many American lives just to have to retreat and still lose southern Vietnam to the communists); includes faulty analysis (*building the Panama Canal*: the United States gave up the canal in order to keep itself in check)
- Includes some relevant facts, examples, and details (*building the Panama Canal*: offering money; they refused; Theodore Roosevelt; naval warship; coast of Colombia; shortened the trade and movement of naval vessels; paid for all the supplies; given back to Panamanian government; show of goodwill; *fighting in Vietnam*: North Vietnamese attacked South Vietnam; Viet Cong; angry at war; President Nixon); includes an inaccuracy (*building the Panama Canal*: shortened trade times and military responses by almost a week)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that overstate the role of military action in promoting national interest

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the Panama Canal is more fully developed than that of the Vietnam War, which is shallow. More depth in the historical circumstances and the discussion of the extent of success would have strengthened the effort.

Throughout United States history, the primary goal of United States foreign policy has been to protect the nation's interest. The United States has taken economic and military actions to achieve that goal. These actions have resulted in various degrees of success. Two actions taken by the U.S. attempting to protect its national interests were the Vietnam War and the Cuban Missile Crisis.

Tensions between communist and non communist nations heightened after World War II. Pressure from communist revolutionaries caused North Vietnam to fall to communism. When these revolutionaries began to infiltrate the South, the United States believed it would be best to prevent South Vietnam from becoming communist as well, even though the government in place in South Vietnam was not democratic and not entirely supported by the U.S. Wanting to protect U.S. economic interests overseas, the U.S. supported Diem in the war. This conflict proved to be a failure for the U.S. The Tet offensive proved that the Viet Cong, or communist revolutionaries, would not be easily defeated. U.S. atrocities like the Mi Lai massacre and Operation Rolling Thunder created anti-war movements at home and caused many American troops to return with Post Traumatic Stress Disorder. After spending millions of dollars and losing thousands of American lives, the U.S. withdrew from Vietnam. Shortly after, South Vietnam fell to communism.

Also resulting from Cold War tensions was the Cuban Missile Crisis. The U.S. wanted to protect military interests by not allowing a communist nation 90 miles away to have nuclear weapons. By blocking the Soviet Union from giving missiles to Cuba, the U.S. was protecting its military, economy, and people. This even proved

successful when the Soviets did not put missiles in Cuba.

The United States has taken measures to protect its economic and military interests overseas. Some events proved to be successful, such as the Cuban Missile Crisis, and others resulted in failure, such as the Vietnam War. Overall, the United States has always taken actions that were believed to be in the country's best interest.

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth for fighting the Vietnam War and mentions historical circumstances for confronting the Soviets during the Cuban missile crisis
- Is primarily descriptive (*fighting the Vietnam War*: tensions between communists and non-communist nations heightened after World War II; shortly after, South Vietnam fell to communism; *confronting the Soviets during the Cuban missile crisis*: the United States wanted to protect military interests by not allowing a communist nation 90 miles away to have nuclear weapons); includes weak application and faulty analysis (*fighting the Vietnam War*: wanting to protect United States economic interests overseas; *confronting the Soviets during the Cuban missile crisis*: by blocking the Soviet Union from giving missiles to Cuba; this event proved successful when the Soviets did not put missiles in Cuba)
- Includes some relevant facts, examples, and details (*fighting the Vietnam War*: North Vietnam; infiltrate the South; South Vietnam was not democratic; Diem; Tet Offensive; Viet Cong; My Lai massacre; antiwar movements at home; Post Traumatic Stress Disorder; losing thousands of American lives; withdrew from Vietnam; *confronting the Soviets during the Cuban missile crisis*: Cold War tensions)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that labels the Vietnam War a failure and the Cuban missile crisis a success

Conclusion: Overall, the response fits the criteria for Level 2. The response includes some details showing a basic understanding of the Vietnam War but lacks a similar understanding of the Cuban missile crisis.

Throughout history, the United States has endured many confrontations and attempts for the purpose of foreign policy. Some examples included the Bay of Pigs invasion and the Mexican American War. The Bay of Pigs invasion was a militaristic confrontation for the purpose of stopping communism. The Mexican-American War was started because of the American interest of land. One was successful, but the other wasn't.

The Bay of Pigs invasion of Cuba occurred during the election of John F. Kennedy during the 60's. The CIA organization within America attempted to overthrow Fidel Castro who they believed was a potential communist threat after his overthrow of the Cuban government. Basically, this gathered people from Cuba, rebels, and trained them for the purpose of invading Cuba and overthrowing the government. This was similar to past American tactics, for example, the overthrow of Hawaii leadership, but the purpose was different and American soldiers weren't too involved.

The Mexican-American war was one of the first wars that America participated in, following the start of the country. During this time period, Americans secured expansion westward and passed the territories part of the Louisiana purchase. These territories in the far west were mostly owned by Mexico, but America wanted the land for itself. These lands were not necessary to obtain but citizens in America especially Southerners felt a sense of Manifest Destiny and slight greed. Mexico and America then participated in a two year war for ownership of areas between Texas and California.

The Mexican American War was successful because America had won the war and expanded westward. America also benefited from this because it had more territories to build its railroads on later in the

future and there was more land to sell and settle in. The Bay of Pigs invasion was unsuccessful. Fidel Castro continued his rule, and it seemed like a big blunder. John F. Kennedy took the blame for this invasion. He had to make up for it by attempting to prevent a Cuban Missile Crisis later in the future.

Both of these examples show how America associates itself with other countries for various reasons. Most reasons are because of economics and exports, military, and communism. Unlike other countries America, though, has involved itself with others for moral reasons, but that is not always the only reason. These actions have resulted in expansion, an improved economy, and more beneficial things, but has also resulted in many setbacks. This shows how foreign policy affects a nation.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for the Bay of Pigs invasion and fighting the Mexican-American War
- Is primarily descriptive (*Bay of Pigs invasion*: Fidel Castro who they believed was a potential communist threat; they gathered people from Cuba, rebels, and trained them for the purpose of invading Cuba and overthrowing the government; Fidel Castro continued his rule, and it seemed like a big blunder; *fighting the Mexican-American War*: citizens in America, especially southerners, felt a sense of Manifest Destiny and slight greed; the Mexican-American War was successful because America had won the war and expanded westward); includes faulty application (*Bay of Pigs invasion*: this was similar to past American tactics, for example, the overthrow of Hawaii leadership)
- Includes few relevant facts, examples, and details (*Bay of Pigs invasion*: John F. Kennedy; during the 1960s; CIA; Cuban missile crisis; *fighting the Mexican-American War*: Louisiana Purchase; far west; owned by Mexico; railroads; land to sell and settle in); includes an inaccuracy (*Bay of Pigs invasion*: invasion occurred during the election of John F. Kennedy during the 1960s)
- Demonstrates a general plan of organization; includes an introduction that previews the goals of the two foreign policy actions and a conclusion that states that morality is one aspect of United States foreign policy

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates a basic understanding of the historical circumstances for the Bay of Pigs invasion and a more limited understanding of the historical circumstances for the Mexican-American War and the role Manifest Destiny played. The extent to which these actions were successful is mentioned but not developed.

Regardless of what the media has said about the wars the United States has gotten into, the U.S. has always had only the country's benefits in mind. The government may say that the U.S. is taking military action to protect less prosperous countries rights, but in reality winning the war would just give the United States an advantage. For example the Mexican War in 1846 was the result of the U.S. need to expand its territory. Another example includes the Vietnam War in 1964 where its goal was to stop the spread of communism. The United States took economic and military actions to achieve these goals.

The Mexican American War took place between the years 1846 to 1848. It was a generally quick war where the United States Superior Military achieved its victory without much struggle. The main cause of the war was because Southern Americans were increasing in population and began moving westward to settle. Eventually, a very large majority of present day Texas was American. This was an issue because the territory was claimed under Mexico. Slavery was also a big issue that resulted in war. The Mexican government banned slavery in its territories which deeply angered U.S. Southern plantation owners. The plantation owners did not abide by the Mexican government's laws. The Mexican government also passed laws forbidding the settlement of any more Americans. The wars result ended with the loss of Mexican territories of Texas and California. The United States took strong military action to conquer and acquire more land for the country.

The Vietnam War took place between the years of 1964 and 1973. At this time the U.S. had a foreign policy of containment. This policy

meant that the U.S. would do what was necessary to stop the spread of communism. The public was told that the U.S. was being a “police officer” to aid the third world countries that could be weak and fall to communism. Since television was a large part of this era, the public saw the true horrors of warfare. As a result the American public strongly opposed this war. Even though the public disagreed with the government’s military action, the war struggled on because if Vietnam fell to communism, the Soviet Union would gain more power. The U.S. had a series of drafts that took very young men from their families to fight in a war where it was very unlikely they would make it out alive. It was very unlikely of survival because of the guerrilla warfare of the Vietcon. The result of the war ended in the loss of many U.S. soldiers and but communism was contained.

The United States goes through any extent in order to prove themselves as a “superpower” or for economic benefit. Although the means of acquiring these victories are not always moral, it is effectual, because the United States is still very prosperous and wealthy compared to other countries throughout the world today.

Anchor Level 2-C

The response:

- Develops some aspects of the task in little depth for fighting the Mexican-American War and the Vietnam War
- Is primarily descriptive (*fighting the Mexican-American War*: it was a generally quick war where the United States superior military achieved its victory without much struggle; the United States took strong military action to conquer and acquire more land for the country; *fighting the Vietnam War*: the public was told that the United States was being a “police officer” to aid the third world countries that could be weak and fall to communism); includes weak application and faulty analysis (*fighting the Mexican-American War*: the main cause of the war was because southern Americans were increasing in population and began moving westward to settle; the Mexican government banned slavery in its territories which deeply angered United States southern plantation owners; *fighting the Vietnam War*: it was very unlikely they would make it out alive; the result of the war ended in the loss of many United States soldiers but communism was contained)
- Includes few relevant facts, examples, and details (*fighting the Mexican-American War*: moving westward; California; *fighting the Vietnam War*: containment; television; horrors of warfare; Soviet Union; drafts; guerilla warfare)
- Demonstrates a general plan of organization; includes an introduction and an unsupported conclusion about the United States use of military actions for its own benefit

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates a limited understanding of the task and fails to connect clearly the role of Texas to the historical circumstances that led to the Mexican-American War. The response also erroneously concludes that communism was contained by the Vietnam War.

Foreign policies are created in order to protect the interests of the nation that put them in place. Over the years the United States has put in place many foreign policies in an attempt to help the country. They are not always a success but it's an attempt to protect our interests. Events such as the building of the Panama Canal and fighting in Vietnam were both attempts to protect national interests.

The Vietnam War was a huge foreign policy. It was an attempt to stop the spread of communism because we were afraid it would create the domino effect. Communism was a huge threat to the United States. We want to protect our interest in other countries around Vietnam so they would not fall to communism.

The creation of the Panama canal was another big step in protecting our foreign interests. By building the canal we helped bring trade through Latin America and we also increased trade all around the world. This was helping our interest in trading with other countries. We later gave control of the canal to Panama which made us have stronger ties with Latin America.

Steps have been taken to protect our nation's interests. Foreign policies created to stop the spread of a government and increase the spread of a product. The United States has been doing this for a long time because they are always trying to protect our interests.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for fighting the Vietnam War and building the Panama Canal
- Is descriptive (*fighting the Vietnam War*: it was an attempt to stop the spread of communism because we were afraid it would create the domino effect; *building the Panama Canal*: by building the canal we helped bring trade through Latin America and we also increased trade all around the world)
- Includes few relevant facts, examples, or details (*building the Panama Canal*: this helped our interest in trading with other countries; later gave control of the canal to Panama)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response states a goal of the Vietnam War and some facts about the success of building the Panama Canal with little elaboration.

The United States foreign Policy, after WWII, was to get involved in other nations conflicts. The U.S wanted to contain the spread of communism after WWII. The fear of communism was a huge fear in the U.S. The U.S sent their troops to foreign nations, to stop communism from spreading. After WWII, in order to help contain the spread of communism, the U.S confronted the Soviet Union during the Cuban missile crisis, and sent troops to Vietnam, to fight a war.

During the Cuban missile crisis, the U.S tried to stop communism from spreading to Cuba. The U.S. was about to send troops down to Cuba. That would have angered the Soviet Union. There was almost a nuclear war between the two nations. The two nations were able to settle their differences, and Cuba became communist. The U.S got involved in Cubas problems to try to stop communism.

The U.S got involved in the Vietnam War, to help stop the spread of communism in Vietnam. The U.S. believed that one nation becoming communism in Asia, would lead to a domino affect, and other nations in Asia would become communist. The U.S fought in Vietnam for about ten years. The U.S lost the war, and Vietnam fell to communism. The U.S got involved in Vietnams conflicts to help prevent communism in that nation.

The U.S tried to stop the spread of communism in Cuba, during the Cuban missile crisis, and in Vietnam during the Vietnam war, by getting involved in those countries problems. The U.S tried to stop Cuba from becoming communist, by wanting to send troops down to Cuba. The U.S sent troops to Vietnam, to stop communism from spreading in that country. The U.S foreign policy, was to get involved in other nations business, to stop communism, after WWII.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for confronting the Soviets during the Cuban missile crisis and fighting the Vietnam War
- Is descriptive (*confronting the Soviets during the Cuban missile crisis*: there was almost a nuclear war between the two nations; *fighting the Vietnam War*: the United States believed that one nation becoming communist in Asia would lead to a domino effect and the other nations in Asia would become communist; the United States lost the war and Vietnam fell to communism); lacks understanding (*confronting the Soviets during the Cuban missile crisis*: the United States was about to send troops down to Cuba; the two nations were able to settle their differences and Cuba became communist)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes an introduction and a conclusion that highlight the United States fear of communism and the goal of containment after World War II

Conclusion: Overall, the response fits the criteria for Level 1. The response includes only brief generalizations about containment in Vietnam and demonstrates almost no comprehension of the Cuban missile crisis.

George Washington's farewell address advocated American involvement in foreign affairs, but within limits. Washington warned against military alliances that might drag us into other countries' wars. He urged good relations and trade with all who were willing. He wanted us to protect our interests in all cases. However, his message would not remain influential once the U.S. became more powerful. Rather than remain neutral, the U.S. actively intervened internationally, in a wide variety of regions. Early examples of U.S. involvement in international affairs include establishing the open door policy in China and wars fought in Latin America, such as the Mexican-American war. Later, America took economic and military actions for its own interests, as shown by the Marshall Plan and participation in the Vietnam War.

The Marshall Plan (1947-1952) was established during the Cold War to contain communism and prevent a postwar depression, aiding the U.S. Under President Truman the Marshall Plan granted over 13 billion dollars in economic aid to European countries shattered by WWII, regardless of whether or not they were Soviet-allied. The intended outcome of this policy was that the economic restoration of the European countries would favor support for the U.S., especially its democratic ideals. Thus, this would aid containment, the prevention of spreading communism. Soviet-allied countries were suffering economically but they rejected the U.S. offer. The Marshall Plan's aid potentially showed that communist economics didn't work as well as America's capitalist system. The U.S. adopted the Marshall Plan to protect its investment in Europe's freedom and to maintain it in Western Europe.

The U.S. ideals of democracy were promoted in reality, as an outcome of the Marshall Plan. The U.S. was able to appropriate sufficient funds for the European countries, resulting in post-WWII economic growth. Europe's successful use of the financial aid resulted in economic improvements and political stability. The European countries were tremendously grateful to the U.S. for their support which protected their democracies. The Marshall Plan has been considered the most effective use of foreign aid in U.S. history. This aid, and the creation of NATO, served to preserve the freedom of European allies and better protect American interests in the world.

The Vietnam War was one of the most involved military interventions by the U.S. In the late 19th century Vietnam was colonized by France. Following WWII, fighting broke out between Vietnamese looking for independence and the French looking to reclaim their colony. However, the French withdrew after losing at Dien Bien Phu, so the U.S. took responsibility for Vietnam. The U.S. chose to stay involved with Vietnam, due to rising support for Ho Chi Minh, a communist leader. At this time, the U.S. believed in the domino theory, in which if one country fell to communism, all surrounding countries would do the same. Therefore, the U.S. desired to follow its policy of containment, especially to prevent not one, but many Indochinese countries from falling to communism. The causes of Vietnam were motivated mostly by the anti-communist beliefs of the U.S. The U.S. policy was meant to protect our own interests by influencing events in Southeast Asia.

The Vietnam War was the worst U.S. military failure during the Cold War. The North Vietnamese war effort prevailed over that of the

U.S. Despite the U.S. forces destroying much of Vietnam, the communists still fought on. The Viet Cong's civilian guerilla tactics made the war difficult for the U.S., since the U.S. was hesitant to kill civilians. Aside from North Vietnam's military strength, the U.S. faced growing domestic opposition to the war. After the Americans learned of the My Lai massacre of innocent civilians by U.S. troops, opposition sentiment peaked. Many people also felt that the U.S. needed to stop spending so much money on a war that wasn't going well for the U.S., and that the U.S. never had a right to intervene in Vietnam. The lack of success, domestic opposition, and the fact that fighting the war no longer seemed to be really in America's best interest all helped lead to negotiations. These finally ended the war in 1973. Two years later, South Vietnam fell to the communist North.

The Marshall Plan and Vietnam War were brought about to protect U.S. ideals of democracy. The Marshall Plan helped to prevent European countries from turning to communism by providing economic aid. The Vietnam War, though unsuccessful, aimed to promote containment with military action. Throughout history, countries intervene with each other to best serve their own interests.

Through out America's History are government has use many policeis to protect the nations intereasts. To achive these goals America used both military and economic actions. Some goels were to expand America's Boarders other were to protect their people and economicale centers. Two good examples of foreign policy are the panama canale and cuban missile crisis.

The Panama canale was built to make it easier to move sapplines from the east coast to the west coast. Before the Panama canale was built the French tryed to build a similer canale canale but failed. Years later while Panama was in the mist of civil war, President Theerodor Roosevelt help the rebiles in exchange for land to build the Panama canale. After ten years building the Panama canale it was complete and ship can now go from one coast to the other much faster.

Another exemple of U.S. forign policy was confronting the soviet during the cuban missile crisis. After world war two U.S and soviet Russia had a unfriendly relation ship. Both country built up there military, armys, nuclear wepones and air force. When America's spy planes spotted Russian missile sites on cuba, which had reacitly had a communiste take over, America was shocked. Kennedy order an blockade around cuba to force back any sovít ships, Russia eventuly yeild and removed it nuclear missiles from cuba, America was safe once more.

