

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Wednesday, January 29, 2014 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

Part I

Answer all questions in this part.

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

- 1 The development of a farming culture among pre-Columbian Native American Indians helped ensure
 - (1) safety from neighboring tribes
 - (2) the establishment of a nomadic lifestyle
 - (3) the continuation of hunting and gathering
 - (4) a more stable food supply
- 2 During the colonial period, the economic development of the South was most directly dependent on the labor of
 - (1) factory workers
 - (2) wheat farmers
 - (3) Irish immigrants
 - (4) enslaved Africans
- 3 The results of the French and Indian War (1754–1763) led to the independence movement in the thirteen colonies because the British
 - (1) lost control of Canada and Florida
 - (2) began imposing new taxes on the colonists
 - (3) removed the Spanish threat to the colonists
 - (4) opened the area west of the Appalachian Mountains to colonial settlers
- 4 The purpose of this statement was to
 - (1) urge support for the Albany Plan of Union
 - (2) provide justification for declaring independence
 - (3) criticize the Articles of Confederation
 - (4) advocate obedience to Great Britain
- 5 Which principle of government is found in both the Articles of Confederation and the Constitution of the United States?
 - (1) The right to vote must be guaranteed to all Americans.
 - (2) Supreme Court justices should be elected by the people.
 - (3) Governing power should be divided between different levels of government.
 - (4) States have the right to secede from the Union.
- 6 At the Constitutional Convention of 1787, the Great Compromise and the Three-fifths Compromise both involved the issue of how
 - (1) new states would be created
 - (2) states would be represented in the national government
 - (3) the armed forces would be controlled
 - (4) presidential elections would be conducted
- 7 Many Antifederalists opposed ratification of the Constitution until they were guaranteed
 - (1) better protection of individual liberties
 - (2) increased presidential authority to wage war
 - (3) stricter control over state spending
 - (4) expanded police powers
- 8 What is the first step in adding an amendment to the United States Constitution?
 - (1) approval by the president
 - (2) review by the Supreme Court
 - (3) vote by the people in a national referendum
 - (4) passage by a two-thirds majority in both houses of Congress

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

... We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government,...

— Thomas Jefferson

9 One feature common to the foreign policies of Presidents George Washington, John Adams, and Thomas Jefferson was that each wanted to

- (1) favor France in its conflict with Great Britain
- (2) secure new territory west of the Mississippi River
- (3) maintain neutrality during European conflicts
- (4) seek military alliances with neighboring countries

10 Judicial review allows the Supreme Court to

- (1) determine the constitutionality of federal laws
- (2) approve nominations to the president's cabinet
- (3) oversee the financing of the lower federal courts
- (4) remove elected officials from office

11 Which document was issued primarily to prevent European nations from future colonization in Latin America?

- (1) Jay Treaty (1795)
- (2) Alien and Sedition Acts (1798)
- (3) Embargo Act (1807)
- (4) Monroe Doctrine (1823)

12 A major reason for Commodore Matthew Perry's 1854 visit to Japan was to

- (1) prevent Japanese domination of the Pacific region
- (2) open United States trade relations with Japan
- (3) encourage immigration from Japan
- (4) establish a naval base in Japan

13 • Publication of *The Liberator*
• Kansas-Nebraska Act
• *Dred Scott* decision

The events listed above all contributed to the

- (1) outbreak of the Civil War
- (2) formation of the policy of Manifest Destiny
- (3) passage of the Missouri Compromise
- (4) annexation of Texas

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

... In *your* hands, my dissatisfied fellow countrymen, and not in *mine*, is the momentous issue of civil war. The government will not assail *you*. You can have no conflict without being yourselves the aggressors. *You* have no oath registered in Heaven to destroy the government, while *I* shall have the most solemn one to "preserve, protect, and defend it." ...

— President Abraham Lincoln, First Inaugural Address,
March 4, 1861

14 President Lincoln made this statement in an effort to

- (1) urge Congress to spend money to buy the freedom of slaves
- (2) convince Southerners that he posed no threat to their way of life
- (3) offer to compromise his position regarding territorial expansion of slavery
- (4) persuade Americans that war between the North and South was unavoidable

15 When President Lincoln made this speech, which step toward civil war had already taken place?

- (1) The Emancipation Proclamation had been issued.
 - (2) Union troops had invaded several Southern states.
 - (3) General Robert E. Lee had led an attack on Gettysburg, Pennsylvania.
 - (4) Several Southern states had seceded from the Union.
-

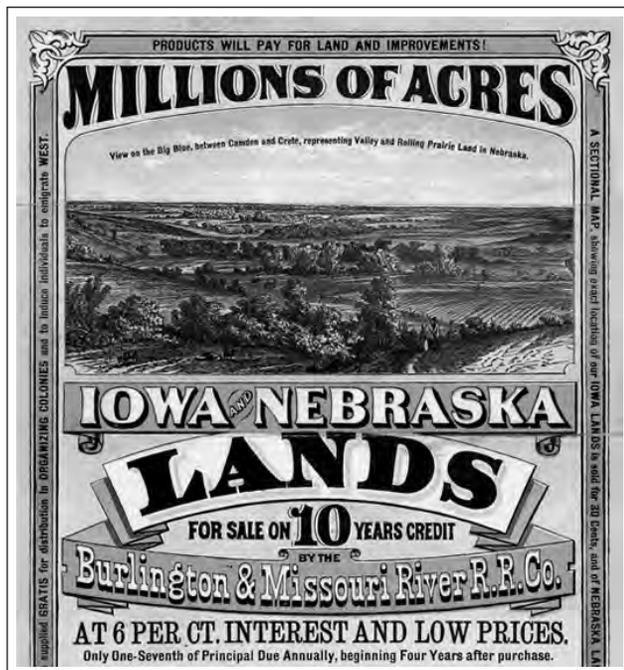
Base your answer to question 16 on the passage below and on your knowledge of social studies.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

— 14th amendment, Section 1, United States Constitution

- 16 This amendment was adopted in 1868 primarily to
- (1) protect the rights of formerly enslaved persons
 - (2) make it easier for immigrants to become citizens
 - (3) extend suffrage to settlers on the Great Plains
 - (4) require the federal government to pay the costs of Reconstruction

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



Source: Library of Congress (adapted)

- 17 What happened as a result of offers like the one shown on this 1872 poster?
- (1) More Native American Indians on the Great Plains were forced onto reservations.
 - (2) The government began to restrict the number of acres that people could buy.
 - (3) The Great Plains states became the new center for manufacturing.
 - (4) Missouri and Nebraska became new territories.

- 18 During the late 1800s, the principles of Social Darwinism and laissez-faire economics were most closely associated with the interests of

- (1) farmers
- (2) coal miners
- (3) organizers of labor unions
- (4) owners of big businesses

- 19 Congress passed the Interstate Commerce Act (1887) and the Sherman Antitrust Act (1890) in response to

- (1) foreign influences on the United States economy
- (2) public demand for better roads
- (3) monopolistic practices that were harmful to small businesses
- (4) the failure of federal banks to provide loans to individuals

- 20 In the 1890s, calls for limiting immigration were largely the result of

- (1) nativist reactions toward southern and eastern Europeans
- (2) a desire to achieve cultural pluralism
- (3) the influence of industrialists
- (4) the adoption of a constitutional amendment

- 21 Booker T. Washington and W. E. B. Du Bois agreed that African Americans should

- (1) use education to gain opportunities
- (2) support a "Back to Africa" movement
- (3) take part in boycotts to end segregation
- (4) adopt a gradual approach to gain the right to vote

Base your answers to questions 22 and 23 on the headlines below and on your knowledge of social studies.



Source: *New York Evening Journal*, May 12, 1898 (adapted)

- 22 These 1898 headlines are best understood as an example of
- (1) political advertising
 - (2) yellow journalism
 - (3) public opinion polling
 - (4) isolationist policies
- 23 The purpose of these headlines was to build public support for
- (1) efforts to defend the Panama Canal
 - (2) the annexation of Cuba
 - (3) an end to the policy of imperialism
 - (4) the war against Spain

- 24 The term *muckraker* was used during the Progressive Era to describe
- (1) dissatisfied workers who went on strike
 - (2) Northerners who went South following the Civil War
 - (3) investigative journalists who exposed societal problems
 - (4) women who supported the Prohibition movement

- 25 The establishment of the Open Door policy (1899–1900) and the response to the Boxer Rebellion (1900) showed that the United States wanted to
- (1) curb Russian expansion
 - (2) gain access to Chinese markets
 - (3) build factories in the Far East
 - (4) limit Asian immigration to the United States

- 26 Which statement best summarizes the perspective of President Theodore Roosevelt concerning natural resources?
- (1) Decisions about conservation are best left to the states.
 - (2) Corporations can be trusted to use natural resources wisely.
 - (3) The federal government must protect the nation's lands from exploitation.
 - (4) The free market should set the value of the nation's natural resources.
- 27 Progressive Era reformers tried to reduce the gap in wealth between the rich and the poor by
- (1) creating the Federal Reserve System
 - (2) giving voters the power of referendum and recall
 - (3) implementing a graduated income tax
 - (4) establishing the Federal Trade Commission
- 28 During World War I, many African Americans living in the South moved to northern cities primarily because
- (1) more workers were needed in industry
 - (2) prejudice had been eliminated in the North
 - (3) affirmative action programs provided better training opportunities
 - (4) the cost of living in the cities was lower
- 29 Which event of the 1920s best reflects the conflict in American society between science and religion?
- (1) passage of the quota acts
 - (2) Scopes trial
 - (3) trial of Sacco and Vanzetti
 - (4) Red Scare
- 30 The Harlem Renaissance of the 1920s expanded the influence of African Americans by
- (1) financing the construction of apartments in New York City
 - (2) gaining passage of civil rights legislation
 - (3) helping elect African Americans to high political offices
 - (4) promoting the artistic contributions of African Americans
- 31 What was an underlying cause of the Great Depression?
- (1) unequal distribution of income throughout the 1920s
 - (2) adoption of high federal income tax rates during the 1920s
 - (3) failure of American farmers to produce enough food after World War I
 - (4) rapid increase in federal defense spending following World War I
- 32 Which geographic area was most seriously affected by the Dust Bowl of the 1930s?
- (1) Atlantic Coastal Plain
 - (2) Ohio River valley
 - (3) Great Plains
 - (4) Pacific Coast
- 33 In 1937, President Franklin D. Roosevelt sought to increase the number of Supreme Court justices because
- (1) some justices complained they were unable to handle the heavy caseload
 - (2) some regions of the country were not represented on the Court
 - (3) the Court needed more minority representation
 - (4) the Court had declared several New Deal programs unconstitutional

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



Source: Dr. Seuss, *PM Magazine*, April 7, 1942

34 During World War II, the federal government dealt with the problem shown in this cartoon by

- (1) rationing gasoline used by American drivers
- (2) ending the use of tanks by the military
- (3) increasing imports of oil from the Dutch East Indies
- (4) setting higher mileage standards for car manufacturers

35 The GI Bill helped World War II veterans by

- (1) protecting them from being recalled to duty
- (2) guaranteeing them government jobs
- (3) giving them several types of economic assistance
- (4) exempting them from federal income tax

36 One goal of the Marshall Plan (1947) was to

- (1) provide defensive weapons to Great Britain
- (2) rebuild the economy of Western Europe
- (3) fund the construction of the iron curtain
- (4) bring Nazi war criminals to trial in Nuremberg

Base your answers to questions 37 and 38 on the cartoon below and on your knowledge of social studies.



Source: Herblock, *Washington Post*, June 17, 1949

- 37 What is the main idea of this 1949 cartoon?
- (1) Liberty is being protected by loyal citizens.
 - (2) Foreign terrorists are endangering the nation.
 - (3) Fear can threaten civil liberties.
 - (4) Civil rights protests are alarming the public.
- 38 This cartoonist is commenting on the
- (1) rise of Nazism and fascism in Europe
 - (2) Japanese attack on Pearl Harbor
 - (3) communist invasion of South Korea to start the Korean War
 - (4) reaction of the American public to alleged communist activities
-

Base your answer to question 39 on the photograph below and on your knowledge of social studies.



Source: Juan Williams, *Eyes on the Prize: America's Civil Rights Years, 1954–1965*, Viking Penguin

- 39 The situation shown in this 1950 photograph is a direct result of the
- (1) Great Migration
 - (2) application of grandfather clauses
 - (3) passage of Jim Crow laws
 - (4) Montgomery bus boycott
-
- 40 One way the United States government reacted to the Soviet launching of *Sputnik* in 1957 was by
- (1) establishing a naval blockade of Cuba
 - (2) urging more Americans to buy war bonds
 - (3) starting the Strategic Arms Limitation Talks (SALT)
 - (4) increasing federal spending on math and science education
- 41 • *Mapp v. Ohio*, 1961
 • *Gideon v. Wainwright*, 1963
 • *Miranda v. Arizona*, 1966

These three Supreme Court decisions are similar in that each ruling

- (1) expanded the rights of the accused
- (2) reduced presidential powers
- (3) shifted more power to the states
- (4) limited campaign contributions

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

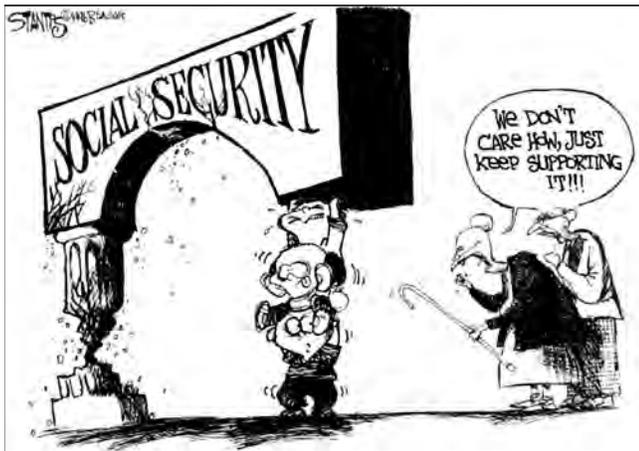
... We will stay because in Asia and around the world are countries whose independence rests, in large measure, on confidence in America's word and in America's protection. To yield to force in Vietnam would weaken that confidence, would undermine the independence of many lands, and would whet the appetite of aggression. We would have to fight in one land, and then we would have to fight in another—or abandon much of Asia to the domination of Communists....

— President Lyndon B. Johnson,
State of the Union Address, January 12, 1966

42 Which idea is best described in this passage?

- (1) appeasement
- (2) isolationism
- (3) domino theory
- (4) neutrality

Base your answers to questions 43 and 44 on the cartoon below and on your knowledge of social studies.



Source: Scott Stantis, *Reason*, 1996 (adapted)

43 Which issue is the main focus of this cartoon?

- (1) limited political power of the elderly
- (2) excessive use of child labor
- (3) diminishing need for Social Security
- (4) growing weakness of the Social Security system

44 The issue illustrated in this cartoon is most closely related to the

- (1) rising cost of higher education
- (2) increasing age of the baby boom generation
- (3) declining quality of construction materials
- (4) decreasing price of energy

45 Which event is most closely associated with the end of the Cold War?

- (1) President Richard Nixon's visit to China
- (2) withdrawal of United States troops from Vietnam
- (3) tearing down the Berlin Wall
- (4) sending United States troops to Afghanistan

46 During both Andrew Jackson's presidency in the 1830s and the Progressive movement in the early 1900s, democracy was expanded by

- (1) extending civil rights for Native American Indians
- (2) establishing term limits for elected officials
- (3) decreasing the number of elected officeholders
- (4) increasing citizen participation in the government

47 Which headline best illustrates the operation of checks and balances?

- (1) "President Andrew Johnson Impeached by the House of Representatives"
- (2) "President Dwight Eisenhower Sends Troops to Little Rock"
- (3) "President Ronald Reagan Engages in Arms Reduction Talks with the Soviets"
- (4) "President George W. Bush's Approval Ratings Drop Due to the Iraq War"

48 One way in which the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990 are similar is that they have

- (1) extended free speech protections for students while in school
- (2) increased the number of eligible voters
- (3) helped overcome discrimination against certain groups
- (4) slowed down the construction of public buildings

Base your answers to questions 49 and 50 on the charts below and on your knowledge of social studies.