In are history the U.S used many Polices in forigen Policy. Some were use in economical exspansion other to protect it people. There is bound to be many more in the future.

Since the beginning of American history, the United States has been involved with foreign countries and often taken economic and military steps to protect itself. Despite George Washington's advice in his farewell address that the United States should avoid forming alliances or get involved in other countries' affairs, the United States' government has and continues to do just that. Usually in efforts to protect the own interests of the United States, the government has often take action. Two key events in American foreign policy that show this concept are the Mexican-American War of the mid 19th century and the Marshall Plan of the Cold War era. These two actions taken by the American government show how the United States often uses its foreign policy to protect and promote its own interests.

The Mexican-American War can be described as one of the most successful and controversial wars in United States history. The war added thousands upon thousands of acres to the U.S while stimulating questions and disagreements over slavery. The events leading up to the war most certainly show U.S economic interests and territorial interests. During the first half of the 1800s, United States citizens had began to travel westward to areas in the Southwest in hopes of economic opportunity. The Mexican government had forbidden slavery in these territories but the slave holding planters brought slaves anyway. They, like most Americans, believed in the concept of Manifest Destiny, or the god-given right of America to expand westward. As many people began to settle land in Texas owned by Mexico and start using the land, Mexico began to grow anxious that the U.S would expand into Mexico or at least take away economic opportunity for many Mexicans. Eventually, Texas won its

independence, but Mexico refused to accept it. Because of U.S. economic interest and territorial claims in the area, war was provoked after Texas became part of the U.S. After a long and tough war, the United States came out on top. The Treaty of Guadalupe-Hidalgo gave the United States the Mexican Cession. Through the war, the United States had managed to gain an extensive area in the Southwest and show its presence as an international power. Because of the war, the economic interests in the Southwest were preserved and the U.S. could continue to settle in these areas of economic opportunity.

Another influential example of the use of United States military or economic resources to protect its national interests is that of the Marshall Plan. There were many factors that led up to the implementation of this economic plan. After the end of World War II, the United States began to assert itself internationally. The war had left many Western European nations in economic ruin and in dire need of help, lest they succumb to communist influence. With this in mind, the United States government agreed to a foreign policy called the Marshall Plan in attempts to contain the spread of communism. At this beginning of the Cold War, the U.S. feared the conditions of rundown European nations would allow them to be overtaken by communism. Because of this and the domino theory, the Marshall Plan was implemented to give economic aid to any European country that was at risk of being overtaken by communists. The Marshall Plan did end up succeeding because no nations west of the Soviets' "iron curtain" fell to communism. The economic help kept them away from resorting to communism.

All in all, it is evident that U.S. foreign policy has been made in

Thematic Essay—Practice Paper – C

efforts to protect its national interest. America is often willing to use economic and military resources to protect its own foreign interests. The Mexican-American War shows how the U.S. went to war to seek territory and protect its economic interests in the mid-1800s. Also, the carrying out of the Marshall Plan immediately after the end of World War II shows how the U.S. was willing to give time and money to stop the spread of communism and prevent the rise of more dictatorships. That all stated, it is shown that these actions in foreign policy effectively helped promote the welfare of America at large.

Thematic Essay—Practice Paper – D

The purpose of the foreign policy in the United States is protect the nations interest. Many situations throughout history Foreign policy is used. Foreign policy was used in WWI, after the U.S. decided to remain neutral for a while as the war was already begun, but eventually the U.S. got in the war. The foreign policy we had, had helped protect the U.S. from the other countrys, and allowed the U.S. to be able to help other countries. It helped protect the U.S. from attacks and invasion. Implementing the open door policy of 1899, helped our nation by allowing others to be able to come to the United States and be free. In conclusion, foreign policy impacts many different situations in the U.S. and protects U.S, helps us, and helps others.

In United States history, going to war has always been a decision made in order to protect our foreign interests. A commitment to give aid or go to war has not been given to protect a few individuals but to protect our nation's interests from going up in flames. Two important examples of this are the Mexican war which let America take territory it wanted for expansion to the west and using a naval blockade in order to protect its interests during the Cuban Missile crisis. These two events ended with agreements that were major advantages for the United States.

The Mexican-American war was a good example of offense under the pretense of defense in order to gain territory. Western expansion appealed to American nationalists anxious to spread democracy. While tensions over the area that would eventually become the Mexican Cession were rising, the United States was rebuked for trying to buy the territory off the Mexican government. After the annexation of Texas by the U.S., there were border disputes over where the southern border of Texas lay. When Texas had seceded from Mexico, it had taken territories that were originally not in Texas when it had been a province. Mexico insisted that only Texas was independent and that the border was North of the Río Grande river. The United States maintained that the border was the Río Grande itself. The determined President Polk, an ardent expansionist, ordered troops under Zachary Taylor to patrol into the disputed territory. When the Mexicans shot at the patrols within the disputed area, the United States went to war.

When the war was won, America's interests in the territories was achieved when they gained both the disputed area and the Mexican cession for a relatively small amount of money. This was the favorite

type of war of the U.S. Short, glorious, successful, and won by the U.S. This deliberate baiting of the Mexican Government allowed the American colossus to expand into Mexican territory and make it an important part of the United States. It was not completely clear if Polk really wanted war or actually thought that Mexico would just back down if met with strong action. Polk's dream of fulfilling Manifest Destiny was achieved with little sacrifice by the United States. California and the entire Southwest were now open to American adventurers and settlers. But nationalism was challenged by sectionalism because southerners insisted that they could take their human "property" into the West. The war's outcome strengthened the United States, weakened Mexico, and had unintended consequences. Northern-southern sectionalism was inflamed. Some in Congress had tried to make sure that slavery would not be allowed in any territory taken from Mexico. The issue of slavery was finally solved by a civil war.

The Cuban Missile crisis was less successful than commonly believed. When a U.S. spy plane flew over Fidel Castro's Cuba after the failed Bay of Pigs invasion to overthrow communist-leaning Castro, it saw construction that looked like nuclear missile sites pointed directly at the U.S. At only 90 miles from the coast of Florida, this was a major threat to the U.S. national security. These missiles were linked to the Soviets and it looked like the brink of war through mutually assured destruction. This crisis was the most dangerous point in the cold war between the United States and the Soviet Union. To deal with this crisis, many solutions were thrown around the Kennedy Administration including invading Cuba and bombing the

missile sites which would risk war with the Soviet Union. After tense deliberations, President Kennedy ordered a naval blockade around Cuba. This crisis lasted for many days and it looked like nuclear war was on the horizon when the U.S. made an agreement with the Soviet Union. The Soviets agreed to withdraw the missiles in order to prevent war. While the U.S. promised not to invade Cuba or try to overthrow the Castro Regime, unbeknownst to the general public, part of the deal was also having the U.S. withdraw missiles from Turkey. This was both a victory and a defeat for the U.S. It was a victory in the interest of national security in that there would be no Missiles in Cuba pointing at Washington, but it was also a national security defeat in that we would always have a belligerent communist Cuba only 90 miles from U.S. shores. Also we would not have the advantage of the missiles in Turkey pointed at the Soviet Union. However, even though the Missiles in Turkey were removed, they were mostly outdated so Kennedy's decision was an overall victory for national security interests in the U.S. The fear of nuclear war led both sides to realize that they had to take some action to prevent war, so the following year a "hotline" was installed to make direct contact possible. Later the countries agreed to the Nuclear Test Ban Treaty.

The Cuban Missile crisis and the Mexican American war were incidents where important national interests were at stake. The Mexican war was a complete and utter victory for the U.S. while the Missile crisis was resolved in order to avert a war which they thought would mean the destruction of the entire world. The Cuban missile crisis was defined within a period of cold war tensions while the Mexican American war was a jubilant example of victory for the U.S.

expansionists, but not without a cost. Through both, the U.S. was seeking to protect its interests.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task for carrying out the Marshall Plan and fighting the Vietnam War
- Is both descriptive and analytical (*carrying out the Marshall Plan*: the intended outcome of this policy was that the economic restoration of the European countries would promote support for the United States, especially its democratic ideals; the United States adopted the Marshall Plan to protect its investment in Europe's freedom; the Marshall Plan has been considered the most effective use of foreign aid in United States history; *fighting the Vietnam War*: the United States desired to follow its policy of containment, especially to prevent not one, but many Indochinese countries from falling to communism; the United States policy was meant to protect our interests by influencing events in Southeast Asia; lack of success, domestic opposition, and the fact that the war no longer seemed to be in America's best interest led to negotiations; the Vietnam War was the worst United States military failure during the Cold War)
- Supports the theme with relevant facts, examples, and details (*carrying out the Marshall Plan*: Cold War; contain communism; prevent a postwar depression; President Truman; over 13 billion dollars; World War II; Soviet allies rejected the United States offer; Western Europe; economic growth; political stability; *fighting the Vietnam War*: rebellion against France; Dien Bien Phu; Ho Chi Minh; domino theory; guerilla tactics; domestic opposition; My Lai massacre; troops withdrew; containment failed)
- Demonstrates a logical and clear plan of organization; includes an introduction that states that despite George Washington's Farewell Address, the United States has intervened in many regions and a conclusion that notes that both economic and military tactics have been used to contain communism

Conclusion: Overall, the response fits the criteria for Level 4. The response combines analytical statements and good details in discussing the historical circumstances for the Marshall Plan and the Vietnam War, and argues for the success of the Marshall Plan and the failure of United States intervention in Vietnam in protecting national interests. The response would be strengthened by further development of the introductory references to the Farewell Address and the inclusion of additional supporting details.

Practice Paper B—Score Level 2

The response:

- Develops some aspects of the task in little depth for building the Panama Canal and confronting the Soviets during the Cuban missile crisis
- Is primarily descriptive (*building the Panama Canal*: the Panama Canal was built to make it easier to move supplies from the east coast to the west coast; after ten years it was complete and ships can now go from one coast to the other much faster; *confronting the Soviets during the Cuban missile crisis*: after World War II the United States and Soviet Russia had an unfriendly relationship; Russia eventually yielded and removed its nuclear missiles from Cuba)
- Includes few relevant facts, examples, and details (*building the Panama Canal*: French; civil war; President Theodore Roosevelt; helped the rebels; *confronting the Soviet during the Cuban missile crisis*: spy planes; Russian missile sites; communist takeover; Kennedy; blockade around Cuba; Soviet ships)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that generally restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response shows a general understanding of the historical circumstances that led to the two foreign policy actions but makes only a simple statement about the success of each action.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task in some depth for fighting the Mexican-American War and in little depth for carrying out the Marshall Plan
- Is more descriptive than analytical (*fighting the Mexican-American War*: they, like most Americans, believed in the concept of Manifest Destiny; eventually Texas won its independence but Mexico refused to accept it; the war added thousands and thousands of acres to the United States while stimulating disagreements over slavery; *carrying out the Marshall Plan*: after the end of World War II, the United States began to assert itself internationally; the economic help kept them away from resorting to communism); includes faulty analysis and weak application (*fighting the Mexican-American War*: show its presence as an international power; *carrying out the Marshall Plan*: because of this and the domino theory, the Marshall Plan was implemented)
- Includes some relevant facts, examples, and details (*fighting the Mexican-American War*: controversial war; territorial interests; Southwest; economic opportunity; forbade slavery; slaveholding planters; Texas became part of the United States; Treaty of Guadalupe Hidalgo; Mexican Cession; *carrying out the Marshall Plan*: Western European nations; economic ruin; contain the spread of communism; Cold War; Soviets; “iron curtain”)
- Demonstrates a satisfactory plan of organization; includes an introduction that states that despite Washington’s advice the United States often became involved in other countries’ affairs and a conclusion that summarizes the previous ideas

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates a general understanding of the task by including some relevant generalizations and analysis. The inclusion of more specific historical details about the Marshall Plan would have strengthened both the section on historical circumstances and on the extent to which this policy action was successful.

Practice Paper D—Score Level 0

The response:

Fails to develop the task by including no relevant or correct information about a specific foreign policy action.

Conclusion: The response fits the criteria for Level 0 because no specific military or economic action is identified for World War I and the Open Door Policy is incorrectly described as an immigration issue.

Practice Paper E—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances that led to fighting the Mexican-American War and confronting the Soviets during the Cuban missile crisis and discussing the extent to which each action was successful in protecting United States interests
- Is more analytical than descriptive (*fighting the Mexican-American War*: the Mexican-American War was a grand example of offense under the pretense of defense in order to gain more territory; this deliberate baiting of the Mexican government allowed the American colossus to expand into Mexican territory and make it an important part of the United States; the war's outcome strengthened the United States, weakened Mexico, and had unintended consequences; *confronting the Soviets during the Cuban missile crisis*: the missiles were linked to the Soviets and it looked like the brink of war through mutually assured destruction; it was a victory in the interests of national security in that there would be no missiles in Cuba pointed at Washington, but it was also a national security defeat in that we would always have a belligerent communist Cuba only 90 miles from United States shores; this crisis was the most dangerous point in the Cold War between the United States and the Soviet Union)
- Richly supports the theme with relevant facts, examples, and details (*fighting the Mexican-American War*: Mexican Cession; trying to buy the territory; annexation of Texas; border disputes; Texas was independent; Rio Grande; President Polk; troops under Zachary Taylor; Mexicans shot at the patrols; Manifest Destiny; California; Southwest; nationalism; sectionalism; slavery; *confronting the Soviets during the Cuban missile crisis*: U-2 spy plane; Fidel Castro's Cuba; failed Bay of Pigs invasion; nuclear missile sites; Florida; invading Cuba; bombing the missile sites; tense deliberations; President Kennedy; naval blockade; United States withdrew missiles from Turkey; promise to not invade Cuba; "hotline" installed; Nuclear Test Ban Treaty)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that show how the United States used war to achieve national interests in one example but avoided war in the other

Conclusion: Overall, the response fits the criteria for Level 5. Interpretive statements are well supported by substantial factual depth, providing for strong analysis of the positive and negative results of both foreign policy actions.

United States History and Government Specifications June 2013

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

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

Notes:

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

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

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

Submitting Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, June 12, 2013 — 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.

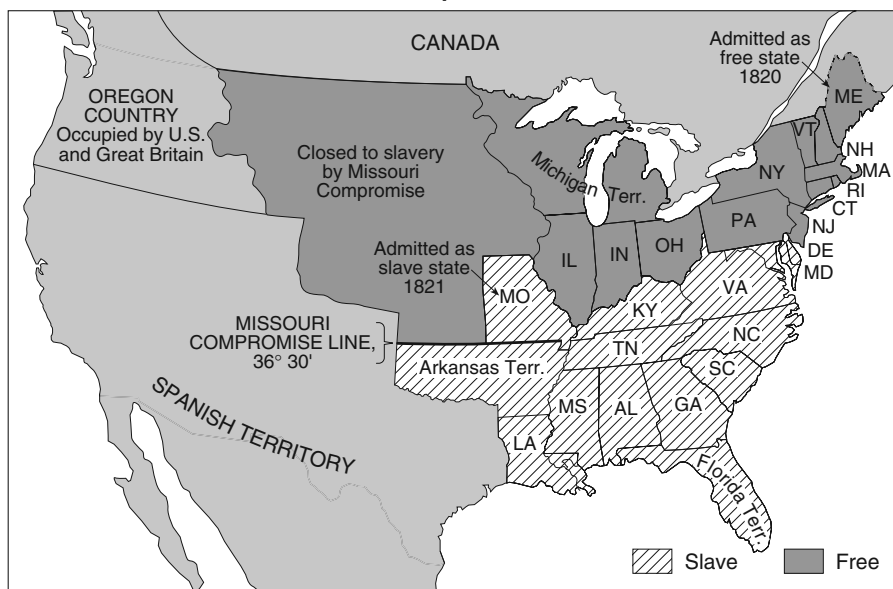
Schools are not permitted to rescore any of the open-ended questions (scaffold questions, thematic essay, DBQ essay) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that 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 2013

Document 1a

Missouri Compromise of 1820



Document 1b

... After the Missouri crisis it was no longer possible to pretend that the United States was a single nation with a single set of national interests. Although politicians in both North and South worked hard over the next two decades to suppress the issue of slavery in the national debate lest it drive a deeper wedge between the northern and southern wings of both national parties, the society of slaveholders would henceforth be in conflict with the society of free labor...

Source: Robert Kagan, *Dangerous Nation: America's Foreign Policy from Its Earliest Days to the Dawn of the Twentieth Century*, Alfred A. Knopf, 2006

1 Based on these documents, what were *two* effects the Missouri Compromise had on the nation?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect the Missouri Compromise had on the nation based on these documents

Examples: it created the 36°30' line as a division between slave and free territory/it closed the Louisiana Territory above the 36°30' line to slavery except for Missouri; the balance between free and slave states was maintained/there were an equal number of slave states and free states/there were 12 slave states and 12 free states; Maine was admitted as a free state; Missouri admitted as a slave state; it was no longer possible to pretend that the United States was a single nation with a single set of national interests; the society of slaveholders would henceforth be in conflict with the society of free labor

Note: To receive maximum credit, two *different* effects the Missouri Compromise had on the nation based on these documents must be stated. For example, *there were an equal number of slave states and free states* and *there were 12 slave states and 12 free states* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: it closed all territories to slavery; the United States became a single nation with a single set of national interests; Missouri was admitted as a free state
- Vague response
Examples: it was no longer possible; there were other territories; it created a society of free labor; it took two decades
- No response

Document 2

Chief Justice Roger Taney wrote the majority opinion in the *Dred Scott* case.

... Taney's decision, which represented the entire Court, not only affirmed the repeal of the Missouri Compromise that had been achieved by the Kansas-Nebraska Act but also challenged the concept of popular sovereignty in any Western territory. As Southern Senator John C. Calhoun had argued, Taney stated that any move to block the rights of slaveholders to own slaves in a territory violated the due process clause of the Fifth Amendment. Supporters of slavery rejoiced at the decision, while those opposed to the expansion of slavery saw Taney's work as further evidence that national politics was firmly under the control of Southern apologists [defenders of slavery]. In the end, the *Dred Scott* case only fueled the already growing flames of sectional mistrust...