Presidential Election of 1876

Republican Candidate	Democratic Candidate
Rutherford B. Hayes	Samuel Tilden
Electoral Votes: 185	Electoral Votes: 184
States Carried: 20	States Carried: 17
Popular Votes: 4,034,311	Popular Votes: 4,288,546

Presidential Election of 2000

Republican Candidate	Democratic Candidate
George W. Bush	Al Gore
Electoral Votes: 271	Electoral Votes: 266
States Carried: 30	States Carried: 20 + D.C.
Popular Votes: 50,456,062	Popular Votes: 50,996,582

Source: National Archives

- 49 The presidential elections of 1876 and 2000 were controversial because the winner in both elections
- (1) was a third-party candidate
 - (2) had fewer popular votes than his opponent
 - (3) had fewer electoral votes than his opponent
 - (4) carried fewer states than his opponent
- 50 Which change to the Constitution is most often suggested by critics of the election results shown in these charts?
- (1) requiring a revote
 - (2) eliminating the electoral college
 - (3) making the loser of the election the vice president
 - (4) banning third-party candidates from presidential elections
-

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: Geography—Territorial Acquisition

Throughout the nation's history, the United States has expanded through the acquisition of new territories. These acquisitions have had both positive and negative effects on the United States.

Task:

Select **two** territories acquired by the United States and for **each**

- Describe the historical circumstances that led the United States to acquire the territory
- Discuss *positive and/or negative* effects of the acquisition of this territory on the United States

You may use any territory acquired by the United States since 1776. Some suggestions you might wish to consider include the Ohio River valley (1783), Louisiana Territory (1803), Florida (1819), Texas (1845), Oregon Territory (1846), California (1848), Alaska (1867), Hawaii (1898), and Puerto Rico (1899).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

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

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

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

In developing your answers to Part III, be sure to keep this general definition in mind:

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:

Presidents **Woodrow Wilson** and **Franklin D. Roosevelt** both faced the challenge of leading the United States during world wars. These challenges included establishing foreign policies prior to United States entry into the war, preserving civil liberties while protecting national security during the war, and planning a role for the United States in world affairs after the war.

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

- Discuss the similarities *and/or* differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt in terms of their
 - policies prior to entering the war
 - actions affecting civil liberties during the war, and
 - plans for the role of the United States in world affairs after the war

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

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

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

1a According to President Woodrow Wilson, what policy should the United States follow in response to war breaking out in Europe in 1914? [1]

Score

Document 1b

United States Exports to Warring Nations, 1914–1916

Nation	1914	1915	1916
Great Britain	\$594,271,863	\$911,794,954	\$1,526,685,102
France	\$159,818,924	\$369,397,170	\$628,851,988
Italy*	\$74,235,012	\$184,819,688	\$269,246,105
Germany	\$344,794,276	\$28,863,354	\$288,899
*Italy joined the Allies in 1915.			

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

1b Based on this chart, what conclusion can be drawn by comparing the value of United States exports to Germany to the value of exports to Great Britain between 1914 and 1916? [1]

Score

Document 2

This passage discusses the sinking of passenger ships by German submarines in 1915. Germany's resumption of unrestricted submarine warfare in January 1917 led President Woodrow Wilson to seek a declaration of war.

... The United States was horrified [over the sinking of the *Lusitania*]. Yet few Americans wanted war, and, with the country divided, [President Woodrow] Wilson resolved to avoid a rupture with Germany. "There is such a thing as a man being too proud to fight," the President said, to the disgust of Theodore Roosevelt and the bellicose [pro-war] nationalists. "There is such a thing as a nation being so right that it does not need to convince others by force that it is right." Nonetheless, Wilson sent three vigorous notes. In June, Germany, fearing war with the United States, ordered submarine commanders to spare all large passenger liners, including those of the enemy, but in August a U-boat commander violated orders and sank a British White Star Liner, the *Arabic*, with the loss of two American lives. When Wilson sent an even stronger protest, Germany gave assurances that the *Arabic* incident would not be repeated, that no unresisting passenger ship would be sunk without warning or without care for the safety of passengers and crew...

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914–1932*, University of Chicago Press, 1993

2a Based on this document, what was **one** response of President Woodrow Wilson to German submarine activities? [1]

Score

b According to William E. Leuchtenburg, what was **one** assurance Germany gave to President Woodrow Wilson? [1]

Score

Document 3

... Congress passed, and Wilson signed, in June of 1917, the Espionage Act. From its title one would suppose it was an act against spying. However, it had a clause that provided penalties up to twenty years in prison for “Whoever, when the United States is at war, shall wilfully cause or attempt to cause insubordination, disloyalty, mutiny, or refusal of duty in the military or naval forces of the United States, or shall wilfully obstruct the recruiting or enlistment service of the U.S....” Unless one had a theory about the nature of governments, it was not clear how the Espionage Act would be used. It even had a clause that said “nothing in this section shall be construed to limit or restrict...any discussion, comment, or criticism of the acts or policies of the Government....” But its double-talk concealed a singleness of purpose. The Espionage Act was used to imprison Americans who spoke or wrote against the war...

Source: Howard Zinn, *A People's History of the United States: 1492–Present*, HarperCollins, 2003

3 According to Howard Zinn, how did the Espionage Act affect civil liberty in the United States? [1]

Score

Document 4

Going to Talk to the Boss



Source: *Chicago News*, 1919

4 According to the cartoonist, what issue is President Woodrow Wilson taking to the American people? [1]

Score

Document 5

... [President Franklin D.] Roosevelt dwelt at length upon the threats to peace in various tinderboxes [hot spots] around the globe in his State of the Union speech in January 1936. “A point has been reached,” he said, “where the people of the Americas must take cognizance [recognition] of growing ill-will, of marked trends toward aggression, of increasing armaments, of shortening tempers—a situation which has in it many of the elements that lead to the tragedy of a general war.” He urged the continuation of “two-fold neutrality”: an embargo on the shipment of arms, munitions, and implements of war, combined with efforts to discourage belligerents from purchasing huge quantities of other American products such as oil and scrap iron that were of assistance to their war efforts. And he reiterated [repeated] his belief that the United States should serve as a beacon of liberty to mankind “and through example and all legitimate encouragement and assistance to persuade other Nations to return to the ways of peace and good will.” Speaking in Dallas at midyear, Roosevelt offered sympathy to the Europeans facing the threat of war but repeated his pledge of neutrality. “We want to help them all that we can,” he declared, “but they have understood very well...that help is going to be confined to moral help, and that we are not going to get tangled up with their troubles in days to come.”...

Source: Nathan Miller, *FDR, An Intimate History*, Doubleday & Company, 1983

5 According to Nathan Miller, what were **two** ways President Franklin D. Roosevelt said the United States should respond to various threats to peace around the world in 1936? [2]

(1) _____

Score

(2) _____

Score

Document 6

... If Great Britain goes down, the Axis powers will control the continents of Europe, Asia, Africa, Australia, and the high seas—and they will be in a position to bring enormous military and naval resources against this hemisphere. It is no exaggeration to say that all of us, in all the Americas, would be living at the point of a gun—a gun loaded with explosive bullets, economic as well as military...

The people of Europe who are defending themselves do not ask us to do their fighting. They ask us for the implements of war, the planes, the tanks, the guns, the freighters which will enable them to fight for their liberty and for our security. Emphatically we must get these weapons to them, get them to them in sufficient volume and quickly enough, so that we and our children will be saved the agony and suffering of war which others have had to endure...

We must be the great arsenal of democracy. For us this is an emergency as serious as war itself. We must apply ourselves to our task with the same resolution, the same sense of urgency, the same spirit of patriotism and sacrifice as we would show were we at war...

Source: President Franklin D. Roosevelt, Radio Address "On National Security," December 29, 1940

6 According to President Franklin D. Roosevelt, what should be **one** United States policy toward Great Britain? [1]

Score

Document 7

... In July, 1939, Secretary [of State Cordell] Hull sent notice that the United States would terminate its trade treaty with Japan on January 26, 1940. Ending that treaty did not stop trade with Japan, but it left Japan uncertain about America's future course. Conceivably, if Japan's actions displeased or harmed Americans enough the United States might, after ending the treaty, invoke drastic trade restrictions or bans. Beginning in July, 1940, the government made all exports of aviation fuel and high-grade scrap iron and steel subject to federal license and control. In September, 1940, after Japanese troops moved into northern Indochina, President [Franklin D.] Roosevelt announced an embargo on the export of scrap iron and steel to Japan. Officially the Administration acted to safeguard needed supplies of those vital materials for American defense needs, but it tightened the economic screws on Japan. At the same time, the United States loaned China \$25 million and added another \$100 million in November. In 1940–1941 the United States based its Navy fleet at Pearl Harbor, Hawaii, to serve as a deterrent to aggressive Japanese actions in the western Pacific....

Source: Wayne S. Cole, *An Interpretive History of American Foreign Relations*, The Dorsey Press, 1968

7 According to Wayne S. Cole, what were **two** United States government actions directed toward Japan between 1939 and 1941? [2]

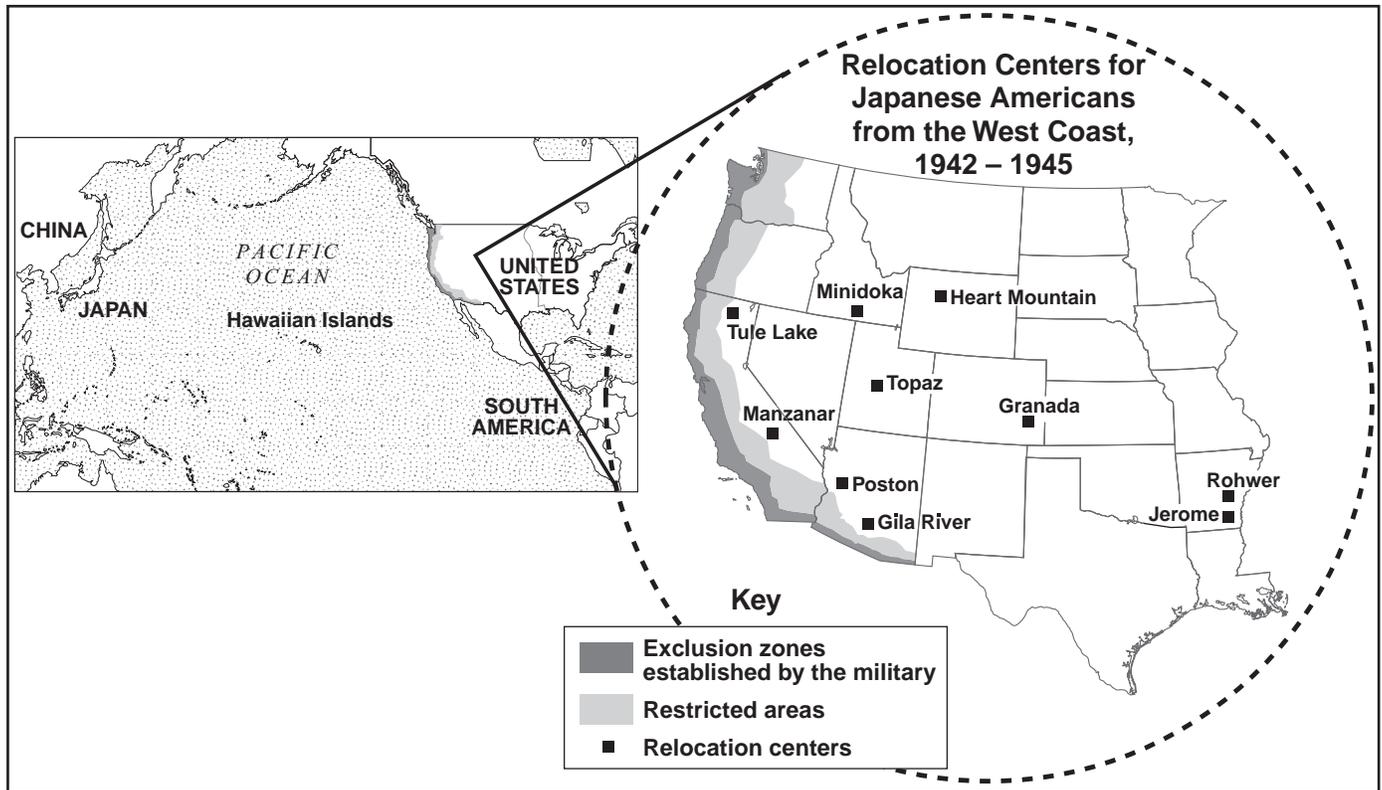
(1) _____

Score

(2) _____

Score

Document 8



Source: National Parks Service; *Time*, May 18, 1942 (adapted)

8 Based on information from this map, what was **one** action taken by the federal government toward Japanese Americans during World War II? [1]

Score

Document 9

President Franklin D. Roosevelt planned to attend the conference in San Francisco where a charter for the United Nations would be written. He died in April 1945, shortly before the conference began.

... Roosevelt at San Francisco was faced with a simpler task than Wilson at Paris. The conclave [meeting] in California was not to concern itself with the terms of peace but to mold the draft prepared at Dumbarton Oaks into a new charter for world organization. Unlike the League [of Nations] Covenant, the Dumbarton Oaks plan had been published well in advance, and critics had ample time for microscopic examination. In contrast with the secrecy at Paris, forty-two national organizations, including the National League of Women Voters, were invited to send consultants to San Francisco.

Most important of all, the new United Nations Charter was to stand on its own feet. Unlike the League Covenant, it was not to be shackled [tied] to the ball and chain of a punitive [punishing] peace treaty...

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

- 9 According to this passage, what was **one** way President Franklin D. Roosevelt's efforts to create the United Nations avoided problems that President Woodrow Wilson faced when attempting to establish the League of Nations? [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 five* documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Presidents **Woodrow Wilson** and **Franklin D. Roosevelt** both faced the challenge of leading the United States during world wars. These challenges included establishing foreign policies prior to United States entry into the war, preserving civil liberties while protecting national security during the war, and planning a role for the United States in world affairs after the war.

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

- Discuss the similarities *and/or* differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt in terms of their
 - policies prior to entering the war
 - actions affecting civil liberties during the war, and
 - plans for the role of the United States in world affairs after the war

Guidelines:

In your essay, be sure to

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

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

VOLUME
1 OF **2**
MC & THEMATIC

Wednesday, January 29, 2014 — 9:15 a.m. to 12:15 p.m., only

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

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

Scoring the Part I Multiple-Choice Questions

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

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

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

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
January 2014

Theme: Geography—Territorial Acquisition

Throughout the nation's history, the United States has expanded through the acquisition of new territories. These acquisitions have had both positive and negative effects on the United States.

Task: Select *two* territories acquired by the United States and for *each*

- Describe the historical circumstances that led the United States to acquire the territory
- Discuss *positive and/or negative* effects of the acquisition of this territory on the United States

You may use any territory acquired by the United States since 1776. Some suggestions you might wish to consider include the Ohio River valley (1783), Louisiana Territory (1803), Florida (1819), Texas (1845), Oregon Territory (1846), California (1848), Alaska (1867), Hawaii (1898), and Puerto Rico (1899).

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (discussing the historical circumstances that led the United States to acquire *two* territories and *at least two* effects *each* territorial acquisition had on the United States).
2. Similar effects on the United States may be used for different territorial acquisitions as long as the response includes distinct and separate information for each acquisition, e.g., *California* and *Hawaii*: both provided the United States with Pacific ports but California provided a way to open trade with Japan in the 1850s and Hawaii gave United States ships access to coaling stations during overseas expansion in the 1890s.
3. The response may discuss the effects of a territorial acquisition from any perspective as long as the position taken is supported by accurate facts and examples.
4. The discussion of the effects of the acquisition of the territory on the United States may be immediate or long-term.
5. All the effects on the United States may be positive, all may be negative, or they may be a combination of positive and negative.
6. The response does not have to identify the effect as positive or negative as long as it is implied in the discussion.
7. If more than two territorial acquisitions are discussed, only the first two acquisitions should be rated.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the historical circumstances that led the United States to acquire *two* territories and *at least two* effects of *each* territorial acquisition on the United States
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Louisiana Territory*: connects the demand of western farmers for right of deposit in New Orleans, President Jefferson's agrarian vision, and Napoleon's offer to sell the entire territory to the purchase of the Louisiana Territory that eventually became the breadbasket of the growing nation but led to the escalation of sectional tension over the expansion of slavery and to the subjugation of Native American Indian tribes as white settlers migrated across the Great Plains destroying nomadic cultures; *Texas*: connects the dissatisfaction of southern cotton planters with Mexican rule, the successful Texas war for independence, and Polk's expansionist presidential campaign to the delayed annexation of Texas that led to war with Mexico over the disputed Texas border, lasting bitterness between the United States and Mexico, and the development of the rich cattle and oil industries
- Richly supports the theme with relevant facts, examples, and details, e.g., *Louisiana Territory*: farmers in Kentucky and Tennessee; Mississippi River; France; Haiti slave uprising; issue of constitutionality; \$15 million; pennies an acre; doubled the size of the United States; Homestead Act; buffalo hunters; Sioux and Cheyenne wars; reservations; *Texas*: southern migration in 1820s; Stephen Austin; Mexican prohibition of slavery; General Santa Anna; Alamo; Sam Houston; Lone Star Republic; anti-slavery opposition; Manifest Destiny; Texas statehood; John Tyler; Zachary Taylor; Rio Grande; cattle drives; domestic oil reserves; fastest growing United States cities; border control; immigration reform
- 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 territory more thoroughly than for the second territory *or* discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Louisiana Territory*: discusses how the demand of western farmers for right of deposit in New Orleans and Napoleon's offer to sell the entire Louisiana territory led President Jefferson to purchase the vast land area, how the issue of the expansion of slavery into new states increased sectional tension, and how the Great Plains became the breadbasket of the United States; *Texas*: discusses how southerners migrated to Texas, fought for independence from Mexico and requested annexation to the United States, and how the annexation of Texas caused a war with Mexico over the disputed boundary but added wealth from cattle ranches and oil reserves
- 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 four** aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

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

Since the founding of the United States, Americans have spread ideals of liberty and democracy to those who have neither. This spirit is reflected in the term “Manifest Destiny” coined by a writer in the 1840s. Most citizens felt that the continent from Atlantic to Pacific, should be Americanized. Others also looked west and abroad for economic gains, such as new land for farmers and new markets for goods. The expansion of the United States have brought both important improvements and several negative effects. In particular, the acquisition of the Louisiana Territory and California exemplify this notion and have forever changed the country.

The Louisiana Territory was purchased in 1803 by President Thomas Jefferson from France for around \$15 million. In the 17th and 18th centuries, the territory was settled by the French, who had traveled through the Great Lakes and down the Mississippi from New France. The economic center of the region was the port city of New Orleans, which was a hub for international trade. However, with France’s defeat in the French and Indian War in the 1750s, the French were forced to give up all of their colonial possessions in North America. This allowed the Spanish, who bordered Louisiana in New Spain, to establish control in the territory. Shortly after American independence, relations with Spain quickly deteriorated and Spain closed New Orleans and the Mississippi to all American traders. This crippled western farmers who had no other outlet to export their goods. The United States would be provided with a chance to expand when France regained the Louisiana Territory. Napoleon defeated Spain in Europe and was given back the territory. However, the Haitian Revolution was putting a drain on the French who planned on

receiving their food supply for island workers from Louisiana. Napoleon also feared that if New Spain attacked Louisiana, the United States would attack as well. Jefferson, looking to alleviate the pain of the farmers, asked Napoleon for the purchase of New Orleans. Instead, to Jefferson's surprise, Napoleon offered the entire territory cheaply at around 3¢ per acre. Despite cries of the overextension of presidential powers, Jefferson made the deal. The purchase of Louisiana nearly doubled the area of the United States and opened millions of acres to eastern farmers. American inventiveness transformed the vast lands of the Great Plains into fertile farms with the reaper, the steel plow and the windmill. The land of the Louisiana Territory became the breadbasket of the world with its millions of bushels of corn and wheat shipped along navigable rivers. But, the purchase created future conflict between Northern States and Southern States over the expansion of slavery. Farmers, some with slaves, and some without, poured into the region setting up a crisis over Missouri statehood. Both sides, unwilling to lose power in the gov't, would temporarily settle the dispute in the Missouri Compromise, setting the area below the 36°30' parallel open to slavery, and making Maine a free state to maintain the balance. This compromise failed to permanently end the conflict over the future expansion of slavery.

California was acquired through a victory in the Mexican-American war. The war began in 1846 due to American encroachment on the southern Texas border, causing the Mexicans to attack. Relations with Mexico had been tense since the annexation of Texas. The war was part of a plan by President Polk to achieve Manifest Destiny. The war was relatively short, with American troops marching all the way to Mexico

city and defeating Santa Anna. In the ensuing Treaty of Guadalupe Hidalgo, Mexico gave up land consisting of modern day Nevada, California, New Mexico, Arizona, etc., set the southern border of Texas at the Rio Grande. America paid Mexico over \$15 million for the new territory. California entered the union as a free state according to the Compromise of 1850. California quickly became a premier destination for settlers who were encouraged by stories of gold and opportunity, fueling the settlement of the west. Even though few found gold, settlers built thriving towns around the mining centers. California would become the center of American trade with Asia as ports in Japan and China opened to American ships. This was partly due to Matthew Perry forcing Japan to allow American ships to enter and trade with the United States in the 1850s. California cities flourished as a result. Immediately, the annexation of the territory also had some negative effects. The Compromise of 1850 admitted California as a free state, opened the new territories to popular sovereignty, outlawed the slave trade in Washington D.C., and passed a stronger, provocative Fugitive Slave Act that angered many Northerners. The whole compromise was another attempt to cool tensions, between the North and the South, but many were unsatisfied with it. Southerners were angered over the fact that California was immediately admitted as a free state upsetting the balance in the Senate. Instead of spreading slavery through popular sovereignty, all of the land in the Southwest except for Texas would end up free, not slave. Once again, a major compromise only temporarily quieted sectional tensions.

The acquisition of both Louisiana and California were important to the United States. Both territories encouraged western migration and

allowed the spread of American ideals. vast new lands were open to easterners and immigrants who had little money. On the other hand, both of the territories would create tension between North and South over the question of slavery. Louisiana and California were key events in the long build-up to the Civil War.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led the United States to acquire the Louisiana Territory and California as well as the positive and negative effects of each acquisition on the United States
- Is more analytical than descriptive (*Louisiana Territory*: economic center of the region was the port city of New Orleans, which was a hub for international trade; Spain closed New Orleans and crippled western farmers who had no other outlet to export their goods; to Jefferson’s surprise, Napoleon offered the entire territory cheaply at around 3¢ per acre; the land of the Louisiana Territory became the breadbasket of the world with its millions of bushels of corn and wheat shipped along navigable rivers; nearly doubled the area of the United States and opened millions of acres to eastern farmers; the purchase created future conflict between northern and southern states over the expansion of slavery; both sides, unwilling to lose power in the government, would temporarily settle the dispute in the Missouri Compromise; failed to permanently end the conflict over the expansion of slavery; *California*: war began in 1846 due to American encroachment on the southern Texas border, causing the Mexicans to attack; relations with Mexico had been tense since the annexation of Texas; war was part of a plan by President Polk to achieve Manifest Destiny; California quickly became a premier destination for settlers who were encouraged by stories of gold and opportunity, fueling the settlement of the West; became the center of American trade with Asia as ports in Japan and China opened to American ships; Compromise of 1850 admitted California as a free state and passed a stronger Fugitive Slave Act; southerners were angered that California was admitted as a free state, upsetting the balance in the Senate; all of the land in the Southwest except for Texas ended up free, not slave; compromise only temporarily quieted sectional tensions)
- Richly supports the theme with relevant facts, examples, and details (*Louisiana Territory*: \$15 million; settled by the French; Haitian revolution; Great Plains; steel plow; 36°30' parallel; Maine a free state; *California*: defeat of Santa Anna; Treaty of Guadalupe Hidalgo; Nevada, California, New Mexico Arizona; paid Mexico over \$15 million; thriving towns; Matthew Perry; popular sovereignty)
- Demonstrates a logical and clear plan of organization; includes an introduction that describes the goals of Manifest Destiny and a conclusion that reviews the comparisons

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates broad knowledge of the complex events leading to each acquisition. The depth of analysis of the economic and social effects of the new territories on the United States and the parallels drawn between the two selections are strong.

Since the start of the 19th Century, Americans have embraced the idea of Manifest destiny which claims that it is an American's duty to expand westward, while spreading our cultural and political sentiments. Since our independence, the United States has constantly been expanding. This expansion has encouraged economic growth and prosperity, yet it has also led to conflicts and internal strife. Through our acquisition of territory in both Panama and Puerto Rico, the United States has experienced both positive and negative effects of nearly continual growth.

In the late 19th Century, Americans began to perceive the power of imperialism which was rampant in Europe. As seen in Africa, the imperialistic nations of Europe secured colonies and areas of occupation around the world to serve both as a source for natural resources and a population that would buy finished products. Following some American encouragement, including Alfred Thayer Mahan's "Influence of Sea Power on History" many Americans believed expansion was a necessity in order to become a world power. Following the closing of the frontier in 1890, the US wanted growth and began to look further. The Spanish-American war would satisfy American's taste for new expansion. After victory, America acquired Guam, the Phillipines, Puerto Rico, and Hawaii. The US kept all these possessions because of their strategic and economic value. However, the US was unsure if the citizens of the newly acquired territory should become full US citizens. In Puerto Rico, the Foraker Act was passed which established a representative government there but did not grant Puerto Rico statehood. However, the Insular Cases determined that citizens living on foreign soil did not always have the same rights

and liberties as a “born and naturalized” U.S. citizen. Throughout the past century, America has maintained Puerto Rico in our possession. Puerto Rico citizens are full U.S. citizens and receive protection under the law, yet most Puerto Ricans do not have to pay U.S. taxes. And although some Puerto Ricans may want independence, we have held them in a subordinate state. Even though the Puerto Rican population is as large as some U.S. states they have no electoral votes in Presidential elections. Although we have benefitted from acquiring Puerto Rico, our methods of establishing and keeping it have called America’s integrity into question. The island has been held in limbo between full statehood and true independent sovereignty. Since the Jones Act gave United States citizenship to Puerto Ricans, they travel freely between the mainland and the island. Over a million Puerto Ricans live in New York City today and enrich the culture with their traditions. Likewise, other Americans flock to Puerto Rico’s sunny beaches and tourism has become a major industry.

At the turn of the 20th Century, America was determined to expand its influence into Latin America. Teddy Roosevelt believed in being a large military power while speaking softly and in being ready to use that power. This came to be known as the “big stick” policy. Roosevelt, who was once the Under Secretary of the Navy, also saw the great potential of sea power. After disbanding the Clayton-Bulwar treaty with Great Britain, the U.S. made an effort to build a canal connecting the Pacific and Atlantic. Colombia refused to sell land to the U.S., so Roosevelt encouraged a revolution in Panama by sending a warship to the area which resulted in the creation of a new state that was willing to let the U.S. build a canal. By continuing on an abandoned French

project, the U.S. completed the canal in 1914. The canal shortened inter-ocean travel by weeks, and with America's monopoly on it, we had total control on who came and entered. The canal allowed Roosevelt to have a "two-ocean navy" that dramatically increased U.S. power. While it increased U.S. security, in Panama it resulted in a divided nation that struggled to find its sovereignty. America's domination on its land in Panama may have been beneficial to American interests, yet it was at the expense of the Panamanian people. By bisecting Panama with a U.S. canal, Roosevelt created anti-American feelings throughout Latin America. The taking of the canal zone was the ultimate example of the "big stick" policy. This use of this policy was further expanded by Roosevelt's Corollary to the Monroe Doctrine that claimed the United States right to intervene in Latin American affairs as the U.S. thought necessary. In the 1970s, the Carter administration negotiated a treaty to relinquish control of the canal to Panama, largely to foster good will in the hemisphere.

In both Puerto Rico and Panama the U.S. acquired new lands which would benefit our nation's political and economic stance. By expanding our borders, we became a world power. However, the people we would control would be subject to a life of limited sovereignty, which was in a way analogous to our own colonial history. Although an imperialistic expansion may have been beneficial for the U.S., it would eventually be detrimental to most of the world. While expansion can be positive and come with many benefits, it is important to note that any expansion may include negative side effects.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led the United States to acquire Puerto Rico and the Panama Canal as well as the positive and negative effects of each acquisition on the United States
- Is more analytical than descriptive (*Puerto Rico*: Americans began to perceive the power of imperialism which was rampant in Europe; following the closing of the frontier in 1890, the United States wanted growth; the Spanish American War would satisfy America's taste for expansion; the United States was unsure if the citizens of the newly acquired territory should become full United States citizens; although some Puerto Ricans may want independence, we have held them in a subordinate state; the island has been held in limbo between full statehood and true independent sovereignty; over a million Puerto Ricans live in New York City today and enrich the culture with their traditions; Americans flock to Puerto Rico's sunny beaches and tourism has become a major industry; *Panama Canal*: at the turn of the 20th century, America was determined to expand its influence into Latin America; Teddy Roosevelt believed in being a large military power while speaking softly and in being ready to use that power; Roosevelt saw the great potential of sea power; Roosevelt encouraged a revolution in Panama by sending a warship to the area; the canal shortened inter-ocean travel by weeks, and we had total control on who came and entered; the canal allowed Roosevelt to have a "two-ocean navy" that dramatically increased United States power; by bisecting Panama with a United States canal, Roosevelt created anti-American feeling throughout Latin America; the taking of the canal zone was the ultimate example of the "big stick" policy; Carter administration negotiated a treaty to relinquish control to foster goodwill in the hemisphere)
- Richly supports the theme with relevant facts, examples, and details (*Puerto Rico*: Alfred Thayer Mahan; *The Influence of Sea Power on History*; Insular Cases; no electoral votes; Jones Act; United States citizenship; *Panama Canal*: Clayton-Bulwer Treaty with Great Britain; connecting the Pacific and Atlantic; Colombia; beneficial to American interest at the expense of Panamanians; Corollary to the Monroe Doctrine)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that recognize that United States expansion has sometimes limited the sovereignty of other nations

Conclusion: Overall, the response fits the criteria for Level 5. The response exhibits a strong level of knowledge of these historical events. While pointing out the advantages to the United States controlling these territories, the analysis of the negative effects of American imperialism on Puerto Rico and Panama is the strength of the response.