Source: Jeffrey W. Coker, *Presidents from Taylor Through Grant, 1849–1877: Debating the Issues in Pro and Con Primary Documents*, Greenwood Press, 2002

2 According to Jeffrey W. Coker, what was *one* impact of the *Dred Scott* decision?

Score of 1:

- States an impact of the *Dred Scott* decision according to Jeffrey Coker
Examples: affirmed the repeal of the Missouri Compromise; challenged the concept of popular sovereignty in western territories; the rights of slaveholders were upheld; the due process clause of the fifth amendment was used to protect slaveholders; those opposed to slavery saw this decision as evidence that the South controlled national politics; it increased sectional mistrust

Score of 0:

- Incorrect response
Examples: affirmed the Missouri Compromise/achieved by the Kansas-Nebraska Act; blocked the rights of slaveholders; it created sectional unity
- Vague response
Examples: rights of slaveholders; they rejoiced; it repealed
- No response

Document 3a

This is an excerpt from a speech by Frederick Douglass in which he analyzed and criticized the Supreme Court's *Dred Scott* decision.

... This infamous [*Dred Scott*] decision of the Slaveholding wing of the Supreme Court maintains that slaves are within the contemplation [meaning] of the Constitution of the United States, property; that slaves are property in the same sense that horses, sheep, and swine are property; that the old doctrine that slavery is a creature of local law is false; that the right of the slaveholder to his slave does not depend upon the local law, but is secured wherever the Constitution of the United States extends; that Congress has no right to prohibit slavery anywhere; that slavery may go in safety anywhere under the star-spangled banner; that colored persons of African descent have no rights that white men are bound to respect; that colored men of African descent are not and cannot be citizens of the United States....

Source: Frederick Douglass, Speech on the *Dred Scott* Decision, May 1857

3a According to Frederick Douglass, what would be *one* impact of the *Dred Scott* decision?

Score of 1:

- States an impact of the *Dred Scott* decision according to Frederick Douglass
Examples: slavery would no longer be controlled by local law/the rights of slaveholders are protected everywhere the Constitution extends/the rights of slaveholders do not depend on local law; Congress had no right to prohibit slavery anywhere; colored persons of African descent would have no rights that white men would be bound to respect; colored men of African descent were not/could not be citizens of the United States; slaves would be defined as property in the same sense as horses/sheep/swine are property

Score of 0:

- Incorrect response
Examples: slaves would not be property; colored men of African descent could be citizens; Congress would have the right to prohibit slavery
- Vague response
Examples: it could go anywhere; it was an old doctrine; it was secured; safety under the star-spangled banner; made local laws false
- No response

Document 3b

... The third story [of *Dred Scott*] is about the politics of slavery and the coming of the Civil War. The Supreme Court decision sparked enormous political reaction, particularly in the North. It destroyed any chance of agreement between the North and the South over slavery in the territories. It would be an exaggeration to say that the *Dred Scott* decision *caused* the Civil War. But it certainly pushed the nation far closer to that war. The decision played a decisive role in the emergence of Abraham Lincoln as the Republican Party's presidential candidate in 1860 and his election later that year. That in turn set the stage for secession and civil war...

Source: Paul Finkelman, *Dred Scott v. Sandford [Sanford]: A Brief History with Documents*, Bedford Books, 1997

3b According to Paul Finkelman, what was *one* effect of the *Dred Scott* decision on the nation?

Score of 1:

- States an effect of the *Dred Scott* decision on the nation according to Paul Finkelman
Examples: sparked an enormous political reaction, particularly in the North; destroyed any chance of agreement between the North and the South over slavery in the territories; pushed the nation closer to civil war; played a decisive role in the emergence of Abraham Lincoln as the Republican Party's presidential candidate/the election of Abraham Lincoln as president in 1860; it helped set the stage for secession/it was an underlying cause of the civil war

Score of 0:

- Incorrect response
Examples: there was an agreement between the North and South over slavery in the territories; the *Dred Scott* decision ended the Civil War; there was no/little political reaction in the North; it caused the Civil War/it was the cause of the Civil War; it was about the Civil War
- Vague response
Examples: it played a decisive role; it destroyed any chance; it pushed the nation; it was about the politics of slavery
- No response

Document 4

TRANSPORTATION OF PASSENGERS.

Act III, 1890, p. 152

... SECTION 1. **Separate Accommodations, etc.**—That all railway companies carrying passengers in their coaches in this State, shall provide equal but separate accommodations for the white, and colored [African American] races, by providing two or more passenger coaches for each passenger train, or by dividing the passenger coaches by a partition so as to secure separate accommodations; *provided* that this section shall not be construed to apply to street railroads. No person or persons, shall be permitted to occupy seats in coaches, other than the ones assigned to them on account of the race they belong to....

Source: *Revised Laws of Louisiana*, F. F. Hansell & Bro.

4 Based on this document, what was *one* effect of this Louisiana law on African Americans?

Score of 1:

- States an effect of this Louisiana law on African Americans based on this document
Examples: it forced African Americans to use separate accommodations on railway coaches; assigned seats on passenger coaches based on race; secured separate accommodations for white and African American/colored races; it segregated African Americans on railway cars; it discriminated against African Americans; passenger coaches could be divided by a partition to secure separate accommodations for whites and for African Americans; it legally created separate but equal accommodations for African Americans

Score of 0:

- Incorrect response
Examples: discrimination ended in Louisiana; ended discrimination for African Americans on railway coaches; accommodations no longer had to be separate; accommodations for whites; allowed whites to separate; it applied to street railroads
- Vague response
Examples: seats were occupied; all railway companies carried passengers; passengers were transported; separate but equal; accommodations were made; two or more coaches were provided
- No response

Document 5

This is an excerpt from an article written by Booker T. Washington in response to the decision in *Plessy v. Ferguson*.

... Now the point of all this article is not to make a complaint against the white man or the “Jim Crow Car” law, but it is simply to say that such an unjust law injures the white man, and inconveniences the negro [African American]. No race can wrong another race simply because it has the power to do so, without being permanently injured in morals, and its ideas of justice. The negro can endure the temporary inconvenience, but the injury to the white man is permanent. It is the one who inflicts the wrong that is hurt, rather than the one on whom the wrong is inflicted. It is for the white man to save himself from this degradation that I plead.

If a white man steals a negro’s ballot, it is the white man who is permanently injured. Physical death comes to the negro lynched—death of the morals—death of the soul—comes to the white man who perpetrates the lynching...

Source: Louis R. Harlan, ed., *The Booker T. Washington Papers, Volume 4: 1895–98*, University of Illinois Press, 1975

5 According to Booker T. Washington, what would be *one* impact of the *Plessy v. Ferguson* decision on white society?

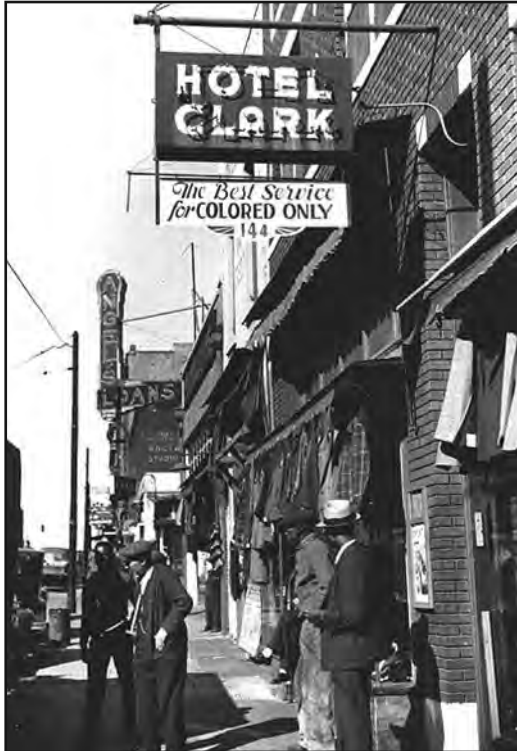
Score of 1:

- States an impact the *Plessy v. Ferguson* decision would have on white society according to Booker T. Washington
Examples: it would injure the white man; it would cause permanent injury to the morals of white society; it would lead to degradation of the white man; by inflicting an unjust law on African Americans, the white race would be morally injured

Score of 0:

- Incorrect response
Examples: it would inconvenience the whites; there was no response to the decision; unjust laws have no affect on people; it would inconvenience the African American; it would be a temporary inconvenience; they would be saved from degradation
- Vague response
Examples: it was a response; the article made a point; it has the power; an impact of ideas of justice; they are complaining
- No response

Document 6



Source: Marion Post Walcott, photographer, October 1939, Library of Congress



Source: Dorothea Lange, photographer, June 1937, Library of Congress

6 Based on these photographs, what was *one* impact of the *Plessy* decision on American society?

Score of 1:

- States an impact of the *Plessy* decision on American society based on these photographs
Examples: separate hotels/theaters based on race; separate public facilities for African Americans; signs indicated which facilities were for African Americans/colored people; continued discrimination against African Americans; segregation

Score of 0:

- Incorrect response
Examples: no hotels/theaters could be used by African Americans; segregation ended; African Americans and whites shared the same facilities
- Vague response
Examples: it was the best service; signs were used
- No response

Document 7a

**Per-Pupil Expenditures in Selected Southern States,
1939–1940 School Year**

State	Spending per Pupil	
	White	Negro
Alabama	\$47.59	\$14.63
Arkansas	36.87	13.73
Florida	69.76	26.95
Georgia	55.56	16.95
Louisiana	77.11	20.49
Mississippi	52.01	7.36
North Carolina	46.02	28.30
South Carolina	57.33	5.42
Texas	72.72	28.49
Average	\$58.69	\$18.82
<i>Note:</i> Data are based on average daily attendance. (Total spending average does not equal the sum of the state averages.)		

Source: Jaynes and Williams, eds.,
A Common Destiny: Blacks and American Society,
National Academy Press, 1989 (adapted)

7a Based on this chart, what was *one* disadvantage faced by African American students in these southern states in the early 1940s?

Score of 1:

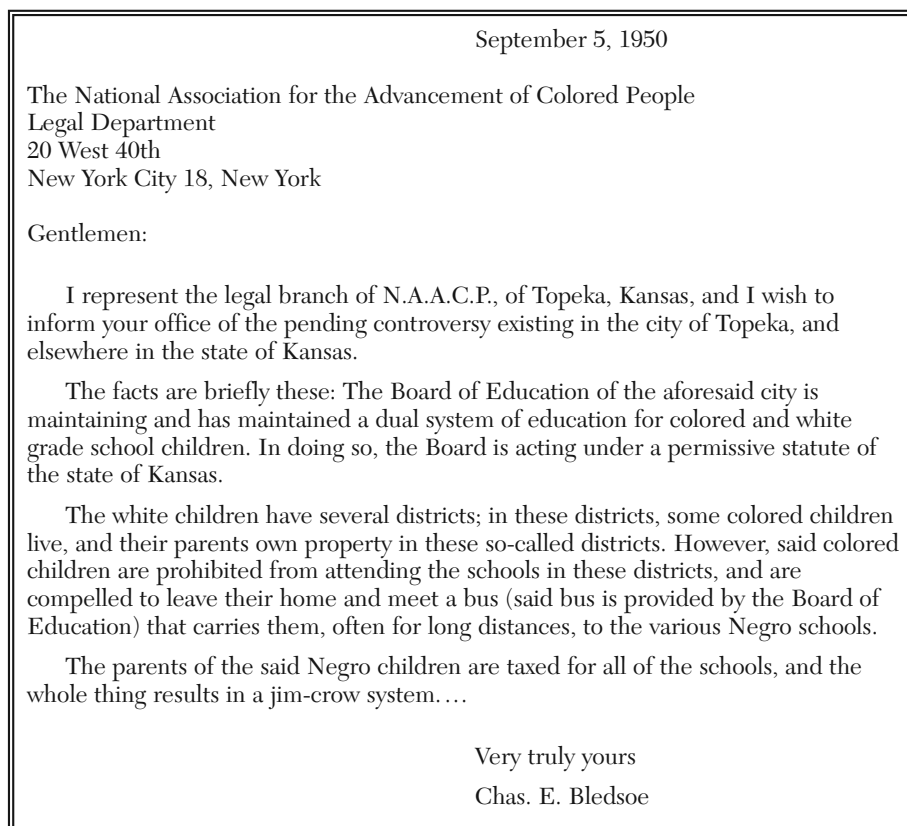
- States *one* disadvantage faced by African American students in southern states in the early 1940s based on the chart
Examples: less money was spent on African American/Negro students; the per pupil spending for white students was much greater than for African American students; more was spent on white students than on African American students; southern states spent an average of \$58.69 for white students and \$18.82 for African American students; African Americans were denied equal educational opportunity

Score of 0:

- Incorrect response
Examples: more money was spent on African American/Negro pupils than on white pupils; less money was spent on white students than on African American students; less money was spent on African American students in Florida than in South Carolina
- Vague response
Examples: southern states were selected; it was an average; average daily attendance
- No response

Document 7b

This letter was sent by the Topeka, Kansas, chapter of the NAACP to the national organization.



Source: Kansas Historical Society

7b According to Chas. E. Bledsoe, what was *one* problem that existed within the Topeka, Kansas, school system in 1950?

Score of 1:

- States a problem that existed within the Topeka, Kansas, school system in 1950 according to Chas. E. Bledsoe

Examples: the Board of Education maintained a dual system of education for African American/colored and white grade school children; African American children were prohibited from attending the school near where they lived/in their own district if they lived in a white district; African American children had to attend African American/Negro schools; African American children were bused to African American schools if they lived in a white district; segregated/separate schools for African American and white students; some African American children had to travel/were bused long distances to attend school; African American parents were taxed for schools their children could not attend; a Jim Crow system for the schools

Score of 0:

- Incorrect response
Examples: African American children were able to go to school in the district where they lived; a dual system of education was abolished; there were no buses for African American children
- Vague response
Examples: children were compelled to leave their home; African American children were prohibited; there were several districts; a pending controversy
- No response

Document 8a

Lieutenant Colonel Marion Johnson, commander of Arkansas National Guard troops, is pictured turning back a group of African American students seeking to enter Central High School in Little Rock on September 4, 1957. He said he was acting on orders of Governor Orval Faubus not to admit them.



Source: Arkansas National Guard

Document 8b

Executive Order 10730

PROVIDING ASSISTANCE FOR THE REMOVAL OF AN OBSTRUCTION OF JUSTICE WITHIN THE STATE OF ARKANSAS

SECTION 2. The Secretary of Defense is authorized and directed to take all appropriate steps to enforce any orders of the United States District Court for the Eastern District of Arkansas for the removal of obstruction of justice in the State of Arkansas with respect to matters relating to enrollment and attendance at public schools in the Little Rock School District, Little Rock, Arkansas. In carrying out the provisions of this section, the Secretary of Defense is authorized to use the units, and members thereof, ordered into the active military service of the United States pursuant to Section 1 of this Order.

DWIGHT D. EISENHOWER

THE WHITE HOUSE
September 24, 1957

Source: Eisenhower Presidential Library & Museum

8 Based on these documents, why did President Dwight D. Eisenhower issue Executive Order 10730?

Score of 1:

- States a reason President Eisenhower issued Executive Order 10730 based on these documents
Examples: to enforce the order of the United States District Court; to remove the obstruction of justice in Little Rock School District; the governor of Arkansas was not allowing African American students to attend Central High School; the governor had ordered the Arkansas National Guard to prevent African American students from entering Central High School; to guarantee African American students entry to Central High School; to protect the African American students

Score of 0:

- Incorrect response
Examples: he was acting on the orders of Governor Faubus; to turn back African American students trying to enter Central High School; to support the Arkansas National Guard
- Vague response
Examples: to enforce orders; to carry out provisions; to authorize units; active military service
- No response

Document 9

What other movements, campaigns or causes did *Brown v. Board* aid or inspire?

Mike Wenger: The *Brown* decision, in my opinion, launched the struggle of African Americans over the next decade and one-half for their constitutional rights.

That struggle inspired a number of other movements, including the movement for Mexican farm workers rights led by Cesar Chavez, who formed the United Farm Workers in 1962.

The movements for equal rights for women and for the rights of disabled citizens also can be traced to the civil rights struggles of African Americans, and therefore, to the *Brown* decision.

Source: Excerpt of interview with Mike Wenger, special consultant to the Joint Center for Political and Economic Studies, "Brown v. Board Is...," *Teaching Tolerance*, Spring 2004 (adapted)

9 According to Mike Wenger, what was *one* way the ruling in *Brown v. Board of Education of Topeka* affected American society?

Score of 1:

- States a way the ruling in *Brown v. Board of Education of Topeka* affected American society according to Mike Wenger
Examples: launched the struggle of African Americans for their constitutional rights; motivated African Americans to push for civil rights; it prompted various groups to seek rights; inspired the movement for Mexican farm workers rights/equal rights for women/rights of disabled citizens; inspired Chavez who formed the United Farm Workers

Score of 0:

- Incorrect response
Examples: it segregated African Americans; ended other movements for equal rights; the United Farm Workers was abolished
- Vague response
Examples: it led to campaigns; inspired decisions
- No response

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

Historical Context: Throughout United States history, the United States Supreme Court has decided major cases related to the civil liberties of African Americans. These decisions have had a significant impact on the nation. These cases include *Dred Scott v. Sanford* (1857), *Plessy v. Ferguson* (1896), and *Brown v. Board of Education of Topeka* (1954).

Task: Select *two* Supreme Court cases mentioned in the historical context and for *each*

- Describe the historical circumstances leading to the case
- Discuss the impact of the Supreme Court's ruling on the United States and/or on American society

Scoring Notes:

1. This document-based question has a minimum of *four* components (discussing the historical circumstances leading to *each* of *two* Supreme Court cases affecting civil rights and the impact of *each* ruling on the United States and/or American society).
2. The details of the Supreme Court case itself may be, but are not required to be, included in the discussion.
3. The discussion of the impact of the Supreme Court's ruling may focus on immediate or on long-term results.
4. The discussion of the impact of the Supreme Court's ruling may be on the United States, American society, or both the United States and American society.
5. The impact of the Supreme Court's ruling may be discussed from differing perspectives as long as the position taken is supported by accurate historical facts and examples.
6. Only two Supreme Court cases should be chosen from the historical context. If three cases are discussed, only the first two cases may be rated.
7. Any document provided for this question may be used in the treatment of a Supreme Court case if the information is relevant to the case being discussed. For example, documents 7 and 8 could be used in the discussion of *Plessy*. Such usage should be evaluated on its relevance in each case.
8. Students should not be penalized for using terms that appear in the documents in their responses, e.g. historically accepted terms for African Americans.
9. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 1a, 1b, 3a, 3b, 7a, 7b, 8a, and 8b may be considered as separate documents *if* the response uses specific separate facts from each document.