Over the many years of the nation's history, the United States has acquired territories in many different locations. These new territories have not only allowed the United States to expand in area, but have also allowed for further economic development of the nation. The growth of the United States as a nation, however, has both good and bad effects. Two acquisitions that have led to such growth include the Louisiana Purchase and the acquisition of the California territory.

The territory of Louisiana was, for a long period of time, controlled by the French. Early French activity in the region created the French influence that we still see today in the same area. However, at the turn of the 19th century, France was finding it increasingly difficult to hold on to its possessions in the Americas having lost control of Haiti. At the time, France was struggling with its own economic problems and had no real need for Louisiana that was so far away. So Napoleon Bonaparte sold the territory to Thomas Jefferson for only a few million dollars, in 1803. This would turn out to be an immense bargain considering the size of the territory as a whole. Jefferson's initial goal had been to get control of the port of New Orleans because farmers wanted a reliable outlet for their produce.

After acquiring the new territory, the United States saw many positive effects from the addition of the new land. The purchase nearly doubled the size of the country, making more room for citizens to live in. As an additional effect, the United States government now had a much more difficult job to do in controlling a larger expanse of land. Now that the nation's size had dramatically increased, the entire country was now a little bit difficult to manage. The sudden acquisition of potential new states prompted a debate over the

expansion of slavery. The Northwest Ordinance had banned slavery in the Ohio River valley but Southerners would insist on bringing slaves into the Louisiana territory. Every time a new state was formed, the issue of keeping a balance in the Congress came up again. However, thanks to the acquisition of the port of New Orleans (which was included in the Louisiana Purchase), trade with foreign nations was now easier. The port of New Orleans would prove to be very beneficial to the United States economy in later years. Cotton, wheat and corn would travel through New Orleans into the Gulf of Mexico and on to Europe. These exports would enrich American farmers and encourage western settlement.

Yet another acquisition that inevitably changed the course of United States history was that of the California territory. This acquisition had long been a goal for supporters of "Manifest Destiny." The good farmlands in the valleys and the great harbor of San Francisco would provide the United States with new crops and expand trade with Asia. California was a part of the land won from Mexico in 1848. Polk had been determined to get the Southwest but Mexico refused to sell it. It took a war with Mexico to give him a way to fulfill his dream of "Manifest Destiny." The government gained the territory of California in the Treaty of Guadalupe Hidalgo. The same year some people literally struck gold. The California Gold Rush of 1848 showed the government of the United States how valuable California was. California soon became a state. The rush of people led to the rapid growth of cities like San Francisco that would be a cultural center and major port both then and now.

California would prove to bring even more economic prosperity to

the nation. The entire region was abundant in fertile land and a good climate. The acquisition of such an area helped to boost the economy of the United States through agriculture. California farms would supply the nation with fruits and vegetables. California's vineyards are some of the best in the world. Although few people discovered gold in California, the region still turned out to be extremely beneficial to the growing nation.

Both the Louisiana Purchase and the acquisition of California did many things for the United States as a nation. Both brought economic prosperity and a variety of cultural influences along with new land for settlers. Without the acquisition of these lands, the United States would be very different today.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the Louisiana Territory and California
- Is both descriptive and analytical (*Louisiana Territory*: early French activity in the region created the French influence that we still see today; France was struggling with its own economic problems and had no need for Louisiana that was so far away; farmers wanted a reliable outlet for their produce; purchase doubled the size of the country; the United States government now had a much more difficult job to do in controlling a larger expanse of land; the sudden acquisition of potential new states prompted a debate over the expansion of slavery; every time a new state was formed the issue of keeping a balance in Congress came up again; *California*: Polk had been determined to get the southwest but Mexico refused to sell it; took a war with Mexico to give him a way to fulfill his dream of Manifest Destiny; Gold Rush of 1848 showed how valuable California was; rush of people led to the rapid growth of cities like San Francisco that would be a cultural center and major port; the entire region was abundant in fertile land and a good climate; California farms would supply the nation with fruits and vegetables; although few people discovered gold in California, the region still turned out to be beneficial to the growing nation)
- Supports the theme with relevant facts, examples, and details (*Louisiana Territory*: Napoleon Bonaparte; Thomas Jefferson; immense bargain; port of New Orleans; Northwest Ordinance; cotton, wheat and corn; *California*: good farmlands; won from Mexico; Treaty of Guadalupe Hildago; agriculture; vineyards)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response exhibits an understanding of the two territorial acquisitions and their importance to the United States, but the essay would have benefited from more details and analysis.

Throughout the history of the United States the people and the government have used the idea of Manifest Destiny (the idea that it is gods will to spread from coast to coast) and imperialism (the idea that territorial gain is necessary to strengthen economic and political power). The Louisiana territory and Texas are two of many acquisitions that have had their own historical background and have had varying impacts on the United States.

The Louisiana territory, acquired by the United States in 1803, was a quiet buy by Thomas Jefferson from France. The Louisiana territory up until that point had shifted hands many times, going from the French to the Spanish, and then ending up in French (Napoleon's hands) once again. Napoleon had the idea of creating a French empire in North America, to follow the plan of mercantilism to enrich his country. Because of the strain of constant war on the European front, however, he was forced to let go. Jefferson initially sent representatives to bargain for a price for New Orleans in order to secure trade along the Mississippi River. When Napoleon offered the entire territory, however, for \$15 million, the representatives immediately took it. The purchase of this territory had positive and negative impacts. The country was able to expand, becoming bigger and more powerful. New economic opportunities were available, and the idea of Manifest Destiny slowly developed. Unfortunately, the Native Americans land was being encroached on, disrupting their nomadic societies and disrupting buffalo hunting. As white settlers created settlements and farms on the vast plains, the traditional culture of tribes like the Sioux was becoming threatened, setting the stage for the establishment of reservations. Another effect would be the heated

debate over whether slavery was allowed in territories or not, especially the crisis over Missouri statehood. This was settled in the Missouri Compromise, which allowed Missouri in as a slave state and Maine in as a free state. The Compromise also stated that all land above the 36° 30' line in the Louisiana Purchase would be free.

Another territory the United States acquired was Texas, in the year 1845. Mexico wanted people to settle in Texas, and had allowed people from the U.S to make settlements there in the 1820s. The majority of the people who moved, however, were white southerren cotton farmers, who took it as an invitation to spread slavery. When Mexico tried to take more control of Texas, Americans fought against them. The most famous battle was the Alamo, whose memory would allow the Texans to fight even harder for independence. When they won, Texas became known as the Lone Star Republic. Immediately, they sent an annexation request to the U.S government. It was, however, not annexed till some time later, after the campaign of a pro-expansionist president. Due to this annexation, there would be poor relations with Mexico as Mexico refused to accept the loss of Texas. An argument over the boundary sparked fighting, which led the United States to declare war. As a result of the war, Mexico lost half of its territory to the United States. Border problems continue today over illegal immigrants. Another negative effect was the addition of Texas as a powerful slave state. As a large and rich state, Texas increased the influence of the South in Congress. During the Civil War, Texas provided soldiers and supplies to the Confederacy allowing the South to continue to fight against the North and making it harder to bring the country together again.

The United States, initially starting as a set of colonies wishing to be freed from British oppression, eventually became a country which wished to expand through the acquisition of territory to promote its economic and political power. These ideas, which manifested themselves in expansionism & The Manifest Destiny, allowed the United States to acquire territories that had negative and positive impacts on our country.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the Louisiana Territory and Texas but does so somewhat unevenly by discussing some effects less thoroughly than the others
- Is both descriptive and analytical (*Louisiana Territory*: Napoleon had the idea of creating a French empire in North America to follow the plan of mercantilism to enrich his country; Jefferson initially sent representatives to bargain for New Orleans to secure trade along the Mississippi River; unfortunately, the Native Americans land was being encroached on, disrupting their nomadic societies and disrupting buffalo hunting; as white settlers created settlements and farms on the vast plains, the traditional culture of tribes like the Sioux was threatened, setting the stage for the establishment of reservations; heated debate over whether slavery was allowed in territories or not; crisis over Missouri statehood; settled in the Missouri Compromise, which allowed Missouri in as a slave state and Maine in as a free state; *Texas*: the majority of the people who moved were white southern cotton farmers who took it as an invitation to spread slavery; Texas became known as the Lone Star Republic; an argument over the boundary sparked fighting that led the United States to declare war; Mexico lost half of its territory to the United States; border problems over illegal immigrants continue today; as a large and rich state, Texas increased the influence of the South in Congress; during the Civil War, Texas provided soldiers and supplies to the Confederacy, allowing the South to continue the fight against the North and making it harder to bring the country together again)
- Supports the theme with relevant facts, examples, and details (*Louisiana Territory*: shifted hands from the French to the Spanish; \$15 million; Manifest Destiny; *Texas*: Alamo; independence; annexation request; pro-expansionist president)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that connect expansion of United States territory to the quest for economic and political power

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates an understanding of the steps leading to both acquisitions. However, the discussion of the second effect for each acquisition is less developed. The inclusion of additional facts and details would have strengthened the response.

In its beginnings, the United States had many contributions made towards its developments. One of the factors that strengthened its development was its acquisition of the Ohio River Territory in 1783 and the Louisiana Territory in 1803. The gaining of the Ohio River Territory would lead to the passage of the Land Ordinance and Northwest Ordinance laws of the 1780s, both crucial to the evolution of the new nation. The Louisiana Territory would also have positive effects on the United States by increasing American nationalism. The acquisition of the Ohio River Territory and the Louisiana Territory in the early years of the United States' history had positive effects on the foundations of the country by engendering essential laws and increasing the sense of national identity among its newly-wrought citizens.

After the end of the American Revolution, the Ohio River valley was granted by Great Britain to the United States in the resulting peace treaty. Consequently, American negotiators had gotten the British to agree not only to independence for the thirteen colonies but also to control over all the territory between the Appalachians and the Mississippi. The British also agreed to relinquish their forts in the northwest, but their troops remained, trading guns with Native Americans in the region. This became a major cause of another war with Great Britain in 1812. Questions arose as to how the newly-acquired land would be admitted into the country as states. Under the Articles of Confederation, therefore, two ground-breaking laws were passed: the Land Ordinance and the Northwest Ordinance of 1780s. The laws decreed that slavery would not be permitted in the northwest lands and set the process for a territory to become a state. These

visionary laws prevented northwestern states from allowing slavery and managed to set the precedent for equal statehood for all new states that would become part of the United States under the new Constitution. The acquisition of the Ohio River Territory, therefore, had a crucial positive effect on the initial development of the United States as a republic.

During the Napoleonic Wars, Napoleon Bonaparte sold the Louisiana Territory to President Thomas Jefferson for the bargain price of \$14 million in 1803 for financial reasons. Napoleon was more interested in financing his wars in Europe than in holding onto distant lands. Jefferson offered to buy the port city of New Orleans but ended up purchasing the entire territory. The purchase gave the United States total control of the Mississippi and its key port. This opened the way for farmers to sell their products by transporting them down the Mississippi to domestic and foreign markets. This trade became immense over the next decades. This enormous piece of land doubled the size of the United States. It encouraged the ideas of Manifest Destiny, which dictated that the U.S. would stretch across the continent to touch the Pacific Ocean. Millions of acres of farmland were opened to families who could never hope to own land in the East. This strengthened the frontier spirit among the hardy pioneers who moved west. These pioneers were often immigrants who developed a fierce loyalty to and pride in their new country. As a result of this, nationalism spurred throughout the country. The Louisiana Territory's positive effects increased nationalism and improved the economy.

The acquisitions of the Ohio River Territory and the Louisiana Territory had positive effects on the United States by supporting its

early development. As a result of these gains, standards for statehood were adopted and nationalism was increased among the people. Later, during the war of 1812, the positive effects of these territories would help unify American citizens in their second war with Great Britain.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the acquisition of the Ohio River valley and the Louisiana Territory
- Is both descriptive and analytical (*Ohio River valley*: after the end of the American Revolution, the Ohio River valley was granted by Great Britain to the United States in the resulting peace treaty; American negotiators had gotten the British to agree not only to independence for the thirteen colonies but also to control over this territory; British troops remained, trading guns with Native Americans in the region; a major cause of another war with Great Britain in 1812; these visionary laws prevented northwestern states from allowing slavery and managed to set the precedent for equal statehood for all new states that would be become part of the United States under the new Constitution; acquisition had a crucial positive effect on the initial development of the United States as a republic; *Louisiana Territory*: Napoleon was more interested in financing his wars in Europe than in holding onto distant lands; Jefferson offered to buy the port city of New Orleans but ended up purchasing the entire territory; the purchase gave the United States total control of the Mississippi River and its key port; opened the way for farmers to sell their products to domestic and foreign markets; millions of acres of farmland were open to families who could never hope to own land in the East; pioneers developed a fierce loyalty and pride in their country; increased nationalism and improved the economy)
- Supports the theme with relevant facts, examples, and details (*Ohio River valley*: territory between the Appalachians and the Mississippi; British forts in the Northwest; Articles of Confederation; Land Ordinance; Northwest Ordinance; *Louisiana Territory*: Napoleonic Wars; doubled the size; frontier spirit; immigrants); includes a minor inaccuracy (*Louisiana Territory*: sold for \$14 million)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that link the acquisitions to important foundations of national development

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates an understanding of the first two territorial acquisitions of the United States. However, it lacks the depth and analysis of a higher level paper.

Since the gain of its independence in 1776, the United States has been a growing nation. Staying true to the Manifest Destiny, it was constantly acquiring new territories. Some have come from wars, others were purchased peacefully. Two important territories that we acquired were the Louisiana territory, and the Philippines after the Spanish American war. Although they were both annexed in the same century, their circumstances were extremely different, as were their final outcomes.

The Spanish-American war was initiated and fueled by several things. Jingoism, yellow journalism portraying Spanish cruelty towards Cubans; the intercepted De-Lôme letter, and the sinking of the Maine all contributed to US involvement in Cuba. When we defeated Spanish forces, the Treaty of Paris that came after worked strongly in our favor. Cuba gained its independence, and we acquired Guam, Puerto Rico, and the Philippines for \$15 million. The debate over annexation of the Philippines had mixed responses. Anti-imperialists recognized the responsibility and hardships that come with establishing power over a territory so far away, arguing that it violated the ideals of the Declaration of Independence. Those hungry for US power were thrilled to get control over Pacific islands. The people of the Philippines were unhappy, however. Filipinos revolted over American rule and there were three years of bloody fighting to suppress independence. To make amends, we passed the Jones Law of 1916, recognizing them as a territory, giving all males a right to vote, and promising them independence as soon as everything was stable there. After WWII, we gave up our control of the territory, and it is no longer a part of the United States today.