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

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

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances leading to two Supreme Court cases affecting civil rights and the impact of each ruling on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Dred Scott v. Sanford*: connects the ideological conflict between the legal precedents regarding slavery in territories established by Congress in the Northwest Ordinance, Compromises of 1820 and 1850, and the Kansas-Nebraska Act versus the Supreme Court's interpretation of Dred Scott's status to the role of the Supreme Court's decision in increasing sectional tensions over the national future of slavery and the threat to the preservation of the Union; *Brown v. Board of Education of Topeka*: connects the establishment of segregated public schools that resulted from post-Reconstruction Jim Crow legislation and the denial of equal educational opportunity reinforced by the Supreme Court's support for the "separate but equal" doctrine in *Plessy* to the impact President Eisenhower's enforcement of *Brown* had on educational opportunities for African Americans and civil rights activism
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to Supreme Court decisions affecting civil rights (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Dred Scott v. Sanford*: terms of Compromise of 1820; Louisiana Territory; role of Manifest Destiny; role of States rights; abolitionist movement; *Uncle Tom's Cabin*; Frederick Douglass; Bleeding Kansas; Lincoln-Douglas debates; outbreak of the Civil War; *Brown v. Board of Education of Topeka*: segregation of the military; actions of President Truman; role of Thurgood Marshall; activities of the NAACP; role of Linda Brown; "all deliberate speed"; equal protection of the law; South's opposition to *Brown* decision; Little Rock Nine; Montgomery bus boycott; Rosa Parks; Martin Luther King Jr.; Civil Rights Act of 1964; busing; de facto segregation
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one Supreme Court case more thoroughly than for the second Supreme Court case *or* 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., *Dred Scott v. Sanford*: discusses how the legal precedents established in the Missouri Compromise and the Kansas-Nebraska Act regarding slavery in the territories were undermined by the Supreme Court's determination of Dred Scott's status and how that decision's role in increasing sectional tensions eventually led to the Civil War; *Brown v. Board Education of Topeka*: discusses the "separate but equal" doctrine established in *Plessy*, its effects on African American children in public schools, and how the federal government's enforcement of *Brown* in Little Rock had an impact on national integration efforts and the civil rights movement
- 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 three* 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** Supreme Court case and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Dred Scott v. Sanford (1857)***Key Ideas from Documents 1-3***

Historical Circumstances	Impact of Ruling
<p>Doc 1—Balancing of slave and free states with Missouri Compromise (12 slave, 12 free)</p> <p>Admission of Maine as a free state, Missouri as a slave state</p> <p>Establishment of 36°30' line to divide slave and free territory, except for Missouri</p> <p>Closing of northern part of territory to slavery</p> <p>Ending the pretense of a unified nation</p> <p>Effort of politicians to suppress issue of slavery in national debate</p> <p>Conflict between society of slaveholders and society of free labor after 1820</p> <p>Doc 2—Passage of the Kansas-Nebraska Act (concept of popular sovereignty)</p>	<p>Doc 2—Confirmation of the repeal of the Missouri Compromise by Kansas-Nebraska Act</p> <p>Challenge to popular sovereignty in western territories</p> <p>Protection of slaveholders' rights using due process clause of fifth amendment</p> <p>Approval by supporters of slavery</p> <p>Evidence of southern control in national politics</p> <p>Fueling of sectional mistrust</p> <p>Doc 3—Consideration of slaves as property within contemplation of Constitution</p> <p>Consideration of slaves as property in same sense as horses, sheep, swine</p> <p>Right of slaveholder to own slaves not dependent on local law as slavery secured wherever Constitution extends</p> <p>No Congressional right to prohibit slavery</p> <p>No African American rights that white men are bound to respect</p> <p>African Americans not citizens and cannot be citizens</p> <p>Huge political reaction, especially in the North</p> <p>End of agreement between North and South over slavery in territories</p> <p>Nation closer to civil war</p> <p>Decisive role in emergence of Lincoln and his election</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Impact of Ruling
<p>Implied sanctioning of slavery in United States Constitution (Three-fifths Compromise, ending of slave trade, fugitive slave provision)</p> <p>Precedents for banning slavery from territories (Northwest Ordinance of 1787)</p> <p>Banning of slavery in most of Louisiana Purchase</p> <p>Use of states' rights doctrine as justification for slavery in territories</p> <p>Controversy over expansion of slavery issue in territories (Wilmot Proviso, Mexican Cession, Compromise of 1850, Bleeding Kansas)</p> <p>Political parties' support for non-extension of slavery (Liberty Party, Free Soil Party, Republican Party)</p> <p>Details about Dred Scott and decision</p> <p>Involvement of abolitionist movement</p>	<p>Freeport Doctrine's challenge to enforcement of decision</p> <p>Lincoln-Douglas debates</p> <p>Intensified abolitionist activities (John Brown, Frederick Douglass)</p> <p>Widened division in Democratic Party</p> <p>1860 Republican platform opposition to expansion of slavery into territories</p> <p>Northern defiance a factor in secession of South</p> <p>Overturning of decision with passage of 13th and 14th amendments</p>

Plessy v. Ferguson (1896)

Key Ideas from Documents 4-6

Historical Circumstances	Impact of Ruling
Doc 4 —Requiring railway companies to provide separate but equal accommodations in Louisiana Need for two or more coaches on trains or division of one coach to separate races in Louisiana Permitting passengers to sit only in assigned seats on trains in Louisiana	Doc 4 —Establishment of “separate but equal” rail facilities in Louisiana Doc 5 —“Jim Crow Car” law unjust (inconvenience for African Americans, permanent moral injury for whites) Doc 6 —Segregation of public facilities (hotels, theaters) Doc 7 and 8 —Per pupil spending less for African American children than for white children in southern states Establishment of a dual system of education

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Impact of Ruling
Resentment of white South to Civil War loss and gains of African Americans under Reconstruction Non-enforcement of Civil Rights Act of 1875 Impact of Compromise of 1877 on African Americans (control of state governments regained by white southerners; details about Jim Crow laws) Erosion of African American political power (literacy tests, poll taxes, grandfather clauses) Decisions in 1883 <i>Civil Rights</i> cases narrowing interpretation of 14th amendment Details about Homer Plessy and <i>Plessy</i> decision	Embedding of societal segregation (restaurants, military, cemeteries, hospitals, fountains, motels, professional sports) Expansion of de facto segregation in North during Great Migration and thereafter Debates over issues of African American equality (Booker T. Washington, W. E. B. Du Bois, Niagara Movement, NAACP) Increasing dissatisfaction with segregation and demands for equality (returning World War II veterans, Truman’s desegregation of armed forces, Martin Luther King Jr., Rosa Parks, Thurgood Marshall) Details about inequity of “separate but equal” in public education

Brown v. Board of Education of Topeka (1954)

Key Ideas from Documents 7-9

Historical Circumstances	Impact of Ruling
<p>Doc 7—Spending of less money per pupil on African Americans than on whites in selected southern states</p> <p>Dual system of education in Topeka and elsewhere in Kansas for African American and white children in grade school</p> <p>NAACP’s legal concern about education in Topeka (African American children not allowed to attend schools in district where they live, busing of African American children over long distances to African American schools, parents of African American children paying taxes to schools their children cannot attend)</p>	<p>Doc 8—Order of Arkansas Governor Faubus to prevent African American students from entering Central High School</p> <p>Order for Arkansas National Guard not to admit African American students to Central High School</p> <p>Issuance of Executive Order 10730 by President Eisenhower</p> <p>Use of United States military to remove obstruction of justice in Little Rock public schools</p> <p>Doc 9—Continuing the struggle for African American constitutional rights</p> <p>Inspiration for other movements (Mexican farm workers rights, equal rights for women, rights for the disabled)</p>

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

Historical Circumstances	Impact of Ruling
<p>Application of <i>Plessy’s</i> “separate but equal” doctrine to public education</p> <p>Gains of African Americans after World War II (desegregation of armed forces)</p> <p>Growing judicial support for civil rights (Thurgood Marshall, equal protection clause of 14th amendment, details about work of NAACP)</p> <p>Increased public awareness of social injustices faced by African Americans (mass media)</p> <p>Details about experiences of Linda Brown and others</p> <p>Details about <i>Brown</i> decision</p>	<p>Ordering desegregation with “all deliberate speed”</p> <p>“Massive resistance” in reaction of southern states (compliance delayed by some southern states, increased Klan membership, riots, mob violence)</p> <p>Closure of some public schools; white children going to private schools</p> <p>Details of Little Rock Nine</p> <p>Increase in civil rights activism (Rosa Parks, Montgomery bus boycott, Martin Luther King Jr., sit-ins, Freedom Riders)</p> <p>Acceleration of school desegregation with Civil Rights Act of 1964</p> <p>Implementation of busing to achieve racial balance</p> <p>De facto segregation (housing, Fair Housing Act of 1968)</p> <p>Continued disparity in educational opportunities between suburban schools and inner-city schools</p> <p>Increased opportunities for African Americans (economic, political, social)</p>

The decisions of the United States Supreme Court in the cases *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka* have had monumental impacts on American society, both at the times of the decisions and later. In 1857, sectional tensions over slavery ran high in the nation, and the ruling on *Dred Scott v. Sanford* furthered the national divide, ultimately contributing to the Civil War in 1861. Likewise, the decision in *Brown v. Board of Education of Topeka* came at a time when, almost 100 years later, African Americans still fought for equality; however, *Brown v. Board* was a step toward civil rights. The court decisions in *Dred Scott v. Sanford* and *Brown v. Board* significantly influenced American society.

During the years leading up to the *Dred Scott v. Sanford* decision, sectional tensions ran high concerning slavery as more settlers moved west and statehood became more complicated. When Missouri applied for admission and the Tallmadge Amendment threatened slavery there, the North and the South argued over whether slavery should be allowed into new territories. The South also worried about losing power in the Senate as they had in the House. The debate ended with the North being comprised of 12 free states, the South of 12 slave states, and a clear national divide at the 36°30' line in the Louisiana Territory except for Missouri (Doc 1a). The Compromise of 1820 was passed to ease tensions and keep peace and balance in the nation (Doc 1b). However, issues involving slavery in the territories persisted as the idea of Manifest Destiny became popular, necessitating the Compromise of 1850, another attempt at agreement. This did not work for long because it added a new free state and the possibility of more, angering the South, and a stricter fugitive slave law, inflaming the

North and increasing their underground railroad activities. The Kansas-Nebraska Act of 1854 furthered disagreement when it repealed the Missouri Compromise (Compromise of 1820) by opening up the possibility of more slave states north of the 36°30' line through popular sovereignty (Doc 2). The disagreements prior to 1857 regarding slavery would only be intensified by the Supreme Court's ruling in *Dred Scott v. Sanford*.

In 1857, Dred Scott, a slave, sued for his freedom because his master had taken him to a free territory, and some abolitionists believed that made him free according to the Northwest Ordinance and the Missouri Compromise. However, the Supreme Court ruled that under the Constitution property was protected and Scott was the property of his master so the slave or free status of the territory was irrelevant; he also had no standing to sue in federal court because of his slave status (Doc 3a). This controversial decision caused outrage in the North and celebration in the South, deepening the national divide on slavery because some now believed slavery could go anywhere. Because of this decision, it was obvious to many that a compromise would no longer work; war was probably inevitable (Doc 3b). Just four years later, the Southern States, fearful that a Republican president might end slavery altogether, would secede, leading to the American Civil War. The *Dred Scott v. Sanford* Supreme Court ruling had a massive influence on national politics of the day and further set in motion a chain of events that would temporarily divide the nation.

Almost one-hundred years later, the Supreme Court case *Brown v. Board of Education of Topeka* marked the continued struggle of the African American. After the Civil War, African Americans had more

rights because slavery had been abolished in the 13th Amendment to the Constitution. Additionally, the 14th Amendment prohibited all infringements of citizenship and the 15th Amendment gave voting rights to African American males. However, the Supreme Court had ruled in the 1896 case *Plessy v. Ferguson*, that “separate but equal” railroad facilities for African Americans were legal, leaving them being denied their 14th Amendment rights in many areas of American life (Doc 6). Even after African Americans fought in two World Wars and were hailed as heroes, they still faced segregation and discrimination on the home front. This inspired African Americans to fight for equality at home.

In *Brown v. Board*, African Americans sued for the integration of public schools, which the Supreme Court granted. Segregated schools provided very unequal education for African Americans, leaving them less able to get good jobs and compete in life. They faced discrimination throughout the country. Linda Brown’s parents refused to accept this injustice in the Topeka schools. She was forced to attend an inferior school for African Americans further from home than the ones her parents paid taxes to support (Doc 7). The NAACP brought suit in her name and carried it to the Supreme Court. This decision inspired civil rights protests such as when Rosa Parks refused to give up her seat to a white person on a Montgomery, Alabama bus, challenging *Plessy v. Ferguson*. It also inspired other protests such as sit-ins and Freedom Rides throughout the South. The decision of *Brown v. Board* began to undo *Plessy v. Ferguson*; however, it was still met with resistance. Many Southern schools refused to integrate. Some states closed schools and some parents took their

children out of public schools. One famous example is the Little Rock Nine, where the governor of Arkansas blocked integration with State National Guard troops (Doc 8a), forcing President Eisenhower to send federal troops to enforce Brown v. Board (Doc 8b). The eventual legal success of the African American Civil Rights movement also inspired other groups to fight for rights in the 1960s, such as Hispanics, American Indians, homosexuals, the disabled, and women (Doc 9). The decision of Brown v. Board inspired a fight for civil rights that continues to this day.

Both the rulings of the Supreme Court in Dred Scott v. Sanford and Brown v. Board of Education of Topeka were influential in national politics and cultural life during times of turmoil, leading to a national war, demands for civil rights, and resulting in national tensions, some of which still exist today.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka*
- Is more analytical than descriptive (*Dred Scott*: sectional tensions ran high as more settlers moved west; there was a clear divide in the Louisiana Territory at 36°30' except for Missouri; Compromise of 1820 was passed to ease tensions and keep peace and balance; ruled that Scott was property so the slave or free status of a territory was irrelevant; caused outrage in the North and celebration in the South because some now believed that slavery could go anywhere; obvious to many that a compromise would no longer work and war was probably inevitable; set in motion a chain of events that would temporarily divide the nation; *Brown*: African Americans sued for integration of public schools which the Supreme Court granted; forced to attend an inferior school for African Americans further from home than the ones her parents paid taxes to support; decision began to undo *Plessy*; many southern schools refused to integrate; decision inspired civil rights protests)
- Incorporates relevant information from documents 1, 2, 3, 4, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Dred Scott*: when Missouri applied for admission, North and South argued about slavery in new territories; South worried about losing power in the Senate as they had in the House; Compromise of 1850 did not work for long because it added new free states, angering the South, and a stricter Fugitive Slave Law, inflaming the North; Kansas-Nebraska Act furthered disagreement by opening up the possibility of more slave states with popular sovereignty; Scott had been taken into free territory and some abolitionists believed that made him free according to the Northwest Ordinance and Missouri Compromise; Southern states would later secede; *Brown*: African Americans had more legal rights because slavery was abolished in the 13th amendment; 14th amendment prohibited all infringements of citizenship; 15th amendment gave voting rights to African American males; *Plessy* ruled that “separate but equal” railroad facilities were legal; even after African Americans fought in world wars and were hailed as heroes they faced segregation and discrimination on the home front; segregated schools provided very unequal education for African Americans, leaving them less able to get good jobs and compete in life; Linda Brown’s parents refused to accept this injustice in the Topeka schools; Rosa Parks refused to give up her bus seat to a white person; inspired other protests such as sit-ins and Freedom Rides; some states closed schools and some parents took their children out of public schools; Little Rock Nine were prohibited from attending school)
- Richly supports the theme with many relevant facts, examples, and details (*Dred Scott*: North 12 free states; South 12 slave states; Manifest Destiny; Supreme Court ruled property protected under Constitution; *Brown*: governor of Arkansas blocked integration with state National Guard troops; federal troops sent by President Eisenhower to enforce decision)
- Demonstrates a logical and clear plan of organization; includes an introduction that describes the ruling in *Dred Scott* as a step toward a national war and in *Brown* as a step toward civil rights and a conclusion that states both cases were influential in national politics and cultural life

Conclusion: Overall, the response fits the criteria for Level 5. An understanding of territorial expansion and its relationship to sectional tensions helps to establish a basis for an analytic appraisal of the *Dred Scott* decision. The acknowledgement that tensions continue to the present indicates a good understanding of the ongoing impact of *Brown*.

Throughout the history of the United States, Supreme Court cases have played an indispensable role in limiting and extending the civil liberties of African Americans. The Dred Scott Decision of 1857 declared slaves property, denying them citizenship and rights during a period of growing sectional tensions surrounding the expansion of slavery. Nearly a hundred years later in Brown v. the Board of Education (1954), African American students gained their rights to equal education. Both of these decisions sparked great reactions in our nation, leading to hugely important events such as the Civil War and the Civil Rights Movement, and have significantly impacted our nation as a whole.

During the development of America as a nation, slavery was a root source of sectional debate and controversy among U. S. citizens. As borders expanded westward into Louisiana Purchase territory, questions arose as to whether slavery should be permitted in new states and who should make the decision. The Missouri Compromise of 1820 created a new way for the federal government to decide whether a new state would be free or slave (Doc 1a). Congress decided that the territory north of the 36°30' line would remain free of slavery, with the exception of Missouri as a slave state. Everything south of that line in the Louisiana Territory would be slave. Missouri statehood had sparked heated debate over slavery in new lands, and over the morality of slavery. Slavery continued to have an unsettling effect on the nation despite the hope that the issue was resolved—however, it was not. Over time opposition to slavery increased the growth of the abolition movement. Various laws meant to solve slavery-related disputes, such as the Compromise of 1850 and the Kansas-Nebraska act of 1854,

actually led to new tensions. Dred Scott, the slave of a doctor, moved with him north to Illinois and the Wisconsin territory to army posts in free territories under the Missouri Compromise. He married and started a family in the free portion of America. However, the Supreme Court ruled that living in a free territory did not make Scott free because slaves were completely property. Therefore, African Americans were denied both citizenship and the right to sue in federal court and Congress could not outlaw slavery as they had in the Missouri Compromise (Doc 3a). This Supreme Court decision sparked further debate, and stronger support for the abolition movement further dividing the country into two sections based on differing ways of life and schools of thought regarding slavery. It also contributed to Abraham Lincoln's views opposing the spread of slavery during the Republican campaign in 1860. Ultimately, the tensions fueled by the Dred Scott Decision took the country closer to the Civil War, which brought the country closer to guaranteeing African Americans' equal treatment.