The Louisiana Territory was gained more peacefully. Farmers along the Mississippi had no easy way to get their crops to large markets. Thomas Jefferson tried to buy New Orleans to give the farmers free access. France sold it to U.S along with the whole territory for \$15 million. The Louisiana territory immediately doubled the size of the United States. Louis and Clark were sent to explore it, reaching all the way to the Pacific Ocean. Some negative effects of its acquisition were disputes over whether newly formed states should be slave states or free states. The North did not want there to be more slave states than there were free states to maintain a balance in the Senate. The first battle over slave and free states was solved with the Missouri Compromise which admitted Maine as a free state to balance Missouri as a slave state. Later, the Kansas-Nebraska Act granted the right of popular sovereignty to the new territories, allowing the settlers to make their own decisions. It was the Civil War that ended the dispute.

Not all new territory benefited the United States, and gaining the new territory usually came at a price. Frequently compromises had to be made to ensure the happiness of all those involved, except those who opposed new territory entirely.

Anchor Level 3-A

The response:

- Develops all aspects of the task by discussing the historical circumstances that led to the acquisition of the Philippines and the Louisiana Territory but some effects have little depth
- Is more descriptive than analytical (*Philippines*: when we defeated Spanish forces, the Treaty of Paris that came after worked strongly in our favor; Cuba gained its independence, and we acquired Guam, Puerto Rico, and the Philippines; anti-imperialists recognized the responsibility and hardships that come with establishing power over a territory so far away, arguing that it violated the ideals of the Declaration of Independence; those hungry for United States power were thrilled to get control over Pacific islands; Filipinos revolted over American rule; three years of bloody fighting to suppress independence; *Louisiana Territory*: farmers along the Mississippi had no easy way to get their crops to large markets; Thomas Jefferson tried to buy New Orleans; doubled the size of the United States; some negative effects of this acquisition were disputes over whether newly formed states should be slave states or free states; the North did not want there to be more slave states than there were free states to maintain a balance in the Senate)
- Includes some relevant facts, examples, and details (*Philippines*: jingoism; yellow journalism; Spanish cruelty toward Cubans; sinking of the Maine; Jones Law of 1916; right to vote; World War II; *Louisiana Territory*: France; \$15 million; Missouri Compromise; Maine as a free state; Kansas-Nebraska Act; popular sovereignty; Civil War); includes a minor inaccuracy (*Philippines*: acquired Guam, Puerto Rico, and Philippines for \$15 million)
- Demonstrates a satisfactory plan of organization; includes an introduction that observes that the United States was a growing nation and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of the historical circumstances and some negative effects of these acquisitions. However, some other effects such as the mention of anti-imperialists arguments and the Lewis and Clark exploration are not developed.

Since its formation, the United States expanded west. The idea of Manifest Destiny led to much of its territorial acquisition in the mid-late 1800's. California is one of the territories gained as a result of the idea of manifest Destiny. There had also been territorial gains before this idea came about, like with the purchase of the Louisiana Territory. Both of these territorial acquisitions had positive and negative effects.

The Louisiana Purchase was made by Jefferson in 1803. The United States acquired French land west of the Mississippi River from Napoleon in exchange for 15 million dollars, equating to about 3 cents per acre. The immediate effect of this purchase was increased westward expansion. This expansion came at a cost, however, because as Americans moved west, Indian attacks on settlements became more and more frequent. Another effect was the distrust that some began to feel towards Jefferson, because he had adapted from his strict constructionist policy to be more loose. The Constitution did not include territorial acquisition powers for the president. Jefferson evaded this and used his treaty-making ability as reason for the constitutionality of the Purchase. Critics saw this as hypocritical of Jefferson's strict constructionist ways, and increased their opposition. In addition, western local governments were more democratic than the east. Some Rights were extended to people in the west far earlier than they were in the east. This is one of the positive effects of the westward expansion into Louisiana. As a result of this greater democracy in the west, Wyoming was the first state to grant female suffrage, well before the 19th amendment in 1920, granting all women the right to vote. The Louisiana Territory acquisition had both positive and negative effects on the United States.

California was a territory acquired from Mexico in 1848, as part of the treaty ending the Mexican War. Around this time, gold was discovered in California, leading to the Gold Rush of 1849. Many moved out west to find gold in the desert. California reached the require population to apply for statehood and did so in 1850. This was a negative effect of the acquisition because it put the Union in a crisis. If California was to be admitted as a free state, there would be a majority of free-state sentiment in the Senate. The same would happen with slave-state sentiment if it were admitted as a slave state. The Compromise of 1850 was drafted to end the crisis. California would be admitted as a free state, the slave trade would end in Washington, D.C., and, to appease the South, the North instituted stricter fugitive slave laws for those that had escaped North. The fugitive slave law actually increased Northern anger over the enforcement of slavery. A new dispute over Kansas-Nebraska in 1854 further increased sectional tensions. The Kansas-Nebraska territory would be opened to popular sovereignty. This tension led to what was known as "Bleeding Kansas"! California had positive effects on people looking to get rich and some negative effects on the Union.

Both the Louisiana Purchase Territory and the California territory had positive and negative effects on the United States. Westward expansion led to greater democracy but also increased Indian attacks and Union crises. The United States has since expanded westward even more and acquired territories like Alaska in 1867 and Hawaii in 1898.

Anchor Level 3-B

The response:

- Develops some aspects of the task in some depth for the acquisition of the Louisiana Territory and California but other aspects are less developed
- Is more descriptive than analytical (*Louisiana Territory*: the United States acquired French land west of the Mississippi River from Napoleon in exchange for \$15 million, equating to about 3 cents per acre; expansion came at a cost because as Americans moved west, Indian attacks on settlements became more frequent; critics saw this as hypocritical of Jefferson's strict constructionist ways, and increased their opposition; western local governments were more democratic than in the East; some rights were extended to people in the West far earlier than they were in the East; *California*: California was a territory acquired from Mexico in 1848, as part of the Treaty ending the Mexican War; statehood was a negative effect of the acquisition because it put the Union in a crisis; the Compromise of 1850 was drafted to end the crisis; fugitive slave laws increased Northern anger; Kansas-Nebraska territory would be opened to popular sovereignty)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: treaty making; constitutionality; Wyoming; female suffrage; 19th amendment in 1920; *California*: gold rush of 1849; free state; slave state; Senate; slave trade would end in Washington, D.C.; Bleeding Kansas)
- Demonstrates a satisfactory plan of organization; includes an introduction that connects the acquisitions to the ideas of Manifest Destiny and a conclusion that mentions later acquisitions

Conclusion: Overall, the response fits the criteria for Level 3. The response briefly mentions the historical circumstances that led to each acquisition. The discussion of the contribution of the Louisiana Territory to democracy and California's statehood to increased sectionalism is more developed. As an effect, the mention of Indian attacks on westward-bound Americans in the Louisiana Territory lacks any development.

Since the United States became a nation in 1776 it has expanded. Territorial acquisition has had a profound affect on American life. Two such territories acquired by the United States are the Louisiana Purchase of 1803 and the acquisition of California in 1848. Each of these territories had both positive and negative effects.

One of the largest territorial acquisitions made by the United States was the Louisiana Purchase of 1803. President Jefferson had sent a representative to France in order to buy the city of New Orleans. With New Orleans, the United States would be able to ship goods along the entire Mississippi River. This would help farmers and better facilitate trade. The representative went to France and Napoleon offered to sell him the entire territory of Louisiana, not just New Orleans for \$15 million. Thus the United States more than doubled in size.

With the acquisition of the Louisiana Territory came both positive and negative effects. One of the largest benefits of this acquisition is that it more than doubled the size of the United States. Increased land provided natural resources and space for surplus population. This purchase perpetuated pioneerism and rugged individualism that shaped the American culture for over a century. The 'frontier' that this acquisition provided helped define the American spirit. However, the Louisiana Purchase had its negative effects as well. When president Jefferson bought the territory from France without first consulting Congress, he weakened his anti-Federalist position. The acquisition of this territory led to increased conflicts with the Native Americans, conflicts such as the Sioux wars.

California was another such territorial acquisition made by the United States. The Mexican American War was fought because of a

strong belief in Manifest Destiny. Manifest Destiny was the belief that the United States should expand until it occupied all the territory from the East Coast to the West Coast. Before the Treaty of Guadalupe-Hidalgo was signed, president Polk sent troops to California. Gaining California would mean the acquisition of the West Coast and valuable trade with the Orient.

Just like the Louisiana Purchase of 1803, the acquisition of California in 1848 had both positive and negative effects on the United States. One benefit from the annexation of California is that it provided an American stronghold on the West Coast. Being on the West Coast allowed access to the lucrative trade markets in the Orient. The acquisition of California also boosted morale in addition to being a victory for Manifest Destiny. Despite its benefits, the acquisition of California came with its negative effects as well. California wanted to enter the Union as a free state even though half of it was below the 36°30' line established by the Missouri Compromise of 1820. This enraged the Southerners who wanted another slave state. Having more free states than slave states would have upset the balance of power in the Senate. The greatest negative effect caused by the acquisition of California is that it built up the sectional tension that led to the Civil War.

Territorial acquisitions have always greatly impacted the United States. Each new acquisition has both positive and negative effects. Two of the territorial acquisitions that have had the greatest impact on the United States were those of the Louisiana Territory in 1803 and California in 1848.

Anchor Level 3-C

The response:

- Develops the historical aspects of the task in some depth for the acquisition of the Louisiana Territory and California but the development of the effects has little depth
- Is more descriptive than analytical (*Louisiana Territory*: President Jefferson had sent a representative to France to buy the city of New Orleans; with New Orleans, the United States would be able to ship goods along the Mississippi River; this purchase perpetuated pioneerism and rugged individualism that shaped the American culture for over a century; weakened Jefferson's anti-Federalist position; acquisition of this territory led to increased conflicts with the Native Americans, conflicts such as the Sioux wars; *California*: the Mexican-American War was fought because of a strong belief in Manifest Destiny; President Polk sent troops to California; being on the west coast allowed access to the lucrative trade markets in the Orient; wanted to enter the Union as a free state; enraged southerners who wanted another slave state; the greatest negative effect caused by the acquisition of California is that it built up the sectional tension that led to the Civil War)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: Napoleon; \$15 million; doubled the size; American spirit; *California*: Treaty of Guadalupe-Hidalgo; 36°30' line; Missouri Compromise of 1820; upset the balance of power in the Senate)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the historical circumstances that led to each acquisition shows an understanding of the task. However, the response would have been strengthened by developing the effects of each acquisition more fully.

Ever since the Proclamation of 1763, where Britain forbade the United States from going west of the Appalachian mountains, Americans have been striving to expand westward. The concept of Manifest Destiny has given Americans a drive to occupy all the land from coast to coast. Two major land acquisitions that greatly affected the United States were the gaining of California in 1848 and the Louisiana Purchase in 1803.

At the dawn of the 19th century, America was beginning to grow and define itself as a nation. While America progressed however, a great war was developing in Europe. The Corsican Napoleon Bonaparte was attempting, under the French flag to conquer all of Europe. As his troops and supplies began to dwindle, Napoleon attempted to acquire more money by selling France's colonial outposts. In 1803 for a very low price, Napoleon sold to the United States the Louisiana purchase. The immediate implication was the doubling in size of the nation. Thomas Jefferson, the president at the time, viewed the bargain as slightly unconstitutional, but recognized that all of the fertile farmland would promote his ideas of democracy powered by agriculture. However, this acquisition was not completely positive. The Americans continually pushed the Native Americans that inhabited these lands westward onto reservations. Bloody battles ensued and the victorious Americans spared little. Helen Hunt Jackson's book, "A Century of Dishonor" outlines such injustices. Another positive aspect however was the existence of a frontier in which urban dwellers could flee to to own land.

The Northwest Ordinance, late in the 18th century outlined how a territory could become a state in the USA. In mid 19th century, after

Anchor Paper – Thematic Essay—Level 2 – A

having an influx of miners and frontiersman, California applied for statehood. However the acquisition of California arose a problem. There was an equal balance of free states & slave states in Congress and this would offset the balance. Because of this acquisition, it led directly to the Compromise of 1850. In this Compromise, California was admitted as a free state and the Fugitive Slave Law was enacted to balance the deal for the South. This law allowed the capture of runaway slaves in the North, but Personal Liberty Laws countered them.

The US strive for expansion under Manifest Destiny led to many conflicts. The Louisiana Purchase led to a conflict with Native Americans and the acquisition of California led to a conflict between the North and the South. However the end product of our glorious nation is spectacular.

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

- Develops some aspects of the task in some depth for the acquisition of the Louisiana Territory and California
- Is primarily descriptive (*Louisiana Territory*: Napoleon attempted to acquire more money by selling France's colonial outposts; all of the fertile farmland would promote Jefferson's ideas of democracy powered by agriculture; pushed Native Americans westward onto reservations; bloody battles ensued; Helen Hunt Jackson's book, *A Century of Dishonor*, outlines such injustices; *California*: equal balance of free states and slave states in Congress; acquisition of California would offset the balance; in the Compromise of 1850, California was admitted as a free state and the Fugitive Slave Law was enacted to balance the deal for the South); includes faulty application (*California*: Northwest Ordinance)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: Corsican Napoleon Bonaparte; very low price; doubling the size of the nation; unconstitutional; *California*: miners and frontiersmen; runaway slaves; personal liberty laws)
- Demonstrates a general plan of organization; includes an introduction that links territorial expansion to the Proclamation of 1763 and Manifest Destiny and a conclusion that notes the acquisitions created social conflict

Conclusion: Overall, the response fits the criteria for Level 2. Although the response includes some analysis, only one effect of the acquisition of Louisiana is fully developed. In addition, the response fails to discuss the historical circumstances leading to the acquisition of California and includes only one effect for this acquisition.

The United States has expanded throughout history due to the acquisition of new territories. Some of these acquisitions have had positive effects, and some have had negative effects on the United States. In particular the acquisition of the Louisiana Territory in 1803 had positive effects on the United States, while the acquisition of California in 1848 had negative effects on the United States.

To begin, in 1803 the United States acquired the Louisiana Territory. The action that led to the acquisition of the Louisiana Territory was a result of Napoleon Bonaparte losing power in France. Thomas Jefferson saw this as an opportunity to gain more territory for the United States. As a result, Jefferson purchased the Louisiana Territory from Napoleon, for fifteen million dollars. The acquisition of the Louisiana Territory had a variety of positive effects on the United States. For one, the addition of this territory instantly doubled the size of the United States. Another positive effect was that Thomas Jefferson was praised as a president, and became well known for his purchase of the Louisiana Territory. Lastly, an additional effect that the acquisition of the Louisiana Territory had on the United States was that it encouraged westward expansion. After the Louisiana territory was acquired people immediately began expanding westward. This also led to the idea of Manifest Destiny, the belief that the United States should continue to expand westward.

Another territory that was acquired by the United States was California in 1848. The acquisition of California was the result of the United States winning that territory from Mexico. Unfortunately, the acquisition of California had mostly negative effects, with the exception that it expanded the United States size. As for the negative effects,

Anchor Paper – Thematic Essay—Level 2 – B

once California was acquired, the issue was raised as to if California would be admitted as a free or slave state. This caused much tension between the North and south because if California was to be a free state, it would benefit the North in the House of Representatives, but if it was a slave state it would benefit the south in the House.

The United States expanded in size due to the acquisition of new territories. The acquisition of some territories had positive effects on the United States while others had negative. Specifically, the Louisiana Territory, acquired in 1803, positively affected the United States while California, acquired in 1848, had negative effects on the United States.