Controversy and debate over the positions of African Americans in society continued even after the 13th, 14th, and 15th amendments were passed. When Reconstruction ended in the South, Jim Crow laws and racism led to Plessy v. Ferguson and a decision, which allowed "separate but equal railroad facilities for African American and white citizens. The requirement for separation of races was upheld, but "equal" did not accurately describe the accommodations of blacks and whites. Because schools were separated, black and white students did not receive equal education. Each year, many white schools received more than twice the funding for teachers and supplies than African

American schools did (Doc 7a). Additionally, many African American children were forced to attend schools in far-away districts, unable to attend local white schools fueled by their parents' tax money (Doc 7b). Linda Brown's family and others decided enough was enough. In *Brown v. the Board of Education of Topeka*, the NAACP's Thurgood Marshall argued against African Americans being prohibited from attending nearby white schools when the nearest African American school was miles away. Because equal protection was being denied, the Supreme Court agreed and said separate schools were not equal. Linda Brown eventually would be able to attend the school closer to her home overpowering the legal concept of *Plessy v. Ferguson* as it was applied to education. Even after the decision, a group of African Americans in Arkansas were prohibited from attending a white school by the state government (Doc 8a). The governor used military force against the "Little Rock Nine," resulting in presidential action. To prevent segregation from continuing, Dwight D. Eisenhower issued Executive Order 10730, using military action to allow these students to attend Central High School (Doc 8b). The president's support for Brown was important for integrating other schools. The Supreme Court Ruling also had a national response, sparking movements for the rights of the oppressed (Doc 9). The African American Civil Rights Movement began to gain momentum after this court victory carrying through the 60s and inspiring other actions as well. Cesar Chavez led a movement to get better conditions for Mexican American farm workers while gay activists rallied against police raids on gay bars. Women and disabled citizens also gained confidence to protest for their rights. Brown v. the Board of

Education played an important role in not only the civil rights of African Americans, but also of other groups as well.

The United States Supreme Court's decisions regarding civil liberties of African Americans have played a crucial role in the evolution of democracy in our country. The Dred Scott Decision deemed slaves property and this led to important reactions such as a growing abolition movement and the Civil War which led to freedom for the slaves. The Civil rights struggle carried through to Brown v. Board of Education a century later, and caused a great movement for equal rights. Ultimately, African Americans might not be where they are today without the ruling of the Supreme Court in Brown which upheld their citizenship rights.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka*
- Is more analytical than descriptive (*Dred Scott*: denied African Americans citizenship and rights during a period of growing sectional tensions; Missouri statehood sparked heated debate over slavery in new lands and the morality of slavery; slavery continued to have an unsettling effect despite the hope that the issue was resolved; ruled that living in a free territory did not make Scott free because slaves were property; Congress could not outlaw slavery as they had in the Missouri Compromise; took the country closer to the Civil War and closer to guaranteeing African Americans' equal treatment; *Brown*: extended African American students their right to an equal education; the requirement for separation of races was upheld, but "equal" did not accurately describe the accommodations for blacks and whites; many African American children were forced to attend schools in far away districts and were unable to attend local white schools fueled by their parents' tax money; President Eisenhower's support was important for integrating other schools; women and disabled citizens gained confidence to protest for their rights)
- Incorporates relevant information from documents 1, 3, 4, 5, 7, 8, and 9
- Incorporates substantial relevant outside information (*Dred Scott*: questions arose as to whether slavery should be permitted in new states and who should make the decision; laws meant to solve slavery-related disputes, such as the Compromise of 1850 and the Kansas-Nebraska act of 1854, actually led to new tensions; slave Dred Scott moved with his owner to free territories under the Missouri Compromise; it sparked further debate and stronger support for the abolition movement; contributed to Lincoln's views opposing the spread of slavery; *Brown*: controversy and debate over positions of African Americans in society continued even after the 13th, 14th, and 15th amendments were passed; NAACP's Thurgood Marshall argued against African Americans being prohibited from attending nearby white schools; Supreme Court agreed equal protection was being denied and separate schools were not equal; civil rights movement began to gain momentum after court victory; gay activists rallied against police raids on gay bars)
- Richly supports the theme with many relevant facts, examples, and details (*Dred Scott*: territory north of the 36°30' line free with exception of Missouri; denied African Americans citizenship; *Brown*: African Americans prohibited from attending a white school in Arkansas; governor of Arkansas used military force; Little Rock Nine; Executive Order 10730; Central High School; sparked movements for the rights of the oppressed; Cesar Chavez; better working conditions; Mexican American workers)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that summarizes and links the Supreme Court decisions in *Dred Scott* and *Brown*

Conclusion: Overall, the response fits the criteria for Level 5. The citing of attempts at legal solutions associated with slavery offers analytic concepts that provide an important historical context for the *Dred Scott* decision. Information from the documents is well integrated and substantial outside information and analytic details are incorporated to accomplish the task.

When African Americans first arrived in the United States as slaves, many people never expected them to have major influence on our history. They were regarded as property, had no legal rights, and existed for the primary purpose of subordination and servitude. Over the course of history, however, the struggle of African-Americans to gain civil liberties has had a major influence on the path of democracy. The gradual equality they achieved as citizens has impacted and sparked events outside the issue of their civil rights. Such progress or lack of progress was often documented in Supreme Court cases such as *Dred Scott v. Sanford* and *Brown v. Board of Education*, whose rulings would change American society.

During the early 19th century, the issue of slavery continued to affect the United States. Small factories and farms had already separated the northern United States into a more diverse, free-labor economic system and a Southern portion dependent on the cash crop system, such as cotton, rice, and tobacco. When southern planters moved into the southwest with their slaves, the North-South separation became greater. The Missouri Compromise furthered this divide by drawing a geographical line permitting or forbidding the expansion of slavery into the Louisiana territory where this, Southern system might spread. This clash between the interests of slaveholders and the North's growing industrial interests seemed to be an ongoing issue for the country despite the Compromise (Doc 1b). Even in Northern states where slavery was not allowed, the South still had a large economic influence and most Americans did not want a permanent break between the two sections. Another compromise was needed in 1850 to lessen tensions but it didn't last long. A slave who moved to the North

(where slavery was illegal) was bound to his master and was not, in fact, free, as the *Dred Scott vs. Sanford* case ruled. The ruling led to an inflamed reaction from Northerners, as many felt that slavery might be acceptable anywhere in the United States, as Frederick Douglass warned (Doc 3a). Abolitionists like Douglass worked even harder to highlight the unfairness of slavery and fight for its removal. More importantly, the decision further divided the country politically, making the expansion of slavery a festering, serious issue. (Doc 3b). Such tensions accelerated the country towards the inevitable Civil War resulting in the abolition of slavery and in changing the country forever.

Even after the Civil War and the abolition of slavery, African-Americans still lacked many civil rights and equalities. Jim Crow laws in the South permitted the segregation of public institutions despite the 14th amendment; in reality, these separations left black citizens at a disadvantage compared to their white counterparts. One of the most serious inequalities was in public education, where schools for black children were minimally maintained, and black children could not attend better white schools near their homes. In addition, in such areas such as Topeka, Kansas, the black families who lived in the districts of white-only schools, still had to pay taxes for the schools they did not attend, as Chas. E. Bledsoe noted in his observations for the NAACP (Doc 7b.) The NAACP's efforts in the case of *Brown v. Board of Education of Topeka* underscored the belief that all children should receive the same opportunity for education. After the decision reversing Jim Crow in public schools, Southern schools were legally unsegregated, although the actual process still took time. Without a

specific time table and with uncooperative southern states, there were many obstacles, such as what happened at Little Rock. However, over time more people in the United States began to believe that the Brown vs. Board of Education ruling was a necessary step in the black civil rights movement (Doc 9). The opportunity for a more equal education for blacks eventually led to more social mobility, more equality in jobs and a higher standard of living. The changing status of blacks in American society led other groups to reconsider their own situation resulting in more movements and more equality.

While African-Americans have struggled throughout their history in the United States, their fight for racial equality has resulted in social and political progress. Comparing such court decisions as Dred Scott v. Sanford and Brown v. Board of Education of Topeka showed a change in African-American status from that of powerless property to that of being an actual citizen, while gradually reducing sectional differences that once had a strangle hold on the United States. The influence of the Supreme Court still stands today as one of the leading factors for social change in America.

Anchor Level 4-A

The response:

- Develops all aspects of the task for *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka*
- Is both descriptive and analytical (*Dred Scott*: Missouri Compromise furthered the divide by drawing a geographic line permitting or forbidding slavery in the Louisiana territory; ruled that a slave who had moved to the North was not free; led to inflamed reaction from Northerners as many felt slavery might be acceptable anywhere in the United States; further divided the country making the expansion of slavery a festering serious issue; tensions accelerated the country toward the inevitable Civil War; *Brown*: after the Civil War, African Americans still lacked many civil rights and equalities; separation left black citizens at a disadvantage compared to their white counterparts; one of the most serious inequalities was in public education where black schools were minimally maintained; efforts of the NAACP underscored the belief that all children should receive equal opportunities for education; changing status of blacks led other groups to reconsider their own situation resulting in more movements and more equality)
- Incorporates relevant information from documents 1, 3, 7, 8, and 9
- Incorporates relevant outside information (*Dred Scott*: small factories and farms had already separated the North into a more diverse, free labor economic system and a South dependent on the cash crop system; clash between interests of slaveholders and the North's growing industrial interests seemed an ongoing issue; most Americans did not want a permanent break between the two sections; another compromise was needed in 1850 to lessen tensions; Civil War resulted in abolition of slavery; *Brown*: Jim Crow laws in the South permitted the segregation of public institutions despite the 14th amendment; after the decision reversing Jim Crow in public schools, southern schools were legally desegregated; without a specific time table and with uncooperative southern states, there were many obstacles; opportunity for a more equal education for blacks led to more social mobility, more equality in jobs, and a higher standard of living)
- Supports the theme with relevant facts, examples, and details (*Dred Scott*: slaves bound to their masters; Frederick Douglass; *Brown*: black children could not attend schools near their homes; black families who lived in districts of white-only schools still had to pay for schools they did not attend; Little Rock)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that review the social and political progress of African Americans and mention the influence of the Supreme Court on social change in America society

Conclusion: Overall, the response fits the criteria for Level 4. Accurate historical details are used to argue that African Americans have struggled and fought to achieve equality in the United States. While document interpretation is effective, further explanation of ideas generated from the documents would have added to the analytic effort, especially in the discussion of *Dred Scott*.

In history, laws have been passed in attempt to avoid conflict. Often though, problems arise, and problems large enough often end up in the hands of the Supreme Court. As the Judicial Branch, they have the power of judicial review, able to state whether a set law by Congress is constitutional. Supreme Court Justices are able to make a decision with the Constitution in mind. For many years before the Civil War, the northerners and southerners were not seeing eye to eye. The addition of states set off more conflicts than could be resolved and the Civil War broke out. Even after the war, decisions about African American equality became controversial.

Prior to the Civil War, the Missouri Compromise was written up. Missouri would become a slave state, while Maine would be added as a free state. Within the Louisiana Purchase, only states below the 36°30' line would be allowed to have slavery. In this same area, anyone living north of this line, in any place except Missouri, could not own slaves. With this new law passed, the Senate would remain equal with 12 states free and 12 slave (1a). Although the Missouri Compromise resolved the problem for the time being, many feared that the divisive issue of slavery would lead to future conflict. The nation was now split at this 36°30' line and a wedge was being driven deeper with every territory that was acquired (1b). Part of this conflict focused on a slave, Dred Scott, who was taken to live in free territory by his owner. By tradition, this could make a slave free. This is what Scott later sought in Missouri through the courts. Eventually the case made it to the Supreme Court. Justice Roger Taney and the Court decided it was unconstitutional to take property from anyone. This meant no matter where Dred Scott lived, he would remain a slave. The Fifth

Amendment was violated and because of this, the Missouri Compromise was overturned. As Southerners rejoiced, Northerners felt Taney, a former slave owner, was choosing to side with the South (2). In a speech Frederick Douglass explained the court's opinion that slaves were nothing more than horses, sheep, or swine. Slaveholding was not based on local laws, but was protected by the Constitution. Also, Congress did not have the power to prohibit slavery in the territories (3a). Both the North and South knew that no matter what, there probably would be no chance of an agreement between the two on the issue of extending slavery because each section felt too strongly, especially after Dred Scott. As Abraham Lincoln became president in 1860, with plans, not to abolish slavery, but to contain it, the South was ready to secede (3b). They thought it was only a matter of time until slavery was abolished by the Northern majority.

Post Civil War, one of the biggest questions was what do we do with the former enslaved African Americans. Congress had passed the Civil War Amendments, abolishing slavery, granting citizenship, and granting suffrage, but African Americans were still not equal. When Reconstruction ended and white southerners were left on their own, the Grandfather Clause was passed enabling voting rights only if their grandfather had voted and literacy tests were passed enabling voting rights only if they passed these exams. The Jim Crow laws were passed as a way to keep African Americans separate from whites to not disrupt the old order of southern society. Plessy vs. Ferguson arose as a man with only a percentage of colored ethnicity tried to sit in a "whites only" section of a railroad car. His arrest eventually led to the Supreme Court ruling that separate but equal facilities were

Constitutional. This led to more separate theatres, separate hotels, separate everything (6). Colored people would continue to have a separate train car, or at least a train car separated by a partition. Coaches were assigned by race, and that's how it would remain (4). The facilities were not even close to equal. This case led to more public debate among African American civil rights leaders. Booker T. Washington, founder of the Tuskegee Academy for blacks to eventually learn a trade, said the Jim Crow laws were not the issue and integration could wait. He claimed any man, white or not, should feel guilty for wronging another race no matter the circumstances. Booker T. Washington explained that the colored people can deal with the inconvenience, but the white man would be hurt permanently. His morals would be affected (5). De Bois did not agree with Booker T. Washington's ideas on integration, but as a graduate from Harvard and a leader of the NAACP, he wanted equality now. He felt every man should have equal opportunities for learning, employment, transportation, and that simply wasn't occurring. Du Bois' demand for legal equality and voting rights became goals for the civil rights movement during the 1960s with the NAACP leading the way.

The cases that go to the Supreme Court get that far for a reason. These cases do not just impact one person, but an entire population of people. Dred Scott vs. Sanford impacted slaves and slaveholders while Plessy vs. Ferguson impacted blacks and whites. Although these cases occurred almost 40 years apart, they both denied equality for African Americans.

Anchor Level 4-B

The response:

- Develops all aspects of the task for *Dred Scott v. Sanford* and *Plessy v. Ferguson*
- Is both descriptive and analytical (*Dred Scott*: Missouri Compromise meant anyone living north of 36° 30' except for Missouri could not own slaves; Missouri Compromise solved the problem for a time; many feared that the divisive issue of slavery would lead to future conflict; a wedge was driven deeper with every new territory; no matter where Scott was, he would remain a slave; Northerners felt Taney chose to side with the South; Court's opinion that slavery was protected by the Constitution; *Plessy*: meant African Americans would continue to have a separate train car or a car separated by a partition; facilities were not even close to equal; Booker T. Washington said Jim Crow laws were not the issue and integration could wait; Washington explained that any man, white or not, should feel guilty for wronging another race no matter the circumstances)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 9
- Incorporates relevant outside information (*Dred Scott*: was taken to live in free territory by his owner; by tradition, this could make a slave free; Lincoln became president with plans not to abolish slavery but to contain it; South was ready to secede because they thought it was only a matter of time until slavery was abolished; *Plessy*: Congress passed the Civil War amendments, abolishing slavery, granting citizenship, and granting suffrage; Jim Crow laws were passed as a way to keep African Americans separate from whites to not disrupt the old order; *Plessy* was a man with only a percentage of colored ethnicity who tried to sit in a "whites only" section of a railroad car; led to the ruling that separate but equal facilities were constitutional; Du Bois did not agree with Washington's ideas on integration and felt that every man should have equal opportunities for learning, employment, and transportation; Du Bois' demands for equality and voting rights became goals for the civil rights movement during the 1960s with the NAACP leading the way)
- Supports the theme with relevant facts, examples, and details (*Dred Scott*: Missouri, a slave state and Maine, a free state; Senate equal with 12 states free and 12 slave; unconstitutional to take property from someone; Missouri Compromise overturned; Congress no power to prohibit slavery; *Plessy*: grandfather clause; literacy tests; separate theatres, separate hotels, separate everything)
- Demonstrates a logical and clear plan of organization; includes an introduction that refers to conflicts before and after the Civil War and a conclusion that states *Dred Scott* had an impact on slaves and slaveholders while *Plessy* had an impact on blacks and whites

Conclusion: Overall, the response fits the criteria for Level 4. The interpretation of document information results in a discussion that demonstrates a good historical understanding of both cases. Some generalizations used to connect ideas lack supporting details, making them less effective.

The judicial decisions of both *Dred Scott v. Sanford*, and *Brown v. BOE* (Board of Education) had racist impacts on American culture. They altered the *Zietgeist* (spirit of the times) of the nation. Primarily, they changed the perception of African Americans and sparked other reform movements.

In the mid-nineteenth century, during the antebellum period a slave named Dred Scott hoped to free his wife, Harriet, and their daughter from slavery. An opportunity to obtain freedom arose because Scott was moved into a free territory with his owner. These free territories were established by the Northwest Ordinance and the Missouri Compromise. The latter mentioned decision drove a “deeper wedge” between the North and South (Source: Document 1B). Even though each side gave up and gained something in compromising the angry arguments over slavery were not forgotten. As Western expansion increased (due mostly to the concept of Manifest Destiny), territorial disputes almost directly correlated with this question of slavery. Although it never passed, the Wilmot Proviso was proposed as an attempt to negate the spread of slavery in the territories obtained by the Mexican-American War. The Liberty Party and abolitionists ardently advocated for this proviso but Southerners insisted the territory belonged to all states and the federal government could not keep slavery out. With all of this sectional strife going on, Scott sued in the courts for his freedom claiming he had lived in free terrain. The Supreme Court’s decision was closer to the South’s position. The results of this case were a 7-2 decision, stating that slaves were “within the contemplation of the Constitution of the United States and should be protected as property,” (Document 3a). Therefore, according to Chief Justice Roger Taney, as

property, not citizens, slaves could not even sue in the U.S. Courts. This case had an enormous effect on American politics and social standing. "Supporters of slavery rejoiced," notes Jeffrey W. Coker, while sympathy for the abolition movement in the North was promoted (Document 2). Consequently, the decision further "destroyed any chance of agreement between the North and South" on the issue of slavery, (Document 3B). Northern criticism and defiance of the decision resulted in increased tensions, further fueling the desire for southern secession. Additionally, the Dred Scott decision led to the strengthening of the Republican Party throughout the North, Lincoln's election, and South Carolina's decision to secede. A civil war would be needed to bring the South back into the Union.