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

- Minimally develops all aspects of the task for the Louisiana Territory and California
- Is primarily descriptive (*Louisiana Territory*: Jefferson purchased the Louisiana Territory from Napoleon for fifteen million dollars; the addition of this territory instantly doubled the size of the United States; encouraged westward expansion; *California*: the acquisition of California was the result of the United States winning this territory from Mexico; expanded the United States size; caused much tension between the North and the South)
- Includes few relevant facts, examples, and details (*Louisiana Territory*: Thomas Jefferson; Manifest Destiny; *California*: issue if California would be free or slave state); includes inaccuracies (*Louisiana Territory*: acquisition a result of Napoleon Bonaparte losing power in France; *California*: benefit to the North/South in the House of Representatives)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that overstate the positive impact of the Louisiana Purchase and the negative impact of acquiring California.

Conclusion: Overall, the response fits the criteria for Level 2. The response addresses every aspect of the task but does so with little depth or detail.

The United States started out as only thirteen colonies, but has grown to include a large portion of North America. The acquisition of territory throughout history always brought about strong reactions and important effects. Two examples of important acquired territories are Texas and Hawaii. Each showed the issues in American government or policy at the time.

The annexation of Texas was quite a debate at the time, revealing the strong opinions about the spread of slavery. The positive side to the annexation of Texas was the addition of a huge amount of land to the United States. The negative side was that it stirred up strong feelings of sectionalism. Texas was filled with many Americans, so when it declared itself independent from Mexico it asked for annexation, but Mexico was not happy about this. Annexation by the United States angered Mexico and was one of the factors that led to the Mexican-American War.

A second important territorial acquisition was Hawaii in 1898. This had some negative implications because it could be seen as the start of American imperialism. From this point, the United States started to interfere in other countries to promote its own interests, without much regard for the people living there. Queen Liliuokalani wanted the United States out of Hawaii, so American annexation of Hawaii was forced with much questionable maneuvering and not really with the consent of Hawaii itself.

The addition of new territory will always have long lasting effects and implications for a country. The effects may be negative, positive, or both, but they will affect the entire country. Two examples of this are the annexation of Texas and Hawaii. Both had important issues surrounding them which changed American history.

Anchor Level 2-C

The response:

- Minimally develops some aspects of the task for the acquisition of Texas and Hawaii
- Is primarily descriptive (*Texas*: the annexation of Texas was quite a debate at the time, revealing the strong opinions about the spread of slavery; Texas was filled with many Americans, so when it declared itself independent from Mexico, it asked for annexation; annexation by the United States angered Mexico and was one of the factors that led to the Mexican-American War; *Hawaii*: it could be seen as the start of American imperialism; the United States started to interfere in other countries to promote its own interests, without much regard for the people living there; Queen Liliuokalani wanted the United States out of Hawaii, so American annexation of Hawaii was forced with much questionable maneuvering and not really with the consent of Hawaii itself)
- Includes very few relevant details (*Texas*: addition of huge amount of land to the United States; sectionalism)
- Demonstrates a general plan of organization; includes an introduction that is slightly more than a restatement of the theme and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 2. The description of the historical circumstances for Hawaii hints at but does not develop the effects. The discussion of Texas mentions the issues without discussing them and alludes to the role that the Mexican War played in the acquisition of Texas.

Throughout the duration of United States history, the U.S. has acquired many new territories. These territories such as the Louisiana Territory, Texas, and Hawaii were acquired by multiple different means. While acquiring these territories were a pivotal move in American history, they had both positive and negative impacts on the country as a whole.

The Louisiana Territory was an important acquisition in American history. It was acquired by means of the Louisiana Purchase. This land was acquired from France for roughly a million dollars. Thomas Jefferson was weary of this purchase because it went against his strict construction beliefs. Despite this fact, it was beneficial to the United States because the Mississippi River made transporting goods easier and more convenient.

The territory of Texas is a pivotal obtainment as well. Acquired through the Mexican cession with the Treaty of Guadalupe Hidalgo it added to the mass of the U.S. However, this was after the Spanish-American War which cost the lives of many Americans, as well as Mexicans.

Finally the acquisition of Hawaii was another beneficial acquirement. Hawaii was beneficial to the United States for its crops, such as coffee, sugar, and bananas. The United States sent people over to Hawaii to converse with Queen Liliuokalani and were unable to obtain the land peacefully, but did so by force & imprisonment.

By acquiring new territories, the United States benefitted the country as a whole. While many territories and acquirements make up the modern day U.S. they were all obtained by different means, as seen with the obtaining of Texas, Hawaii, and the Louisiana Territory.

Anchor Paper – Thematic Essay—Level 1 – A

These were beneficial to the U.S., but sometimes detrimental to those the land was obtained from.

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

- Minimally develops a few aspects of the task for the acquisition of the Louisiana Territory
- Is descriptive (*Louisiana Territory*: this land was acquired from France; was beneficial to the United States because the Mississippi River made transporting goods easier and more convenient)
- Includes no additional relevant facts, examples, or details; includes several inaccuracies (*Louisiana Territory*: acquired for roughly a million dollars; *Texas*: acquired through the Mexican Cession with the Treaty of Guadalupe-Hidalgo; was after the Spanish American War)
- 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 shows some knowledge of the Louisiana Purchase but contains no accurate information about the acquisition of Texas. The example of Hawaii cannot be considered as it is the third example selected.

Almost every nation favors the idea of spreading themselves to acquire more land. The bigger the better. By expanding their land, they may win into new barriers, or positive enforcements. Some groups of people move in order for a better, more ideal life than what they already have. Many people had the mind set that they should own all of America. In 1848, many people rushed to California in order to find and make a better life. Not only were there many extravagant benefits, but there were also some draw backs.

Flocks of people hurried to California when there was mention of a Gold rush. Few lucky personnales struck upon some gold, and word quickly spread. The gold was not only a symbol for wealth, but a better life. Encountering gold would help them make their lives instantly better. Thus, people started settling in California, and the rate of people increased. Initially, Americans believed that they should own California because of the Manifest Destiny. That stated that, a theory, America should be from the Atlantic ocean to the pacific ocean; we should own all of the land. Of course this proved to be beneficial for Americans when they found valuable natural reasources that could prove to be helpful for a wealthy life.

As a result of the Manifest Destiny, most Americans believed that they should own the land from both oceans; the whole continent. When acquired the land in 1848, there were mixed results. Many people struck lucky and gain a better wealthy life. Others didnt happen to luck out and resulted in Poverty when they didnt find the gold that they had intended to have.

Anchor Level 1-B

The response:

- Minimally develops a few aspects of the task for the acquisition of California
- Is descriptive (*California*: initially, Americans believed that they should own California because of Manifest Destiny; America should be from the Atlantic Ocean to the Pacific Ocean; flocks of people hurried to California when there was mention of a gold rush); includes weak application (*California*: the gold was not only a symbol for wealth, but a better life; proved to be beneficial for Americans when they found valuable natural resources that could prove to be helpful for a wealthy life)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; lacks focus; includes a weak introduction and a conclusion that restates the goal of Manifest Destiny

Conclusion: Overall, the response fits the criteria for Level 1. Much of the discussion of California is on the effects on the gold rush settlers rather than the effects of the acquisition on the United States. Furthermore, no mention is made of a second acquisition.

In the early to mid-1800's the American populace was consumed by the idea of manifest destiny. This theory stated that it was America's god-given right and duty to expand westward, spreading democracy and civilization to new territories. The advent of canals, turnpikes, and later railroads further encouraged westward expansion in the 1800's. Expansionist events such as the 1804 Louisiana Purchase and the 1848 Mexican cession had mainly negative effects by heightening sectional tensions in the Antebellum Era.

Greatly strained during the Napoleonic wars, France was eager to sell the Louisiana Territory at a very low price, making the Louisiana Purchase widely recognized as the "greatest real estate bargain of all time." Thus, under President Thomas Jefferson, the United States annexed this territory which included the entire Mississippi River and New Orleans. However, this acquisition caused major issues when Missouri petitioned to enter the Union. In Missouri, slavery was well-established, so its admission had the capacity to upset the then-even balance between slave states and free states in the senate. This prompted sectionalist tensions, an example being the Tallmadge Amendment. Proposed by James Tallmadge from New York, this amendment called for the end of slavery in Missouri. This was quickly defeated, but showed that the Northern free states and Southern slave states were in discord. Finally, Speaker of the House Henry Clay of Kentucky proposed the Missouri Compromise in 1820. This called for the admittance of Missouri as a slave state, but Maine as a free state, keeping the delicate senatorial balance. The Compromise abated sectionalist tensions for awhile, but it is evident that tensions were spiked by this territory's acquisition.

Thematic Essay—Practice Paper – A

In the 1840's, America annexed two new territories that would have an effect similar to that of the Louisiana Purchase. The Oregon Territory was annexed peacefully in 1846 when the U.S. compromised with British claims to the land. The Mexican Cession, on the other hand, was annexed in the 1848 Treaty of Guadalupe Hidalgo following the Mexican-American War. (Texas was also annexed in 1845 causing an argument over the boundary between Texas and Mexico that led to the war.) This cession included areas of the Southwest and California. Thus, America was opened up to these far western areas. The results were largely negative as sectionalism and slavery issues became the political battlefield. When California, a region where slavery was not established, petitioned for statehood, the senate balance was once more threatened. Similar to the Tallmadge Amendment, the Wilmot Proviso had proposed the nonextension of slavery in new territories also. This was also quickly rejected. Again, Henry Clay proposed a compromise—The Compromise of 1850, which allowed California to be free but extended popular sovereignty (the right to vote on slavery) to all other territories. This situation has many parallels to the early-1800's conflict regarding MO, but in the end, the political situation was more precarious in the 1850's. The 1850 compromise didn't solve the tension problem because of some of its other parts, especially the new fugitive slave law. Then there was a Kansa-Nebraska Act which allowed popular sovereignty in the areas, but then there was Bleeding Kansas under President Pierce. There were some John Brown raids and it was really kind of rough. Then we had the Civil War.

Throughout American history, the acquisition of new territories has been valued by the American people for the new opportunities that come with new land. However, acquiring new territories has never come without a price; while new land opens up new resources, it often will also lead to new conflict. The American Acquisition of Hawaii and Louisiana territory are prime examples of points in history where new land has both positive and negative results.

Hawaii was an interesting prospect for American acquisition, mainly because it was not agreed on nationally. President Grover Cleveland, when first faced with the opportunity to gain Hawaii as a territory, chose not to conquer the chain of islands. Cleveland was aware that the Hawaiian people, lead under Queen Liliuokalani had no desire to become American. Because of this he turned down the opportunity in respect for Hawaiian freedom rather than making waves and adding people to the union who would not want to be there. However, Cleveland's feelings were not shared by all, and once his presidency ended, America did, in fact, end up acquiring Hawaii. This acquisition transpired after government officials were sent to Hawaii to check its status, and reported back, falsely, that the Hawaiian people wanted to become American. The positive aspects of, in 1898, acquiring Hawaii were the new resources it opened America to, such as exotic fruits like the pineapple. Yet it came at the cost of oppressing the Hawaiian peoples' wishes and a level of governmental deception.

Similarly, the Louisiana Purchase led to positive and negative outcomes. On one hand, the 1803 acquisition of land helped the nation reach its goal of Manifest Destiny. Under the opinion of the "more land, more power" viewpoint the Louisiana Purchase was a great move

Thematic Essay—Practice Paper – B

by the United States. Yet, it too came with a price. Unfortunately the Louisiana Purchase led to the continuation of the American pattern of oppressing the Native Americans. After already being moved from the east coast, westward the Native Americans once again were forced to deal with the conflict caused by American cohabitation, a battle the Native Americans were too familiar with losing. The American move back into Native American lands brought many skirmishes between the two groups. Once again it is seen through history that new land comes with a cost greater than that of dollars.

While Americans can agree that new land for the country provides many helpful resources & opportunities. It must also be recognized that new territorial acquisitions often lead to negative side effects. With this in mind Americans can learn from history and make efforts to maximize the positive outcomes of territory acquisition and attempt to eschew the negative side of things.

Although not as fervent in the hunt for new territories, the United States did indeed inherit some imperialistic tendencies from our European founders. Especially when considering the 1840s ideal of Manifest Destiny, acquiring new territories was in the fabric of our nation's framework. The acquisition of the Louisiana Purchase and California exhibit the American expansion in a great sense, but also represent the role (and duty) of the Federal Government during the process of gaining lands.

In 1803, Thomas Jefferson believed in an America of the common man and sought to limit the power of the central government. Yet he actually challenged the constitutional limits of the President during this year as he bought the Louisiana Purchase from Napoleon in order to get control of the port of New Orleans for American farmers. The Mississippi River was the main shipping highway used by western farmers to get their goods to market. Jefferson, being a strict interpreter of the constitution, chose to act upon the offer within a looser construction. Nowhere is it stated that the President can purchase new territories, however, by purchasing the lands via treaty, Jefferson remained within his rights as President. This action helped the nation's economy and removed a strong nation from our borders.

The Louisiana Purchase doubled the size of the United States, thus creating a vast new area to be settled and explored. Conflicts with Native Americans inevitably erupted, as white settlers and the federal government grabbed the hunting lands of the Plains Indians. The benefits of this new territory greatly expanded and solidified the economic power of the U.S. The Purchase gave control of the mighty Mississippi River to the U.S. with the port city of New Orleans. The

United States no longer had to beg a foreign country for the right of deposit and New Orleans became one of the busiest trade centers, broadening commerce with Europe and the Caribbean. American farmers' crops could now be sold to eastern cities and all over the world. Before this few crops made their way over the Appalachians to the east.

The acquisition of California in 1848 presented its own issues when becoming a state. The present southwestern states had been ruled by Mexico until the United States victory over Mexico in 1848. It took a war to achieve Manifest Destiny because Mexico refused to give up the land peacefully by selling it to the United States. During the war, California had the Bear Flag Revolution to finally liberate itself from Mexican rule. That victory, as well as the extensive media hype generated by the Gold Rush, had thousands running to sunny California. As the 49ers rushed to find gold, they quickly settled into lawless towns with only vigilante justice. The miners themselves were exploited as swindlers cheated them out of their few nuggets of gold. Population was not an issue in assuring statehood; conflicts between Northern free and Southern slave states slowed the process of accepting California into statehood.

Henry Clay once again attempted a compromise that would appease free states and slave states by introducing legislation that would allow California to enter as a free state and would also strengthen fugitive slave laws. The compromise of 1850 settled the tension over slavery only temporarily. During the next decade, the issue of the expansion of slavery would lead to greater conflict and would eventually lead to the Civil War.

Thematic Essay—Practice Paper – C

American expansion in Louisiana and California helped to strengthen the nation economically by bringing in new resources like the gold in California and by creating new opportunities for farmers in the plains. But the benefits also came with a cost to Native Americans and to the whole country in the Civil War. The implications and consequences of this expansionist ideal would be personified by numerous treaties and plenty of bloodshed. Yet without these additions the true strength of the United States government might have never been secured.

Thematic Essay—Practice Paper – D

United States wanted to acquire more territory to add on to the American land. Then American became involved with South American countries over the control of Mexico. This became known as the Mexican war. America thought that more land and control meant that they would be more powerful and look like they were in control. They fought with South America over the addition of Mexico. Mexico's view deserved some attention too. Mexico believed that they didn't have much freedom and that they had no say in government and what they wanted. Some positive effects of acquisition of gaining the territory of Mexico was that the US gained land and added on to their population. A negative effect of acquisition was that the US were looked upon as expansionists.

Another example of US expansion was the addition of Hawaii. The gain of Hawaii was called the annexation of Hawaii. The annexation of Hawaii had both positive and negative impacts on the United States as a whole. Some positive impacts were

Over the years the United States has acquired many territories through various means and for various reasons. Territories have been acquired as the result of wars or have been purchased from other countries. Territories have been acquired for mainly economic reasons and have been used as land for railroads or land for farming. Two such territories that were acquired by the U.S. and had an impact of the U.S. are the Louisiana Territory and Alaska.

Prior to U.S. ownership, the Louisiana Territory was owned by France but French leaders decided to sell it in 1803 when they needed money. Jefferson, who was the U.S. President at the time, was interested in the land but was unsure if it was constitutional for the President to purchase land for the country. Ultimately, President Jefferson bought the territory which doubled the size of the U.S.

The acquisition of the territory had a significant impact on the U.S. The Port at the mouth of the Mississippi River was acquired which eased the trade and flow of goods along this river. Furthermore, more farm land was available which led to farmers traveling west to farm cheap and plentiful land. Farmers used the Mississippi and its tributaries to ship their goods to markets, making their land more valuable. However, this territory had some negative effects as well. White farmers felt threatened by Native Americans on the plains, so Native Americans in this territory were constantly moved off their land to reservations. Most importantly, the acquisition of the Louisiana Territory helped begin the idea of Manifest Destiny, especially after the Lewis and Clark expedition improved the U.S. claims to the Pacific Coast.

Another important territory that was acquired was Alaska in 1867.

Like the Louisiana Territory, Alaska was sold by another country, in this case Russia. Similarly, there was much debate about the decision to buy Alaska. Many saw no use for it and viewed it as a barren waste land. Ultimately, it was purchased in 1867 and was one of the only territories not connected to the continental U.S.

Alaska had a significant impact on the U.S that began with the discovery of gold and then oil. The gold added unexpected wealth to the U.S and led to more people moving to Alaska. The oil helped keep the U.S from being so dependent on foreign oil and impacted the economy. It made Alaska richer and more important than anyone ever thought it would be. However, the discovery of oil also had a negative impact because it resulted in the destruction of pristine lands and wildlife. Also, many native inhabitants were forced to move so businesses could drill for oil. Ultimately, Alaska proved to be a positive influence on the economy of the U.S.

Throughout U.S history there have been many territories acquired and there has been much debate about acquiring them. Once acquired, these territories have had both positive and negative affects on the economy, relations with foreign countries, and the native people on these territories. These impacts are still relevant today.

Practice Paper A—Score Level 3

The response:

- Develops some aspects of the task in some depth for the acquisition of the Louisiana Territory and the Mexican Cession
- Is both descriptive and analytical (*Louisiana Territory*: strained during the Napoleonic Wars; France was eager to sell the Louisiana Territory at a very low price, making the Louisiana Purchase widely recognized as the “greatest real estate bargain of all time”; under President Thomas Jefferson, the United States annexed this territory that included the entire Mississippi River and New Orleans; Tallmadge Amendment called for end of slavery Missouri; Tallmadge Amendment quickly defeated, but showed that the northern free states and southern slave states were in discord; Missouri Compromise abated sectionalism tensions for a while but it is evident that tensions were spiked by this territory’s acquisition; *Mexican Cession*: Texas was annexed in 1845, causing an argument over the boundary between Texas and Mexico that led to the war; included areas of the southwest and California; sectionalism and slavery issues became the political battlefield; many parallels to the early 1800s conflict regarding Missouri, but in the end the political situation was more precarious in the 1850s)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: Speaker of the House Henry Clay; Missouri as slave state, Maine as free state; delicate Senatorial balance; *Mexican Cession*: Treaty of Guadalupe Hidalgo; Mexican-American War; Wilmot Proviso; Henry Clay; Compromise of 1850; popular sovereignty; Civil War)
- Demonstrates a satisfactory plan of organization; includes an introduction that connects the acquisitions to the idea of Manifest Destiny and the heightening of sectional tensions; lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response is framed by an overview of the tensions caused by the Louisiana Purchase and Mexican Cession. However, the brevity of historical circumstances for each acquisition and the disconnected facts concerning later events in the 1850s weaken the response.

Practice Paper B—Score Level 2

The response:

- Develops some aspects of the task for the acquisition of Hawaii and the Louisiana Territory
- Is primarily descriptive (*Hawaii*: President Grover Cleveland, when first faced with the opportunity to gain Hawaii as a territory, chose not to conquer the chain of islands; Cleveland’s feelings were not shared by all, and once his Presidency ended, America did end up acquiring Hawaii; came at the cost of oppressing the Hawaiian peoples’ wishes; *Louisiana Territory*: under the opinion of the “more land, more power” viewpoint, the Louisiana Purchase was a great move by the United States; Louisiana Purchase led to the continuation of the American pattern of oppressing the Native Americans; Native Americans once again were forced to deal with the conflict caused by American cohabitation, a battle the Native Americans were too familiar with losing; new land comes with a cost greater than that of dollars); includes faulty application (*Hawaii*: the new resources it opened America to, such as exotic fruits like the pineapple)
- Includes few relevant facts, examples, and details (*Hawaii*: Queen Liliuokalani; *Louisiana Territory*: Manifest Destiny; moved from the east coast westward; many skirmishes)
- Demonstrates a general plan of organization; includes an introduction and conclusion noting that new acquisitions bring new resources but also bring conflict

Conclusion: Overall, the response fits the criteria for Level 2. The strength of the response lies in its description of the acquisition of Hawaii and the discussion of the impact of the Louisiana Purchase on Native Americans. The historical circumstances for the Louisiana Purchase are not addressed and the effects of the acquisition of Hawaii are barely discussed.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task for the Louisiana Territory and California but does so somewhat unevenly by discussing the effect of the Louisiana Purchase on Native American Indians less thoroughly than the effect on farmers
- Is both descriptive and analytical (*Louisiana Territory*: Thomas Jefferson believed in an America of the common man; he challenged the constitutional limits of the President when he bought the Louisiana Purchase from Napoleon in order to get control of the port of New Orleans for American farmers; conflicts with Native Americans inevitably erupted as white settlers grabbed the hunting lands of the Plains Indians; the purchase gave control of the mighty Mississippi to the United States with the port city of New Orleans; the United States no longer had to beg a foreign country for the right of deposit and New Orleans became one of the busiest trade centers; broadened commerce with Europe and the Caribbean; *California*: the present southwestern states had been ruled by Mexico until the United States victory over Mexico in 1848; took a war to achieve Manifest Destiny because Mexico refused to give up the land peacefully by selling it to the United States; as the 49ers rushed to find gold, they quickly settled into lawless towns with only vigilante justice; the miners were exploited as swindlers cheated them out of their few nuggets of gold; conflicts between northern free and southern slave states slowed the process of accepting California into statehood; the Compromise of 1850 settled the tension over slavery only temporarily; issue of expansion of slavery would lead to greater conflict)
- Supports the theme with relevant facts, examples, and details (*Louisiana Territory*: strict interpreter of the Constitution; purchasing lands via treaty; doubled the size; farmers' crops sold to eastern cities; *California*: Bear Flag Revolution; gold rush; Henry Clay; legislation to strengthen fugitive slave laws; Civil War)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that tie the acquisitions to positive and negative effects

Conclusion: Overall, the response fits the criteria for Level 4. The discussion recognizes some important positive and negative effects of each acquisition, but only mentions the negative effect of the Louisiana Purchase on Native American Indians.

Practice Paper D—Score Level 0

The response:

Includes no relevant information about territories acquired by the United States

Conclusion: The response fits the criteria for Level 0. The statements about taking control of Mexico from South America and annexing Hawaii show a lack of understanding of the task.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth for the acquisition of the Louisiana Territory and Alaska
- Is more descriptive than analytical (*Louisiana Territory*: was owned by France, but French leaders decided to sell it in 1803 when they needed money; Jefferson was interested in the land but was unsure if it was constitutional for the President to purchase land for the country; the port at the mouth of the Mississippi River was acquired, which eased the trade and flow of goods along this river; farmers felt threatened by Native Americans on the plains; Native Americans in this territory were constantly moved off their land to reservations; *Alaska*: was sold by another country, in this case Russia; much debate about the decision to buy Alaska; discovery of gold added unexpected wealth and led to more people moving to Alaska; discovery of oil helped keep the United States from being dependent on foreign oil; discovery of oil also had a negative impact because it resulted in the destruction of pristine lands and wildlife; many native inhabitants were forced to move so businesses could drill for oil)
- Includes few relevant facts, examples, and details (*Louisiana Territory*: doubled the size; farmers could ship their goods; helped begin the idea of Manifest Destiny; Lewis and Clark; *Alaska*: barren wasteland; not connected to continental United States)
- Demonstrates a satisfactory plan of organization; includes an introduction that states that territories have mainly been acquired for economic reasons and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response relies on generalizations and overstatements to frame the discussion. The historical circumstances of the acquisitions are mentioned but are not well developed. The effects would be strengthened by additional details.

United States History and Government Specifications January 2014

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

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

Notes:

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

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

The *Chart for Determining the Final Examination Score for the January 2014 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, January 29, 2014 — 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
January 2014

Document 1a

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

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

1a According to President Woodrow Wilson, what policy should the United States follow in response to war breaking out in Europe in 1914?

Score of 1:

- States the policy that President Woodrow Wilson thought the United States should follow in response to war breaking out in Europe in 1914

Examples: neutrality; be neutral in fact as well as in name; be impartial in thought as well as in action/remain impartial/do not take sides; put a curb upon our sentiments/transactions that show preference to either side; behave in a way that does not show preference to either side

Score of 0:

- Incorrect response
Examples: show preference to one side/party in the struggle; breach neutrality; do not conduct any transactions with our enemies; do not be impartial; send a message of partisanship
- Vague response
Examples: speak a solemn word of warning; try men's souls; send a message
- No response

Document 1b

United States Exports to Warring Nations, 1914–1916

Nation	1914	1915	1916
Great Britain	\$594,271,863	\$911,794,954	\$1,526,685,102
France	\$159,818,924	\$369,397,170	\$628,851,988
Italy*	\$74,235,012	\$184,819,688	\$269,246,105
Germany	\$344,794,276	\$28,863,354	\$288,899
*Italy joined the Allies in 1915.			

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

1b Based on this chart, what conclusion can be drawn by comparing the value of United States exports to Germany to the value of exports to Great Britain between 1914 and 1916?

Score of 1:

- States a conclusion that can be drawn by comparing the value of exports to Germany to the value of exports to Great Britain between 1914 and 1916 as shown in this chart
Examples: the value of goods exported to Great Britain increased while the value of goods exported to Germany decreased; in trade, the United States favored Great Britain over Germany; between 1914 and 1916, exports to Great Britain increased from \$594,271,863 to \$1,526,685,102 and exports to Germany decreased from \$344,794,276 to \$288,899; the United States exported more materials to Great Britain than to Germany

Score of 0:

- Incorrect response
Examples: the United States exported more to Germany than to Great Britain; exports to Germany increased; exports to Great Britain decreased; the United States traded less with the Allies; Germany exported more goods to the United States/Great Britain/France
- Vague response
Examples: exports increased; one increased/decreased more than the other; there were differences between 1914 and 1916
- No response

Document 2

This passage discusses the sinking of passenger ships by German submarines in 1915. Germany's resumption of unrestricted submarine warfare in January 1917 led President Woodrow Wilson to seek a declaration of war.

... The United States was horrified [over the sinking of the *Lusitania*]. Yet few Americans wanted war, and, with the country divided, [President Woodrow] Wilson resolved to avoid a rupture with Germany. "There is such a thing as a man being too proud to fight," the President said, to the disgust of Theodore Roosevelt and the bellicose [pro-war] nationalists. "There is such a thing as a nation being so right that it does not need to convince others by force that it is right." Nonetheless, Wilson sent three vigorous notes. In June, Germany, fearing war with the United States, ordered submarine commanders to spare all large passenger liners, including those of the enemy, but in August a U-boat commander violated orders and sank a British White Star Liner, the *Arabic*, with the loss of two American lives. When Wilson sent an even stronger protest, Germany gave assurances that the *Arabic* incident would not be repeated, that no unresisting passenger ship would be sunk without warning or without care for the safety of passengers and crew....

Source: William E. Leuchtenburg, *The Perils of Prosperity, 1914–1932*, University of Chicago Press, 1993

2a Based on this document, what was *one* response of President Woodrow Wilson to German submarine activities?

Score of 1:

- States *one* response of President Woodrow Wilson to German submarine activities based on this document
Examples: he resolved to avoid a rupture with Germany; he sent three vigorous notes to Germany; he sent strong protests to Germany; he took actions attempting to avoid war; Germany's resumption of unrestricted submarine warfare in 1917 led Wilson to seek a declaration of war; he stated that he was too proud to fight; he said, "the nation was so right it did not need to fight to prove itself right"

Score of 0:

- Incorrect response
Examples: in 1915 he resolved to break with Germany; he ordered submarine commanders to spare all large passenger liners; he ignored them; he convinced others by force; he angered bellicose nationalists
- Vague response
Examples: the United States was horrified; it was divided; he convinced others
- No response

2b According to William E. Leuchtenburg, what was *one* assurance Germany gave to President Woodrow Wilson?

Score of 1:

- States *one* assurance Germany gave to President Woodrow Wilson according to William E. Leuchtenburg
Examples: submarine commanders had been ordered to spare large passenger liners; the *Arabic* incident would not be repeated; no unresisting passenger ship would be sunk without warning; no unresisting passenger ship would be sunk without care being taken for the safety of passengers and crew

Score of 0:

- Incorrect response
Examples: unrestricted submarine warfare would continue; American passenger liners would not be spared; the *Arabic* incident would be repeated
- Vague response
Examples: made promises; care would be taken; would not be repeated; would not happen
- No response

Document 3

... Congress passed, and Wilson signed, in June of 1917, the Espionage Act. From its title one would suppose it was an act against spying. However, it had a clause that provided penalties up to twenty years in prison for “Whoever, when the United States is at war, shall wilfully cause or attempt to cause insubordination, disloyalty, mutiny, or refusal of duty in the military or naval forces of the United States, or shall wilfully obstruct the recruiting or enlistment service of the U.S....” Unless one had a theory about the nature of governments, it was not clear how the Espionage Act would be used. It even had a clause that said “nothing in this section shall be construed to limit or restrict...any discussion, comment, or criticism of the acts or policies of the Government....” But its double-talk concealed a singleness of purpose. The Espionage Act was used to imprison Americans who spoke or wrote against the war....