Another pivotal case related to African American civil liberties is Brown v. Board (1954) of Education of Topeka. Plessy v. Ferguson had upheld the "separate but equal" policies and the Jim Crow laws. Oliver Brown disagreed with the segregation of schools. Inconveniently, his young daughter would have to take a bus a "long distance," to an all-colored school (Document 7B). Even though, there was a local white school closer and more easily accessible. Brown ended up winning, with a unanimous decision that segregated schools are unconstitutional. This led to the gradual integration of schools, which brought about many conflicts as Southern states rights supporters tried to get around the decision. Most notable is the Little Rock Nine incident. President Eisenhower had to issue Executive Order 10730 (Doc. 8b). The order deployed military "units" to Arkansas to enforce the desegregation orders. By overturning Plessy v. Ferguson as it was applied in schools, Brown v. BOE also stimulated the "struggle of

African Americans” for civil rights (Doc 9).

Conclusively, Dred Scott v. Sandford and Brown v. BOE clearly established national impetus for change. Dred Scott helped ignite the match to begin the Civil War. Brown v. BOE offered hope to African Americans that change was achievable. It significantly laid the foundation for the Civil Rights Movement.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing *Dred Scott v. Sanford* more thoroughly than *Brown v. Board of Education of Topeka*
- Is both descriptive and analytical (*Dred Scott*: even though each side gave up and gained something in compromising, the angry arguments over slavery were not forgotten; Scott sued the courts for his freedom; the results were that slaves should be protected as property; supporters of slavery rejoiced at the decision; led to the strengthening of the Republican Party, Lincoln's election, and South Carolina's decision to secede; *Brown*: *Plessy* had upheld "separate but equal" policies and Jim Crow laws; Brown's daughter had to take a bus long distances to an all-colored school; the decision led to the gradual integration of schools; led to the Little Rock Nine incident; stimulated the struggle of African Americans for civil rights)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Dred Scott*: was moved into free territory with his owner; free territories were established by the Northwest Ordinance; as western expansion increased, territorial disputes almost directly correlated with the question of slavery; the Wilmot Proviso was proposed as an attempt to negate the spread of slavery in territories obtained as a result of the Mexican-American War; Southerners insisted territory belonged to all states and the federal government could not keep slavery out; as property, slaves could not sue in the United States courts; promoted sympathy for the abolitionist movement in the North; Northern criticism and defiance of the decision resulted in increased tensions, further fueling the desire for Southern secession; a civil war would be needed to bring the South back into the Union; *Brown*: Oliver Brown disagreed with the segregation of schools; Brown ended up winning a unanimous decision that segregated schools were unconstitutional; brought many conflicts as Southern States rights supporters tried to get around the decision)
- Supports the theme with relevant facts, examples, and details (*Dred Scott*: Manifest Destiny; slaves not citizens; *Brown*: President Eisenhower; Executive Order 10730; deployed military units to Arkansas to enforce the decision)
- Demonstrates a logical and clear plan of organization; includes an introduction that states *Dred Scott* and *Brown* changed the perception of African Americans and a conclusion that states the two court cases were the impetus for change

Conclusion: Overall, the response fits the criteria for Level 4. Good references demonstrate that the sectional political debate over slavery in the territories was ongoing. Further support for document analysis in the discussion of *Brown* would have created more balance in the development of the task. Although well chosen, the use of quotations from the documents somewhat weakens the response.

In United States history, the United States Supreme Court has made major decisions relating to the civil liberties and rights of African Americans. With each major decision there was a major impact on American society. Cases such as Plessy vs. Ferguson and Brown vs. Board of Education of Topeka are cases where the decision had a large impact on the nation.

After the Civil War Plessy vs. Ferguson was one of the first major cases about civil rights for African Americans. Directly following the Civil War the 13th Amendment, 14th Amendment, and 15th Amendment were added to the Constitution and ratified. The three amendments abolished slavery, granted all citizens equal protection under the law, and gave African American males the right to vote. These Reconstruction Era achievements made African Americans citizens believe that they had equal rights until Southern states started enacting Jim Crow laws and separating people based on race. In one case Louisiana made a law separating train cars based on race. (Doc 4) They made the law stating that the cars would be separate but equal. To try and push for full equality Plessy, who was $\frac{7}{8}$ Caucasian and $\frac{1}{8}$ African American, intentionally sat in a train car that was for non-colored people. He was asked to move and didn't and then he was arrested and thrown in jail. To fight for his rights Plessy's case went to trial and Judge Ferguson made the decision that separate but equal was legal on railroads in Louisiana. Plessy then challenged Ferguson's decision in the Supreme Court case Plessy vs. Ferguson, but the Supreme Court agreed with Ferguson's decision that under the 14th amendment separate but equal is legal as long as the facilities are equal. After the court's decision segregation became legal and

American society in the South became an even more separated society with different theaters, hotels, restaurants, schools, and many other places for non-colored people and colored people. (Doc 6) The decision of Plessy vs. Ferguson legalized segregation for almost 60 years until another major civil rights case came along to challenge separate but equal schools in Topeka.

The case that began to overturn the separate but equal decision of Plessy vs. Ferguson was Brown vs. Board of Education of Topeka. Most southern states had laws segregating schools even before the Plessy decision and it seemed that southern schools would always be unequal and segregated. In Topeka, Kansas that was the same, almost everything was segregated legally. The problem with the separation was that the schools were not educationally equal. Many southern schools failed to provide an equal education for non-colored and colored students. The southern states would not pay equal amounts of money to provide for students needs. (Doc 7a) The schools in Topeka were also forcing African American children to travel farther to different schools, and forcing their families to pay taxes for the colored and non-colored schools. (Doc 7b) To fight for their daughter and other African American children's education the Brown's went to court with NAACP lawyers to defend their 14th amendment rights. In the Supreme Court decision it was ruled that separate was not equal and that public school segregation was unconstitutional. The supreme court's decision eventually led the civil rights movement to challenge segregation in all aspects of life. Originally there was resentment to the courts decision but President Eisenhower enforced the courts decision by having soldiers protect African Americans who were going

to non-colored schools for the first time in Arkansas. (Doc 8a & 8b)
By enforcing the courts decision for school equality in Little Rock the society of America accepted the decision that desegregation would continue. The Brown vs. BOE decision was the beginning of the end of segregation in the United States and impacted American society in a major way.

Plessy vs. Ferguson and Brown vs. Board of Education of Topeka are two Supreme Court cases that have dealt with the civil liberties of African Americans. In both cases the decision had a major impact on the nation. Both of the decision's by the Supreme Court impacted the nation's history greatly.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (*Plessy*: Judge Ferguson made the decision that “separate but equal” was legal on railroads in Louisiana; segregation became legal and the South became an even more separated society; *Brown*: challenged “separate but equal” schools; seemed southern schools would always be unequal and segregated; southern states did not pay equal amounts of money for student needs; President Eisenhower enforced the decision by having soldiers protect African Americans who were going to non-colored schools for the first time in Arkansas; decision was the beginning of the end of segregation)
- Incorporates some relevant information from documents 4, 6, 7, and 8
- Incorporates relevant outside information (*Plessy*: the 13th, 14th, and 15th amendments were ratified abolishing slavery, granting all citizens equal protection under the law, and giving African American males the right to vote; southern states started separating people based on race; Plessy who was $\frac{7}{8}$ th Caucasian and $\frac{1}{8}$ th African American intentionally sat in a train car that was for non-colored people; Plessy was asked to move, did not, was arrested, and jailed; the Supreme Court agreed with Ferguson that under the 14th amendment “separate but equal” was legal as long as the facilities are equal; *Brown*: most southern states had laws segregating schools even before *Plessy*; Browns went to court with their NAACP lawyers to defend their daughter’s 14th amendment rights; ruled that “separate was not equal” and that public school segregation was unconstitutional; the decision eventually led to the civil rights movement challenging segregation in all aspects of life)
- Includes some relevant facts, examples, and details (*Plessy*: different theaters, hotels, restaurants, schools for colored and non-colored people; *Brown*: African American children traveled further to different schools; African American families paid taxes for colored and non-colored schools)
- 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. Although the impact of *Plessy* could be discussed in more depth, the historical references to the achievements of the Reconstruction Era establish a good context for the development of that case. The treatment of *Brown* centers on document interpretation; however, the inclusion of a few analytic statements demonstrates an understanding of the role played by *Brown* in ending segregation.

Throughout American History, the Supreme Court has made several landmark decisions that have affected the civil liberties of African Americans. The decisions have not only shaped American's views on race, but have also altered the course of history. Two of these cases are *Plessy v. Ferguson* (1896.) and *Brown v. Board of Education of Topeka*. (1957). These cases, and the historical circumstances that surround them, have helped shape American Society.

After the end of the Civil War in 1865, African Americans had been freed from slavery and had attained citizenship in the 14th amendment. However, racism still existed in many parts of the country, especially in the south. Groups such as the KKK were formed even before Reconstruction ended in 1877 and laws such as literacy tests and grandfather clauses prevented African Americans from voting. In 1892, a man that was 7/8th's white was seated in a white railroad car in Louisiana. After refusing to sit in a black railroad car where he "belonged," he was arrested and convicted. *Plessy's* court case went all the way to the Supreme Court where the court ruled that "seperate but equal" was constitutional, allowing African Americans to be discriminated against. Following that decision, segregation became even more widespread in the South. According to document 4, a Louisiana law had stated that "No person or persons shall be permitted to occupy seats in coaches, other than the ones assigned to them on account of the race they belong to. . ." and more laws such as this one were passed after *Plessy*. Segregation had officially been declared constitutional.

Following the courts ruling in *Plessy v. Ferguson*, the country was certainly seperate but not equal. According to document 7a, white

schools in the segregated south were given a substantially higher amount of money per pupil. For example, in Mississippi, \$52.08 was spent on the white student while \$7.36 was spent on the black student in the 1939–1940 school year. This unfair balance led to a poorer level of education in many African American schools. Another impact of the courts ruling was more segregation in public places. As seen in document 6, separate hotels and theatres were provided for blacks. This led to an even greater racial barrier in the country. Therefore, the court's ruling in Plessy vs. Ferguson made a huge impact on American society.

Another court case that the Supreme Court ruled in regarding the civil liberties of African Americans is Brown v. Board of Education of Topeka (1957). Leading up to this court case there was a huge racial barrier in the United States. People were segregated based on race and Black students were forced to attend different schools than whites. According to document 7b, "colored children [were] prohibited from attending the schools in these districts, and are compelled to leave their home and meet a bus" to take them to school further away from their neighborhood. This shows that African American children were greatly inconvenienced by long rides to and from school. They had to make a great effort to receive an education that was often not up to par with the education that white students were getting. In a democratic country that oppressed a group of people due to race, there was a great need as well as an opportunity for change.

The courts ruling of Brown v. Board of education of Topeka made a huge impact on American Society. After centuries of being oppressed, blacks could finally begin to walk more equally among whites.

Separate but equal was ruled as unconstitutional and segregation in public schools would finally be over. However, the picture in Document 8a depicts the Little Rock Nine trying to attend a formerly all white school. In Arkansas, there was still great opposition to the end of segregation despite the Supreme Court's ruling. President Eisenhower had to send federal troops to Little Rock to ensure the enforcement of this great advancement in society and as a result African Americans were one step closer to attaining their civil liberties. There would be a long road ahead but because of Brown v. Board of Education, a truly equal society finally seemed to be possible.

In American History, African Americans have faced great challenges regarding their rights. Supreme Court cases such as Plessy v. Ferguson and Brown v. Board of Education of Topeka both dealt with racism and Brown led to fairer treatment for all. Both of these Supreme Court cases have made a huge impact on society and have altered the course of history.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (*Plessy*: racism still existed in many parts of the country especially in the South after the Civil War; segregation had officially been declared constitutional; after the ruling, the country was certainly separate but not equal; white schools in the segregated South were given a substantially higher amount of money per pupil; unfair balance on spending led to a poorer level of education in many African American schools; it led to more segregation in public places which led to an even greater racial barrier in the country; *Brown*: black students had to meet a bus which took them to school further away from their neighborhood; African American children had to make a great effort to receive an education that was often not up to par with the education of white students; it meant blacks could finally begin to walk more equally among whites; segregation in public schools would finally be over; the Little Rock Nine tried to attend a formerly all white school)
- Incorporates some relevant information from documents 4, 6, 7, and 8
- Incorporates limited relevant outside information (*Plessy*: after the Civil War, African Americans had been freed from slavery and had attained citizenship in the 14th amendment; groups such as the Ku Klux Klan were formed even before Reconstruction ended; literacy tests and grandfather clauses prevented African Americans from voting; a man who was 7/8ths white sat in a white railroad car in Louisiana; Plessy was arrested and convicted)
- Includes some relevant facts, examples, and details (*Plessy*: “separate but equal” constitutional; separate hotels and theaters for blacks; *Brown*: people segregated by race; “separate but equal” unconstitutional; federal troops sent to Arkansas)
- 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. Although outside information is used to establish the historical circumstances for *Plessy*, document information and explanations of document quotations characterize the development of the response. Versatility regarding document interpretation is illustrated in the use of document 7 as both an impact of *Plessy* and the historical circumstances for *Brown*; however, no outside information is added for *Brown*.

Supreme Court cases regarding the civil liberties of African Americans have had a great influence on our country. Dred Scott v. Sandford and Plessy v. Ferguson set the standard for the status of African Americans in many areas of American society before and after the Civil War. Both cases had a great impact on American society due to their far-reaching decisions.

The Dred Scott v. Sandford decision was caused by the polarization between the North and South and resulted in a legal view of the status of slaves that outraged the North. Tension between the North and South was rising in the early nineteenth century over the issue of slavery as illustrated by the need for the Missouri Compromise. As America expanded westward, both the North and South feared the decisions regarding slavery in the territories. In an effort to please both sides, Missouri was admitted into America as a slave state in 1820 but Maine was also admitted as a free state and North of the 36°30' would be free except for Missouri (Document 1a). This agreement led Dred Scott, a slave, to sue his owner for his freedom since they were traveling and lived for a time in a free state. Chief Justice Roger Taney ruled in favor of Sandford, the white owner at the time declaring that slaves were property and therefore could not be citizens. According to Jeffrey W. Coker, who analyzed the implications of this decision, hostility between North and South increased even more after this ruling because the North perceived it as evidence that Southerners had control of the National government and would take their slaves wherever they wanted. The South didn't like that the Northern abolitionists became more active (Document 2). Frederick Douglass, an abolitionist, and Paul Finkelman, in his book pointed out various

other results of the infamous case such as limiting Congress' ability to prohibit slavery anywhere in the United States, making the Missouri Compromise and Popular Sovereignty possibly unconstitutional. Abraham Lincoln's opposition to the decision even played a role in getting him nominated and elected in 1860 (Document 3). The Dred Scott decision played a tremendous part in pre-civil war politics and the drift toward war.

Plessy v. Ferguson was caused by reconstruction of the post-civil war South ending and Southern states finding ways to deny African Americans Civil Rights. After the Northern victory in the Civil War, the South was forced to give up its practice of slavery, but in no way were blacks treated as equals. Black Codes were one of the first ways Southern states tried to control African Americans. Violent actions of the KKK kept them from voting and Jim Crow laws were passed. A good example was an 1890 Louisiana law prohibiting blacks from sitting with whites when on trains and required the railway companies to provide separate accommodations (Document 4). The Supreme Court ruling in Plessy v. Ferguson supported this practice and legalized Southern segregation as long as "separate but equal" accommodations were made. Photographs of Southern establishments in Document 6 depict a Hotel and theater in the Jim Crow south only for African American use while whites had their own better facilities. Booker T. Washington responded to the Plessy v. Ferguson ruling declaring that whites passing discrimination laws against blacks was hurting the whites worst of all. Actually segregation laws hurt blacks most of all because they were made to feel inferior, especially children in schools (Document 5). Plessy v. Ferguson set the unfair standard

for segregated southern living for more than fifty years.

Both *Dred Scott v. Sanford* and *Plessy v. Ferguson* were major Supreme Court cases involving the civil liberties of African Americans that greatly impacted American society. Both cases limited African Americans rights that are now guaranteed by federal enforcement of amendments and federal laws.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for *Dred Scott v. Sanford* and *Plessy v. Ferguson*
- Is more descriptive than analytical (*Dred Scott*: caused by polarization between the North and the South and resulted in a legal view of the status of slavery that outraged the North; as America expanded westward, both the North and the South feared the decisions regarding slavery in the territories; Taney ruled that slaves were property and therefore could not be citizens; North perceived the decision as evidence that Southerners had control of the national government; Lincoln's opposition to the decision played a role in getting him nominated and elected in 1860; decision played a part in pre-Civil War politics and the drift toward war; *Plessy*: legalized southern segregation as long as "separate but equal" accommodations were made; whites had their own better facilities in the South; Booker T. Washington responded to it by declaring that whites passing discrimination laws against blacks was hurting the whites; segregation hurt blacks most of all because they were made to feel inferior)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 6, and 7
- Incorporates limited relevant outside information (*Dred Scott*: Scott sued his owner for freedom since they lived for a time in a free state; Northern abolitionists became more active after the decision; *Plessy*: caused by Reconstruction ending and southern states finding ways to deny African Americans civil rights; Black Codes were one of the first ways southern states tried to control African Americans after the Civil War; violent actions of the Ku Klux Klan kept blacks from voting)
- Includes some relevant facts, examples, and details (*Dred Scott*: Missouri admitted as slave state, Maine as free state, north of 36°30' to be free, except for Missouri; Frederick Douglass; Missouri Compromise; popular sovereignty; *Plessy*: Jim Crow laws; 1890 Louisiana law for railways to provide separate accommodations; hotels and theaters in Jim Crow South only for African American use)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Summation of document information leads to some analytic statements that support the role *Dred Scott* played in the polarized politics of the pre-Civil War period. Although a few outside references frame the background for *Plessy*, the discussion is limited in scope.

In American history, African Americans have been treated unfairly. From the beginning of American colonization, Africans have been used as slaves. Following the Civil War, blacks were no longer slaves, but free citizens. Although free, blacks were still discriminated against. The Supreme Court cases of Plessy v. Ferguson (1896) and Brown v. Board of Ed (1954) illustrated the unfair treatment of blacks and the impact these cases had on American society.

Plessy v. Ferguson was a significant court case in American history. Many factors led to this pivotal case. According to Document 4, railroad cars were to be segregated. Parts of the train were reserved for whites only, and the rest for “colored” people. To protest this, a man, who was only partially black (but was considered black for purposes of segregation) sat in the white only section of the train. He was arrested. When the court case was tried, “separate but equal” facilities were ruled legal. The impact of this court case is clearly illustrated by Document 6. Document 6 features 2 photos that show facilities made for blacks only showing the outcome of the Plessy case. The segregated facilities however were not equal. The ruler in this court case will lead to other cases such as Brown v. Board of Ed.

Brown v. Board of Ed was a turning point for the unjustly treated African Americans. Segregated facilities led to this case. For example, in Document 7a, it is shown that African Americans receive much less funding than whites only schools. This proves that blacks and whites do not go to equal facilities. In addition, in Document 7b, it is stated that blacks who live in the district area of white only schools cannot attend these schools. Instead they are bused to further locations

for black only schools. They have to pay taxes for both schools. Document 8a is a photo of an Arkansas National Guard member prohibited the integration of a school. President Eisenhower then issues an executive order which sent US troops to force the Arkansas schools to be integrated (Doc 8b). This important court case led to the integration of all public facilities. Furthermore, Brown v. Board of Ed inspired other movements such as the movement of Cesar Chavez for Mexican farm workers rights (Doc 9). Brown v. Board of Ed was a significant court case that helped earn rights for African Americans. Throughout American history, court cases have played a significant role in the search for more rights. From Plessy v. Ferguson to Brown v. Board of Ed, the Supreme Court's rulings completely evolved.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Plessy*: ruled “separate but equal” facilities legal; segregated facilities were not equal; led to other cases such as *Brown*; *Brown*: a turning point for unjustly treated African Americans; African American schools receive much less funding than white only schools; black students living in white districts bused to black schools; African American parents living in white districts pay taxes for both schools; Arkansas National Guard members prohibited integration of school; led to the integration of all public facilities; inspired other movements such as Chavez’s movement for Mexican farm workers rights)
- Incorporates limited relevant information from documents 4, 6, 7, 8, and 9
- Presents little relevant outside information (*Plessy*: a man who was only partially black, but was considered black for the purposes of segregation, sat in the whites only section of a train and was arrested)
- Includes relevant facts, examples, and details (*Plessy*: railroad cars segregated; parts of train reserved for whites only and rest for colored people; *Brown*: segregated facilities; President Eisenhower; executive order forcing the Arkansas school to be integrated)
- Demonstrates a general plan of organization; includes an introduction that briefly mentions the unfair treatment of African Americans in United States history and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response lists information from the documents instead of discussing it. However, the information chosen contributes to a relatively cohesive essay.

In the United States many civil liberties cases for African Americans have been brought to the attention of the Supreme Court. These Supreme Court cases have had a great impact on society and the nation. They had brought about feelings of doubt and also hopefulness in the fight for equality between African Americans and whites. These cases include Brown vs. Board of Education of Topeka (1954), Plessy vs. Ferguson (1896), and Dred Scott vs. Sanford (1857).

The issue of the court case Brown vs. Board of Education of Topeka in 1954 was an African American child in Topeka, Kansas had to ride the bus a long distance to get to her school. Her father was upset by this because there was a much closer school that she could go to, but because she was an African American and it was a school for whites only she was unable to attend. Her father (Brown) brought up this case and it was taken to the Supreme Court where they stated that the child could go to the white school, this gave hope for equality to many. Because of this Supreme Court ruling many other groups fought for equal rights. Some of these groups included women, disabled citizens, and also Mexican farm workers who formed the United Farm Workers in 1962. (document 9)

Another case that was brought to the Supreme Court was Plessy vs. Ferguson in (1896). The issue of this case was the fight against segregation, but unlike the first case that I stated this did not bring hope to the Blacks in America wanting equality. When a man was denied the right to a seat because of being an African American he objected but when this was brought to the Supreme Court they said that separate but equal was okay which allowed segregation everywhere. Not only schools were segregated but, libraries, movie theaters, hotels,

barbers, bathrooms and even churches were also. (document 6) Even when traveling you were separated into different rail cars, they were said to be equipped equally for the blacks and the whites but Blacks often got much lower quality. (document 4)

The last supreme court case was the one that is said to have started the struggle for equality very first. This case was Dred Scott vs. Sanford (1857), this case was dealing with an ex slave owning property but the Supreme Court said that he was to be owned and given no right or citizenship. This had to do with The Missouri Compromise which was created separating free states from slave states causing many disagreements because the nation could not govern or act as one when we did not agree on slavery's moral correctness or incorrectness. The north and south were not only separated by the Missouri Compromise line but also their feelings towards one another. (document 1a, document 1b)

Throughout United States history the United States Supreme Court has decided major cases related to the civil liberties of African Americans. These decisions have had a significant impact on the nation. The cases Dred Scott vs. Sanford (1857), Plessy vs. Ferguson (1896), and Brown v. Board of Education of Topeka (1954) all led to the equality between races that we now have today.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Brown*: the father was upset because there was a much closer school his daughter could go to but because she was African American and it was a school for whites only; Supreme Court stated the child could go to the white school; because of the ruling many other groups fought for equal rights; *Plessy*: the issue was the fight against segregation, but the ruling did not bring hope to blacks in America; man denied the right to a seat because of being African American; ruled “separate but equal” was okay, which allowed segregation everywhere; rail cars were said to be equipped equally for blacks and whites, but blacks often got much lower quality)
- Incorporates limited relevant information from documents 4, 6, 7, and 9
- Presents little relevant outside information (*Plessy*: libraries, barbers, bathrooms, and even churches were segregated)
- Includes few relevant facts, examples, and details (*Brown*: hope for equality to women, disabled citizens, Mexican farm workers; United Farm Workers; *Plessy*: schools, movie theaters, hotels segregated); includes an inaccuracy (*Brown*: Topeka, Arkansas)
- Demonstrates a general plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that states all three Supreme Court cases led to the equality between races that we have today

Conclusion: Overall, the response fits the criteria for Level 2. In this response, all three Supreme Court cases are addressed; however, only the first two can be rated. A brief attempt is made to address the historical circumstances. Document information is used sparingly and with limited explanation to address the impact of both cases.

Throughout history in the United States, the United States Supreme Court has decided major cases related to civil liberties of African Americans. These decisions have had a significant impact on the nation. These cases include *Dred Scott vs. Sanford* in 1857, *Plessy vs. Ferguson* in 1896 and *Brown vs. Board of Education of Topeka* in 1954.

The *Dred Scott vs. Sanford* case in 1857 has a huge impact on American society. Document 2 is about Jeffery W. Coker's opinion on the decision of *Dred Scott* case. Coker talks about how the decision of *Dred Scott v. Sanford* created more sectionalism throughout the United States. It also explains how if you block a slaveowner's rights, it was a violation of the fifth Amendment. The decision of the Supreme Court inspired many reformers to try to get rid of slavery in the United States.

Paul Finkelman talks about the impact the *Dred Scott* case had on America. In Document 3b, Finkelman says that the decision destroyed any chance of agreement between the North and South. The North and South were fighting over how states would be admitted into the Union. The *Dred Scott* case was a major reason why Abraham Lincoln was elected President in 1860. The case also pushed the nation into the Civil War.

Document 4 is an example of how the *Plessy v. Ferguson* case affected American society. The decision said all men are created equal but they must have separate facilities (separate but equal). If an African American wanted to ride the bus, they must be seated in the color section. All men were considered equal but in reality, they weren't. All means of transportation must of had separate

accommodations for whites and African Americans.

Document 6 has photographs of separate facilities for African Americans. These places were created after the Supreme Court case *Plessy v. Ferguson*. If an African American walked into a white only restaurant he would not be served and he would be kicked out. It would also be applied if a white person walked into a black restaurant. This Supreme Court case influenced the likes of Martin Luther King Jr and Rosa Parks to end segregation in America.

The Supreme Court cases *Dred Scott v. Sanford* and *Plessy v. Ferguson* were major turning points in United States history about African Americans getting civil rights. These cases started many protests that led to the end of segregation.

Anchor Level 2-C

The response:

- Develops some aspects of the task in little depth for *Dred Scott v. Sanford* and *Plessy v. Ferguson*
- Is primarily descriptive (*Dred Scott*: created more sectionalism; if a slaveowner's rights are blocked, it is a violation of the 5th amendment; decision inspired many reformers to try and get rid of slavery in the United States; Finkleman says the decision destroyed any chance of agreement between the North and South; case was a major reason Lincoln was elected President in 1860; pushed the nation into the Civil War; *Plessy*: all men were considered equal, but in reality, they were not); includes faulty and weak application (*Plessy*: decision said all men are created equal, but they must have separate facilities; all means of transportation must have separate accommodations for whites and African Americans)
- Consists primarily of relevant information copied from documents 1, 2, 3, 4, and 6
- Presents some relevant outside information (*Plessy*: separate but equal; if an African American wanted to ride the bus, they must be seated in the colored section; if an African American walked into a white only restaurant, he would not be served and would be kicked out; case influenced people such as Martin Luther King Jr. and Rosa Parks to end segregation in America)
- Includes few relevant facts, examples, and details (*Dred Scott*: North and South fighting over how states would be admitted into the Union)
- Demonstrates a general plan of organization; includes an introduction that copies the historical context and a conclusion that states these cases were major turning points in United States history

Conclusion: Overall, the response fits the criteria for Level 2. A literal presentation of document information dominates the discussion and indicates a limited understanding of *Dred Scott* and *Plessy*. Historical circumstances are not given for either case, and the impact statements for both cases rely on selected document information.

During the United States history, there have been major court cases concerning the civil liberties of african americans. The ruling on these court cases such as Brown v. Board of Education and Plessy v. Ferguson have had a significant impact on the nation as a whole.

Plessy v. Ferguson's impact on the nation was that it made segregation legal. Segregation was legal as long as the facilities were equal. As shown in the pictures of document 6 african americans had to go to hotels and movie theaters that were ment for colored people only. As stated in document 4 African Americans had to ride in separate train cars than white people.

Brown v. Board of Education impacted the nation because the ruling on the case made segregation illigal. Brown was a young girl who wanted to attend an all white school simply because it was much close than the other schools. As stated and show in document 8a and 8b, in little rock, Arkansas even after segregation was made illigal govoner Faubus ordered the national Guard to deny african americans entry to the school. Once president Eisenhower heard this was happening he acted immediatly. Arkansas national guard was put under federal control. Document 9 states that due to the ruling in Brown v. Board of Education that other movements have been inspired to fight for equal rights.

The Supreem court has had some significant cases that has affected african American civil rights. Some of these cases include Plessy v. Ferguson and Brown v. The Board of Education.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is descriptive (*Plessy*: made segregation legal as long as facilities equal; *Brown*: in Little Rock, Arkansas, Governor Faubus ordered the National Guard to deny African Americans entry to the school; the Arkansas National Guard was put under federal control; inspired other movements for equal rights); includes faulty and weak application (*Brown*: it made segregation illegal; Brown was a young girl who wanted to attend a white school simply because it was much closer)
- Includes minimal information from documents 4, 6, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Plessy*: hotels and movie theaters meant for colored people only; separate train cars for whites; *Brown*: President Eisenhower)
- 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 1. Historical circumstances are not discussed for *Plessy* and a generalization establishes the circumstances for *Brown*. Although not explained, brief statements from documents indicate a limited understanding of the impact for each case.

Throughout United States history, the United States Supreme Court has decided major cases related to the civil liberties of African Americans. These decisions have had a significant impact on the nation. These cases include *Dred Scott v. Sanford* (1857), *Plessy v. Ferguson* (1896), and *Brown v. Board of Education of Topeka* (1954).

In *Brown v. Board of Education* it has to deal with a little girl named Linda Brown. She lived across the street from an all white school and wanted to go there. Unfortunately she was denied because she was black and had to walk many miles to attend school. She took this to court and after hard work she won and could attend the school.

In *Dred Scott v. Sanford*, Dred Scott was fighting for his freedom. His owner died, so he went to court to try and get free. The case was hard work and in the end he was sent to the South to remain a slave because slaves are considered property and can't be granted freedom.

Blacks had to deal with much racism. Some went to court for it. Some came out as winners and some losers. Good thing there is no more segregation.

Anchor Level 1-B

The response:

- Minimally develops the task for *Dred Scott v. Sanford* and *Brown v. Board of Education of Topeka*
- Is descriptive (*Brown*: she wanted to go to white school but was denied because she was black; after the court case, Brown could attend a white school; *Dred Scott*: slaves cannot be granted freedom because they are considered property); lacks understanding (*Dred Scott*: in the end, Scott was sent to the South to remain a slave)
- Makes vague, unclear references to documents 3 and 7
- Presents little relevant outside information (*Brown*: girl named Linda Brown; *Dred Scott*: his owner died)
- Includes few relevant facts, examples, and details (*Dred Scott*: he was fighting for his freedom); includes inaccuracies (*Brown*: Linda Brown lived across the street from an all white school; Brown had to walk many miles to attend school)
- Demonstrates a general plan of organization; includes an introduction that copies the historical context and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Basic facts about the two cases are indicated as is the recognition that both cases involved a struggle. While it is difficult to assess document usage, a minimal understanding of the task is demonstrated.

In United States History there has always been the fight for equality from African Americans. Throughout this history many Supreme Court cases have taken place regarding this search for freedom and equality. Two of these very important cases include Plessy v. Ferguson in 1896 and Brown v. Board of Education in 1954. Both of these cases were for the search of African American freedom even though they ended very differently.

In the 1896 Supreme Court case Plessy v. Ferguson separate but equal was ruled to be legal. There were different train cars, hotels, and theaters (doc 4, 6). African Americans were forced to use different bathrooms and water fountains and at the time this was legal in the U.S. The outcome of this case was supposed to stop the African Americans in their fight for equality since the separate facilities were supposed to be the same, but it only fueled the people more.

The 1954 Court case Brown v. Board of education fought the Plessy v. Ferguson case. Brown argued that separate was not in fact legal. Less money was spent on African American schools and students (doc 7a). There were less Black schools than white and many Black families lived in white school districts. These families were forced to pay for the district they lived in and the school their child went to (doc 7b). The Supreme Court finally declared that separate was not equal but some southern schools still had segregation. The Little Rock Nine would be an example to many more schools to come. When Nine African American students in Little Rock, Arkansas the Governor sent police to stop them from entering the school. When the president heard about this he sent in army troops to personally escort the students to and from school and classes (doc 8). Brown v. Board of

Document-Based Essay—Practice Paper – A

education did not stop the movement though. It was just the beginning. According to Mike Wegner the case lead the way for the movement for Mexican farm workers rights and the civil rights movement. (doc 9).

The out come of these Supreme court cases have shaped the United States history. These cases have tested the Supreme Court, the constitution and the American people themselves. In African Americans fight for equality many good things came out of the courts decisions.

Throughout United States history, the United States Supreme Court has decided major cases related to the civil liberties of African Americans. These decisions have had a significant impact on the nation. These cases include *Dred Scott v. Scaford* (1857) *Plessy v. Ferguson* (1896) and *Brown v. Board of Education of Topeka* (1954).

The historical circumstances for the Board of Education making a colored and whites schools together is because most of the colored never showed up at school because they had to work so they can survive. Now if they open the colored and whites school they are all gonna have to school because they can't work no more because some of them are too young.

The impact of the Supreme Court ruling the United States and/or American Society is that they can stop slaver and all racism that is around. So that the colored and the whites can live together and not always argue about were who can sit were and were who can go to what store. Now if everyone had the same rights then nothing would happen no one would be getting killed.

Through all the bad times that the whites and colored went through now in the 21st century we all get along and no one argues that who can go were and what store.

The Nations Struggle Towards Equality

The United States Supreme Court has historically decided major court cases that have impacted the civil liberties of African Americans. Also, the decisions have impacted the American nation drastically. Two of these court cases that separated the nation into a society of two different races were *Dred Scott v. Sanford* and *Plessy v. Ferguson*. Both have impacted the United States and American society.

After America declared its independence from Great Britain, the country gradually began to gain territory, such as Louisiana and grow. One issue that grabbed the nations attention was that of slavery. The North was generally anti-slavery while the South was generally pro-slavery. After Lewis and Clark explored the Louisiana territory, United States citizens became unsure of whether or not the new territory should become slave or free. One event that stirred this debate was the Missouri Compromise. According to document 1, it states that after the Missouri crisis it was no longer possible to pretend that the United States was a single nation with a set of national interests. Ultimately, the compromised added the State of Maine to be free and Missouri to be slave. This helped ease the debate by keeping an equal number of slave and free states, but it did not answer the question of whether or not slavery was just.

As time progressed, the United States Supreme Court was faced with a case that would unfortunately anger the North. The *Dred Scott* decision was a historically important case. The question that was asked of the United States Supreme Court was whether or not *Dred Scott* was a free or slave African American after living in places that were free. The Supreme Court ruled that *Dred Scott* was in fact a slave

because Scott was the “property” of his slave owner. Document 2 states that supporters of slavery rejoiced at the decision. Those opposed to the expansion of slavery saw Taney’s work as further evidence that national politics was firmly under the control of Southerners. The federal government could no longer keep slavery out of territories like they had in the Missouri Compromise. Document 3 states that according to the Dred Scott decision, slaves were property in the same sense that horses, sheep and swine are property and were not citizens. The United States society was significantly impacted by this decision and as stated in document 3, the decision played a decisive role in the emergence of Abraham Lincoln as the Republican party Presidential candidate. As a result of Lincoln’s election victory, some southern states fled from the union and formed the Confederacy. After the Civil War (Northern victory) and the reconstruction of the South, many asked the question of what would happen to the former southern slaves who were now free citizens.

The southern slaves after the civil war were no longer slaves and could enjoy freedom. This new status of African Americans made many of the southern whites angry because they couldn’t see them as equals. Southern whites acted to limit the rights of African Americans. Threats from the KKK made voting dangerous. The new economic system kept African Americans as laborers or sharecroppers, quickly making them in debt to the wealthier whites. Jim Crow laws were passed to force segregation on more and more parts of society. The decision of Plessy v. Ferguson answered questions asked by American citizens on how the races would co-exist. The Supreme Court decision of Plessy v. Ferguson meant that the United States would be a country

that had separate but equal elements. The photograph in document 6 shows a hotel and theater that is for colored people only. These restrictions were similar to Louisiana's railroad law which states that all railway companies carrying passengers in their coaches in this state shall provide equal but separate accommodations for the white and colored races. The decision declared that this was constitutional. (Document 4) During this time period, the white citizens discriminated against colored citizens. In the North, discrimination was de facto (just happened) and in the South, discrimination was de jure (by the law). The "separate but equal" decision of Plessy v. Ferguson was eventually reversed. Leaders of the civil rights movement, including Rosa Parks and Doctor Martin Luther King Jr., helped fight the impact of that unjust decision.

The United States Supreme Court decisions, Dred Scott v. Sanford and Plessy v. Ferguson, both created a nation broken up by two races. American society was drastically changed and the American citizens had to adjust. Events such as the conflict of the civil war and the Jim Crow world were unjust times in American History. It took a great deal of time, but with hard work the United States pulled together and became more tolerant.

In the late nineteenth century the United States Supreme Court made numerous decisions that changed forever the fabric of American history. Among these cases were the Dred Scott v. Sanford case, in 1857, and the Plessy v. Ferguson case in 1896. Both of these cases greatly impacted the United States, especially the lives of African Americans.

Before the Dred Scott case in 1857, sectional differences were obvious between the North and South. The major difference was slavery. The North had gradually abolished slavery but the South saw slaves as more important, especially after the invention of the cotton gin. The most controversial issue of the early 1800s was whether slavery could go beyond the South. Politicians such as Henry Clay from all regions of the country tried to prevent the issue from becoming too large, as it might split the country in half, as it later would. The North worried that if the South was able to take slaves into western territories, they could gain the upper hand in government and would install slavery in new territories. The South worried that if the North gained control they would eliminate slavery. In 1820 to prevent either side from gaining a major political advantage, states such as Missouri and Maine were admitted in pairs; one slave and one free, in order to prevent an upset in the balance of political power in the Senate. According to a map that details the agreement, the Missouri Compromise attempted to solve this problem. (Doc 1a) All future states above the line $36^{\circ}30'$ in the Louisiana Territory would be admitted as free states while all future states below the line were to be slave. This agreement would be ended by the Dred Scott case. Dred Scott was an African American who argued he was free because he had lived an

extended period of time in a free state. The Court decided, however, that he was property and thus unable to be free because no law can take private property just because it crossed state lines. This rendered the Missouri Compromise unconstitutional and might essentially open the entire country up to slavery. According to *Jeffrey v. Coker*, this decision and the earlier Kansas-Nebraska Act led those opposed to slavery to believe that “Southern apologists” had the government under their control (Doc 2). Southerners were getting what they wanted – more states for slavery, even above the 36°30’ line. The result of these government actions was an increase in sectional tensions, the full nature of which was revealed when Kansas erupted into violence when pro and anti-slavery settlers from each area tried to influence elections. The issue of slavery in the territories was worsened by violent abolitionists, such as John Brown. The Kansas-Nebraska Act and the *Dred Scott* decision also led to the emergence of Abraham Lincoln who did not want slavery to spread into the territories. He became the presidential candidate of the Republican Party in 1860. However, he was not even on the ballot in southern slaveholding states. His election as president in turn led to the secession of South Carolina and ultimately the Civil War. The Civil War did not result in long term gains for African Americans because many Southerners would not accept them as equal.

Emerging another 40 years down the road, the *Plessy v. Ferguson* case would uphold inequality in Louisiana once again negatively impacting African Americans just as the *Dred Scott* case had done. After the Civil War, freed slaves who wanted to gain economic freedom were forced into tenant farming and sharecropping. They were often

threatened if they tried to vote or the literacy tests they had to take were too hard. They faced more Jim Crow laws that segregated them even more. This system of restrictions was strengthened by Plessy. The decision stated that separate but equal accommodations on railroads for black and white were constitutional. This ruling confirmed what already had been Jim Crow practice throughout the South and would lead to even more segregation of white and black, and although facilities were separate, they were anything but equal. A chart outlining state's per pupil expenditures in 1939 and 1940 on students of black and white skin in Southern states shows that Southern states spend on average more than three times the amount of money on white students (Doc 7a). Until the Civil Rights Movement in the 1960s, African Americans would suffer more discrimination in life, and would remain segregated. The decision in the Brown v. Board of Education of Topeka case in 1954 would be a major step towards ending "separate but equal" in schools and eventually segregation in all accommodations.

Both the Dred Scott and Plessy v. Ferguson decisions would greatly impact the United States greatly, but none would feel the impact more than the African Americans.

In the history of the United States, the Supreme court has had a massive impact on American society, specifically in cases related to African American civil liberties. Plessy v. Ferguson racially separated a nation while Brown v. Board of Ed. of Topeka began to bring it back together. Both cases had a unique impact on society.

During the post-Civil War era, the 13th, 14th, and 15th amendments were designed to create a more equal society. Unfortunately, the still bitter white South did not agree with this agenda and over time refused to give equal opportunities to former slaves. Sharecropping put poor African Americans in a near slave-like position, being forced into debt and to work for their former masters with little pay. At the same time, techniques like the grand father clause, literacy tests, and the poll tax were used to prevent freedman from voting and participating in government. Eventually, Jim Crow laws were passed, segregation continued, and Plessy v. Ferguson, which stated that separate railway facilities for different races were legal as long as they were equal, allowed segregation to affect American society (doc 4).

The immediate impact of this decision was that many facilities and services such as hotels, restaurants, and trains became segregated (doc 6). Many civil rights leaders of the time, such as W. E. B. DuBois and Booker T. Washington criticized the ruling. Booker T. Washington stated that "unjust laws injured the white man." (doc 5). The racist attitude of the times also led to a growth in membership of the KKK, a white supremacist group especially after WW I. The impact of Plessy v. Ferguson, in fact, stretches to the next landmark civil rights case after WWII.

Several factors contributed to the Brown v. Board of Ed. decision in

1954. The first was that of the baby boom and WWII. Many soldiers who came home after the war and contributed to the baby boom were African American and with such an influx of children into public schools flaws in the education system become more apparent. As it stood, much less money went to education for African American districts than their counterpart white districts in Southern states (doc 7a). At the same time, many African American families were forced into economic situations where they would be funding a school their child could not attend (doc 7b). Eventually, the inherent inequality in the system was revealed in *Brown v. Board of Ed.*, and public schools nationwide were forced to desegregate.

Of course, the most immediate reaction to this decision was a large “No!” from several southern states. One egregious example of this was the “Little Rock Nine”, where nine African American students were prevented from entering a formerly white school by the state national guard (doc 8a). President Eisenhower had to step in and override the decisions of the Arkansas governor with executive order 10730. This discouraged further efforts by states to defy the Supreme Court leading to more integrated schools and more equality. This however, was just one of the impacts of this court case. Another, larger, impact was that the movement for full equality was given a large boost, along with others, and the legal battle for racial equality continued with the Civil Rights Act of '64 and the Voting Rights Act of '65 (doc 9). Finally the amendments during the post Civil War Era really meant something.

Throughout the history of the United States, the fight for racial equality has been both hurt and helped by the Supreme Court.

Practice Paper A—Score Level 2

The response:

- Minimally develops some aspects in some depth for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is primarily descriptive (*Plessy*: supposed to stop African Americans in their fight for equality since the separate facilities were supposed to be the same, but it only fueled the people more; *Brown*: argued that separate was not legal; the Little Rock Nine were stopped from entering school; president sent army troops to personally escort African American students to and from school and classes; case led the way for the movement for rights of Mexican farm workers and the civil rights movement);
- Incorporates limited relevant information from documents 4, 6, 7, 8, and 9
- Presents little relevant outside information (*Plessy*: African Americans were forced to use different bathrooms and water fountains; *Brown*: there were fewer black schools than white schools)
- Includes few relevant facts, examples, and details (*Plessy*: different train cars, hotels, and theaters; *Brown*: less money spent on African American schools and students; black families lived in white school districts); includes an inaccuracy (*Brown*: the governor sent police to stop the Little Rock Nine)
- Demonstrates a general plan of organization; includes an introduction that includes several overgeneralizations and a conclusion that states both cases tested the Supreme Court, the Constitution, and the American people

Conclusion: Overall, the response fits the criteria for Level 2. The impact of *Plessy* is not supported by facts and details. However, the recognition of *Plessy*'s connection to *Brown* and statements taken from document information indicate some understanding of the issues surrounding school segregation.

Practice Paper B—Score Level 0

The response:

Fails to develop the task

Conclusion: Overall, the response fits the criteria for Level 0. The response includes no relevant facts, examples, or details.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with little depth for *Dred Scott v. Sanford* and *Plessy v. Ferguson*
- Is more descriptive than analytical (*Dred Scott*: after the Missouri crisis, it was no longer possible to pretend that the United States was a single nation with a set of national interests; ruled Scott was a slave because he was the “property” of his owner; supporters of slavery rejoiced at the decision; those opposed to the expansion of slavery saw it as further evidence that national politics was firmly under the control of southerners; *Plessy*: the new status of African Americans made many of the southern whites angry because they could not see them as equals; Southern whites acted to limit the rights of African Americans; meant that the United States would be a country that had separate but equal elements)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 6
- Incorporates relevant outside information (*Dred Scott*: United States citizens became unsure of whether or not the Louisiana territory should become slave or free; the Missouri Compromise did not answer the question of whether slavery was just; the question was asked if Dred Scott was slave or free after living in places that were free; the federal government could no longer keep slavery out of territories like they had in the Missouri Compromise; some southern states fled from the Union and formed the Confederacy; after the Civil War and Reconstruction, many asked the question of what would happen to the former southern slaves who were now free citizens; *Plessy*: threats from the KKK made voting dangerous; the new economic system kept African Americans as laborers or sharecroppers, quickly making them in debt to the wealthier whites; in the North, discrimination was de facto (just happened), and in the South, discrimination was de jure (by the law); leaders of the civil rights movement including Rosa Parks and Martin Luther King Jr. helped fight the impact of the decision)
- Includes some relevant facts, examples, and details (*Dred Scott*: Maine a free state and Missouri a slave state; slaves not citizens; Lincoln, the Republican party presidential candidate; *Plessy*: Jim Crow laws; hotels and theaters for colored people only; “separate but equal” doctrine eventually reversed)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that states *Scott* and *Plessy* changed American society and American citizens had to adjust and become more tolerant

Conclusion: Overall, the response fits the criteria for Level 3. Although the historical development of circumstances leading to *Dred Scott* is more thorough than it is for *Plessy*, important concepts regarding segregation are referred to in the discussion of the latter. More supportive facts and details would have strengthened the use of information primarily selected from the documents.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task but discusses *Dred Scott v. Sanford* more thoroughly than *Plessy v. Ferguson*
- Is both descriptive and analytical (*Dred Scott*: in 1820 to prevent either side from gaining a major political advantage, states were admitted in pairs to prevent an upset in the balance of political power; Court decided Scott was not free because no law can take private property; might open the entire country up to slavery; led those opposed to slavery to believe that “Southern apologists” had the government under their control; Lincoln’s election ultimately led to the Civil War; the Civil War did not result in long term gains for African Americans because many Southerners would not accept them as equal; *Plessy*: freed slaves who wanted to gain economic freedom were forced into tenant farming and sharecropping; freed slaves often threatened if they tried to vote; ruling confirmed what already had been Jim Crow practice throughout the South; southern states spent on average more than three times the amount of money on white students; *Brown* decision would be a major step towards ending “separate but equal” in schools and eventually segregation in all accommodations)
- Incorporates relevant information from documents 1, 2, 3, 4, 6, and 7
- Incorporates relevant outside information (*Dred Scott*: South saw slavery as important, especially after invention of the cotton gin; politicians tried to prevent the slavery issue from splitting the country; Scott argued he was free because he had lived in a free state; Southerners were getting what they wanted—more states for slavery; the increase in sectional tensions was revealed when Kansas erupted into violence; issue of slavery in the territories was worsened by violent abolitionists; Lincoln did not want slavery spread into the territories; Lincoln was not on the ballot in southern slaveholding states; Lincoln’s election led to the secession of South Carolina; *Plessy*: until the Civil Rights movement, African Americans would suffer more discrimination and would remain segregated)
- Supports the theme with relevant facts, examples, and details (*Dred Scott*: Henry Clay; Missouri slave and Maine free; all future states above 36°30' to be free while states south to be slave; rendered the Missouri Compromise unconstitutional; John Brown; *Plessy*: upheld inequality in Louisiana; mandated “separate but equal” accommodations on railroads)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a brief conclusion that states both *Dred Scott* and *Plessy* had an impact on the United States but no one would feel the impact more than African Americans

Conclusion: Overall, the response fits the criteria for Level 4. An overview of issues surrounding the Kansas situation complement the *Dred Scott* discussion and further reinforce the political tensions associated with slavery in the territories. Although the discussion of *Plessy* contains good impact statements, additional historical information would have added more depth to the response.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth for *Plessy v. Ferguson* and *Brown v. Board of Education of Topeka*
- Is more descriptive than analytical (*Plessy*: the still bitter white South did not agree with the agenda of a more equal society; the South refused to give equal opportunities to former slaves; Jim Crow laws were passed and segregation continued; separate railway facilities for different races were legal as long as they were equal; *Brown*: many African American families were forced into economic situations where they would be funding a school their child could not attend; the most immediate reaction to the decision was a large “No!” from several southern states; “Little Rock Nine” were African American students prevented from entering a formerly white school by the state national guard; Eisenhower’s executive order discouraged further efforts by states to defy the Supreme Court leading to more integrated schools and more equality; much less money went to education in African American districts than their counterpart white districts in southern states; gave the movement for full equality a large boost; finally, the amendments of the post–Civil War Era meant something)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Plessy*: 13th, 14th, and 15th amendments were designed to create a more equal society; sharecropping put poor African Americans in a near slave-like position, being forced into debt and being forced to work for their former masters for little pay; techniques such as the grandfather clause, literacy tests, and the poll tax were used to prevent freedmen from voting and participating in government; racist attitude of the times led to a growth in membership of the Ku Klux Klan, a white supremacist group; *Brown*: many soldiers who contributed to the baby boom were African Americans; with an influx of children into public schools, the flaws in the education system became more apparent)
- Includes some relevant facts, examples, and details (*Plessy*: Civil War; hotels, restaurants, and trains became segregated; Booker T. Washington; W.E. B. DuBois; World War I; *Brown*: World War II; Civil Rights Act of 1964; Voting Rights Act of 1965)
- Demonstrates a satisfactory plan of organization; includes an introduction that states *Plessy* racially separated the nation while *Brown* began to bring it back together and a conclusion that states the fight for racial equality has been both hurt and helped by the Supreme Court

Conclusion: Overall, the response fits the criteria for Level 3. Occasional analytic references and outside information strengthen a discussion that is somewhat reliant on document information. References to post-war events in both *Plessy* and *Brown* enhance the treatment of the task.

United States History and Government Specifications June 2013

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

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

Notes:

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

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

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

Submitting Teacher Evaluations of the Test to the Department

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

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

The State Education Department / The University of the State of New York
Regents Examination in United States History and Government – June 2013

Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

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

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	0	0	3	6	9	12	16	20	24	28	32	36
	1	1	4	7	10	13	17	21	25	29	33	38
	2	2	5	8	11	15	18	22	26	30	35	39
	3	3	6	9	12	16	20	24	28	32	36	41
	4	4	7	10	13	17	21	25	29	33	38	42
	5	5	8	11	15	18	22	26	30	35	39	44
	6	6	9	12	16	20	24	28	32	36	41	45
	7	7	10	13	17	21	25	29	33	38	42	47
	8	8	11	15	18	22	26	30	35	39	44	48
	9	9	12	16	20	24	28	32	36	41	45	50
	10	10	13	17	21	25	29	33	38	42	47	51
	11	11	15	18	22	26	30	35	39	44	48	53
	12	12	16	20	24	28	32	36	41	45	50	54
	13	13	17	21	25	29	33	38	42	47	51	56
	14	15	18	22	26	30	35	39	44	48	53	57
	15	16	20	24	28	32	36	41	45	50	54	58
	16	17	21	25	29	33	38	42	47	51	56	60
	17	18	22	26	30	35	39	44	48	53	57	61
	18	20	24	28	32	36	41	45	50	54	58	63
	19	21	25	29	33	38	42	47	51	56	60	65
	20	22	26	30	35	39	44	48	53	57	61	66
	21	24	28	32	36	41	45	50	54	58	63	67
	22	25	29	33	38	42	47	51	56	60	65	68
	23	26	30	35	39	44	48	53	57	61	66	70
	24	28	32	36	41	45	50	54	58	63	67	71
	25	29	33	38	42	47	51	56	60	65	68	72
	26	30	35	39	44	48	53	57	61	66	70	74
	27	32	36	41	45	50	54	58	63	67	71	75
	28	33	38	42	47	51	56	60	65	68	72	76
	29	35	39	44	48	53	57	61	66	70	74	77
	30	36	41	45	50	54	58	63	67	71	75	79
	31	38	42	47	51	56	60	65	68	72	76	80

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	32	39	44	48	53	57	61	66	70	74	77	81
	33	41	45	50	54	58	63	67	71	75	79	82
	34	42	47	51	56	60	65	68	72	76	80	83
	35	44	48	53	57	61	66	70	74	77	81	85
	36	45	50	54	58	63	67	71	75	79	82	86
	37	47	51	56	60	65	68	72	76	80	83	87
	38	48	53	57	61	66	70	74	77	81	85	88
	39	50	54	58	63	67	71	75	79	82	86	89
	40	51	56	60	65	68	72	76	80	83	87	90
	41	53	57	61	66	70	74	77	81	85	88	91
	42	54	58	63	67	71	75	79	82	86	89	92
	43	56	60	65	68	72	76	80	83	87	90	93
	44	57	61	66	70	74	77	81	85	88	91	94
	45	58	63	67	71	75	79	82	86	89	92	95
	46	60	65	68	72	76	80	83	87	90	93	96
	47	61	66	70	74	77	81	85	88	91	94	97
	48	63	67	71	75	79	82	86	89	92	95	97
	49	65	68	72	76	80	83	87	90	93	96	97
	50	66	70	74	77	81	85	88	91	94	97	98
	51	67	71	75	79	82	86	89	92	95	97	98
	52	68	72	76	80	83	87	90	93	96	97	98
	53	70	74	77	81	85	88	91	94	97	98	98
	54	71	75	79	82	86	89	92	95	97	98	98
	55	72	76	80	83	87	90	93	96	97	98	99
	56	74	77	81	85	88	91	94	97	98	98	99
	57	75	79	82	86	89	92	95	97	98	98	99
	58	76	80	83	87	90	93	96	97	98	99	99
	59	77	81	85	88	91	94	97	98	98	99	99
	60	79	82	86	89	92	95	97	98	98	99	99
	61	80	83	87	90	93	96	97	98	99	99	99
	62	81	85	88	91	94	97	98	98	99	99	100