Source: Howard Zinn, *A People's History of the United States: 1492–Present*, HarperCollins, 2003

3 According to Howard Zinn, how did the Espionage Act affect civil liberty in the United States?

Score of 1:

- States how the Espionage Act affected civil liberty in the United States according to Howard Zinn
Examples: it limited freedom of speech; it penalized critics of the government/war effort; it provided penalties up to twenty years in prison for willfully causing (or attempting to cause) insubordination/disloyalty/mutiny/refusing duty in the military or naval forces/obstructing military recruiting or enlistment; it imprisoned Americans who spoke/wrote against the war

Score of 0:

- Incorrect response
Examples: caused insubordination/disloyalty/mutiny; gave citizens additional rights; expanded freedom of speech; did not limit criticism of the acts of the government
- Vague response
Examples: passed by Congress; not clear; concealed a singleness of purpose
- No response

Document 4

Going to Talk to the Boss



Source: *Chicago News*, 1919

4 According to the cartoonist, what issue is President Woodrow Wilson taking to the American people?

Score of 1:

- States the issue President Woodrow Wilson is taking to the American people according to the cartoonist
Examples: joining the League of Nations; League of Nations; concern that the Senate would not approve joining the League of Nations

Score of 0:

- Incorrect response
Examples: congressional/House approval; replacing Congress with the American people; United Nations; bypassing Congress
- Vague response
Examples: talking to the boss; Senate; House; decisions
- No response

Document 5

... [President Franklin D.] Roosevelt dwelt at length upon the threats to peace in various tinderboxes [hot spots] around the globe in his State of the Union speech in January 1936. "A point has been reached," he said, "where the people of the Americas must take cognizance [recognition] of growing ill-will, of marked trends toward aggression, of increasing armaments, of shortening tempers—a situation which has in it many of the elements that lead to the tragedy of a general war." He urged the continuation of "two-fold neutrality": an embargo on the shipment of arms, munitions, and implements of war, combined with efforts to discourage belligerents from purchasing huge quantities of other American products such as oil and scrap iron that were of assistance to their war efforts. And he reiterated [repeated] his belief that the United States should serve as a beacon of liberty to mankind "and through example and all legitimate encouragement and assistance to persuade other Nations to return to the ways of peace and good will." Speaking in Dallas at midyear, Roosevelt offered sympathy to the Europeans facing the threat of war but repeated his pledge of neutrality. "We want to help them all that we can," he declared, "but they have understood very well...that help is going to be confined to moral help, and that we are not going to get tangled up with their troubles in days to come."...

Source: Nathan Miller, *FDR, An Intimate History*, Doubleday & Company, 1983

5 According to Nathan Miller, what were *two* ways President Franklin D. Roosevelt said the United States should respond to various threats to peace around the world in 1936?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way President Franklin D. Roosevelt said the United States should respond to various threats to peace around the world in 1936
Examples: by placing an embargo on the shipment of arms/munitions/implements of war; discouraging belligerents from purchasing huge quantities of oil and scrap iron/materials that would be of assistance in their war efforts; the United States should serve as a beacon of liberty to mankind; the United States should serve as an example for peace/should encourage other nations to be peaceful; offer sympathy to the Europeans facing the threat of war; confine help to moral help; the United States should not get tangled up with European troubles; continue a two-fold neutrality; the public needs to be more aware of the growing danger of foreign aggression; pledge/maintain neutrality

Note: To receive maximum credit, two *different* ways President Roosevelt said the United States should respond to various threats to peace around the world in 1936 must be stated. For example, *discouraging belligerents from purchasing huge quantities of oil and scrap iron* and *discouraging belligerents from purchasing materials that would be of assistance in their war efforts* are the same response expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: ending neutrality; encouraging belligerents to purchase huge quantities of oil and scrap iron; called for aggression
- Vague response
Examples: the United States should avoid things; dwell at length; reach a point
- No response

Document 6

... If Great Britain goes down, the Axis powers will control the continents of Europe, Asia, Africa, Australia, and the high seas—and they will be in a position to bring enormous military and naval resources against this hemisphere. It is no exaggeration to say that all of us, in all the Americas, would be living at the point of a gun—a gun loaded with explosive bullets, economic as well as military....

The people of Europe who are defending themselves do not ask us to do their fighting. They ask us for the implements of war, the planes, the tanks, the guns, the freighters which will enable them to fight for their liberty and for our security. Emphatically we must get these weapons to them, get them to them in sufficient volume and quickly enough, so that we and our children will be saved the agony and suffering of war which others have had to endure....

We must be the great arsenal of democracy. For us this is an emergency as serious as war itself. We must apply ourselves to our task with the same resolution, the same sense of urgency, the same spirit of patriotism and sacrifice as we would show were we at war....

Source: President Franklin D. Roosevelt, Radio Address “On National Security,” December 29, 1940

6 According to President Franklin D. Roosevelt, what should be *one* United States policy toward Great Britain?

Score of 1:

- States a policy toward Great Britain that the United States should adopt according to President Franklin D. Roosevelt
Examples: to be the great arsenal of democracy; to supply war materials to Great Britain quickly; to treat Great Britain’s defense as though it were our own if we were at war; to give implements of war/planes/tanks/guns/freighters to the people of Europe who were defending themselves; to avoid war by supplying weapons to victims of aggression

Score of 0:

- Incorrect response
Examples: to help the Axis powers; to do Europe’s fighting; to refuse to send war materials to Great Britain; to let Great Britain go down
- Vague response
Examples: to save the agony/suffering of war; a spirit of patriotism/sacrifice; to apply ourselves
- No response

Document 7

... In July, 1939, Secretary [of State Cordell] Hull sent notice that the United States would terminate its trade treaty with Japan on January 26, 1940. Ending that treaty did not stop trade with Japan, but it left Japan uncertain about America's future course. Conceivably, if Japan's actions displeased or harmed Americans enough the United States might, after ending the treaty, invoke drastic trade restrictions or bans. Beginning in July, 1940, the government made all exports of aviation fuel and high-grade scrap iron and steel subject to federal license and control. In September, 1940, after Japanese troops moved into northern Indochina, President [Franklin D.] Roosevelt announced an embargo on the export of scrap iron and steel to Japan. Officially the Administration acted to safeguard needed supplies of those vital materials for American defense needs, but it tightened the economic screws on Japan. At the same time, the United States loaned China \$25 million and added another \$100 million in November. In 1940–1941 the United States based its Navy fleet at Pearl Harbor, Hawaii, to serve as a deterrent to aggressive Japanese actions in the western Pacific....

Source: Wayne S. Cole, *An Interpretive History of American Foreign Relations*, The Dorsey Press, 1968

7 According to Wayne S. Cole, what were *two* United States government actions directed toward Japan between 1939 and 1941?

Score of 2 or 1:

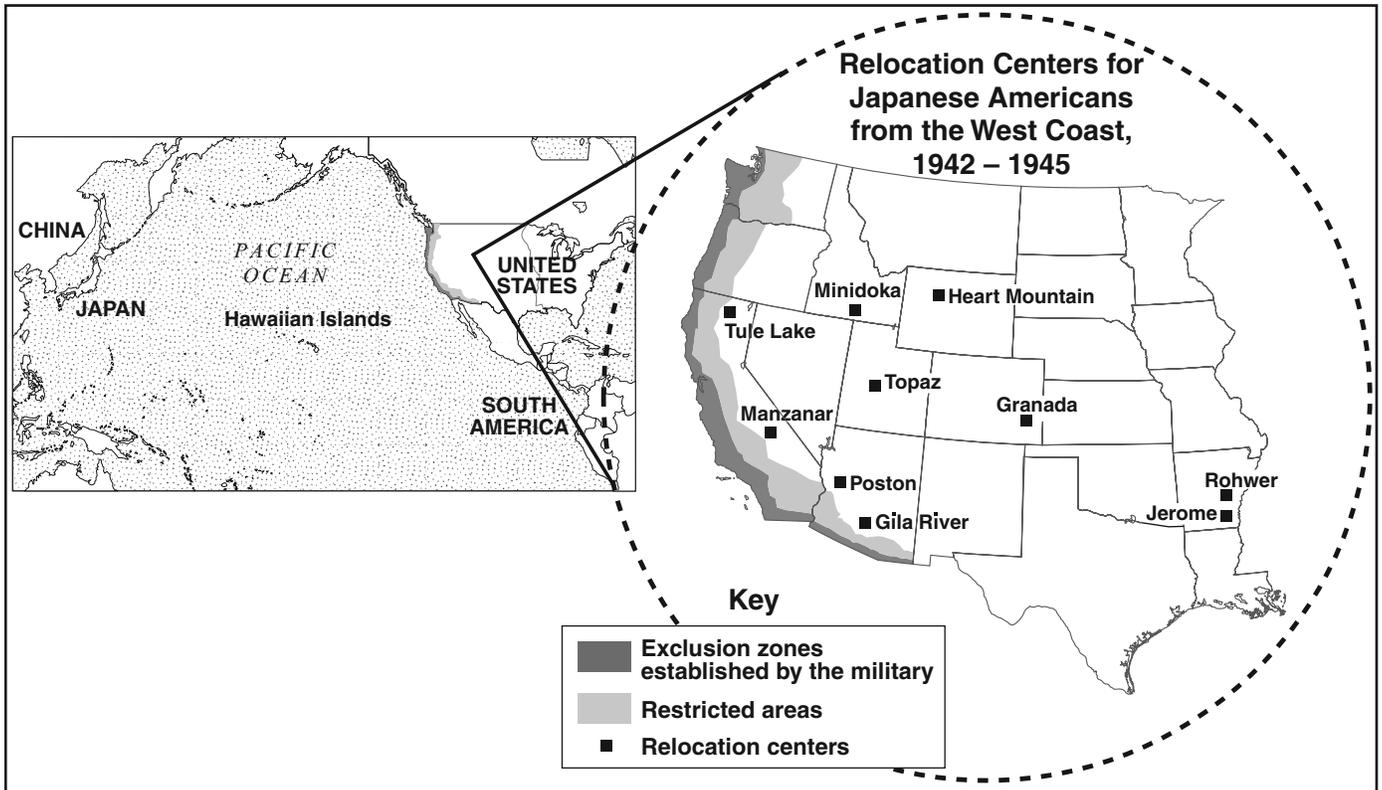
- Award 1 credit (up to a maximum of 2 credits) for each *different* United States government action directed toward Japan between 1939 and 1941 according to Wayne S. Cole
Examples: terminated its trade treaty with Japan; by terminating its trade treaty with Japan, the United States made it possible to invoke drastic trade restrictions; made all exports of aviation fuel *or* high-grade scrap iron *or* steel subject to federal license and control; used trade restrictions to tighten the economic screws on Japan/ announced an embargo on the export of scrap iron *or* steel; loaned China \$125 million; based its naval fleet at Pearl Harbor, Hawaii, as a deterrent

Note: To receive maximum credit, two *different* United States government actions directed toward Japan between 1939 and 1941 must be stated. For example, *used trade restrictions to tighten the economic screws on Japan* and *announced an embargo on the export of scrap iron* is the same action expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: stopped all trade with Japan; loaned them money; closed the Pearl Harbor naval base; Japan became uncertain
- Vague response
Examples: sent notice; set a future course; acted to safeguard; served as a deterrent
- No response

Document 8



Source: National Parks Service; *Time*, May 18, 1942 (adapted)

8 Based on information from this map, what was *one* action taken by the federal government toward Japanese Americans during World War II?

Score of 1:

- States an action taken by the federal government toward Japanese Americans during World War II based on information provided by this map

Examples: Japanese Americans were sent from the Pacific/West Coast to relocation centers; Japanese Americans were restricted from areas of the West Coast; exclusion zones/restricted areas were established by the military along the Pacific/West Coast; placed them in relocation centers; moved them to Heart Mountain/Minidoka/Topaz/Tule Lake/Manzanar/Poston/Gila River/Granada/Rohwer/Jerome

Score of 0:

- Incorrect response
Examples: Japanese Americans were sent from the East Coast to relocation centers; moved them to the West Coast; moved them to areas in Texas; there were areas in South America
- Vague response
Examples: the military established; zones were established; there were centers/areas
- No response

Document 9

President Franklin D. Roosevelt planned to attend the conference in San Francisco where a charter for the United Nations would be written. He died in April 1945, shortly before the conference began.

... Roosevelt at San Francisco was faced with a simpler task than Wilson at Paris. The conclave [meeting] in California was not to concern itself with the terms of peace but to mold the draft prepared at Dumbarton Oaks into a new charter for world organization. Unlike the League [of Nations] Covenant, the Dumbarton Oaks plan had been published well in advance, and critics had ample time for microscopic examination. In contrast with the secrecy at Paris, forty-two national organizations, including the National League of Women Voters, were invited to send consultants to San Francisco.

Most important of all, the new United Nations Charter was to stand on its own feet. Unlike the League Covenant, it was not to be shackled [tied] to the ball and chain of a punitive [punishing] peace treaty....

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

9 According to this passage, what was *one* way President Franklin D. Roosevelt’s efforts to create the United Nations avoided problems that President Woodrow Wilson faced when attempting to establish the League of Nations?

Score of 1:

- States a way President Franklin Roosevelt’s efforts to create the United Nations avoided problems that President Woodrow Wilson faced when attempting to establish the League of Nations according to this passage
Examples: the United Nations charter, unlike the League covenant, was not tied to a harsh peace treaty; Roosevelt set it up so that the United Nations charter would stand on its own feet; the plan for the United Nations charter was separate from the terms of peace/the United Nations charter was set up to be reviewed/approved separately from the peace agreement; the plan was published well in advance; critics had ample time to examine the charter; forty-two national organizations were invited as consultants to San Francisco in contrast to the secrecy at Paris; by not doing things secretly/in secret

Score of 0:

- Incorrect response
Examples: he dealt with the terms of peace at the California meeting; the meeting was kept a secret; he shackled it to the ball and chain of a punitive peace treaty; it was prepared at Dumbarton Oaks
- Vague response
Examples: it stood in contrast to Wilson’s; he was faced with a task; he molded a draft; the meeting was held in San Francisco; simpler task
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
January 2014

Historical Context:

Presidents **Woodrow Wilson** and **Franklin D. Roosevelt** both faced the challenge of leading the United States during world wars. These challenges included establishing foreign policies prior to United States entry into the war, preserving civil liberties while protecting national security during the war, and planning a role for the United States in world affairs after the war.

- Task:** • Discuss the similarities *and/or* differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt in terms of their
- policies prior to entering the war
 - actions affecting civil liberties during the war, and
 - plans for the role of the United States in world affairs after the war

Scoring Notes:

1. This document-based question should discuss the similarities *and/or* differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt in terms of their *policies prior to entering the war*, their *actions affecting civil liberties during the war*, **and** their *plans for the role of the United States in world affairs after the war*).
2. The discussion may focus on only similarities between the presidencies, on only differences, or on a combination of similarities and differences; however, it should compare their policies prior to entering the war, their actions affecting civil liberties during the war, and their plans for the role of the United States in world affairs after the war.
3. The discussion should focus on specific similarities *and/or* differences between these two presidencies. The response should not focus on the presidencies separately without making clear comparisons about their prewar policies, their civil liberties actions, and their postwar plans.
4. The similarities or differences between the two presidencies may be discussed from differing perspectives as long as the positions taken are supported by accurate historical facts and examples.
5. For the purpose of meeting the criteria of using *at least five* documents in the response, documents 1a and 1b may be used as separate documents *if* the response uses specific separate facts from each document.

Score of 5:

- Thoroughly develops **all** comparisons in the task evenly and in depth by discussing the similarities and/or differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt in terms of their policies prior to entering the war, their actions affecting civil liberties during the war, and their plans for the role of the United States in world affairs after the war
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., connects the similar challenges Wilson and Roosevelt faced in maintaining United States neutrality and the reasons for their shift toward intervention to the Supreme Court’s constitutional affirmation of their controversial policies restricting civil liberties and to their different strategies for gaining political support for their plans for the United States role in world affairs after the war
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to similarities and differences in their presidencies (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Wilson*: neutrality, unrestricted submarine warfare, “strict accountability,” Zimmermann note, Espionage Act, Sedition Act, Eugene Debs, *Schenck v. United States*, Fourteen Points, League of Nations; *Roosevelt*: neutrality, cash and carry policy, destroyers for bases deal, Lend-Lease Act, Executive Order No. 9066; Japanese American internment, *Korematsu v. United States*, Atlantic Charter, United Nations
- 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** comparisons in the task but may do so somewhat unevenly by discussing the similarities and/or differences between the presidencies of Wilson and Roosevelt for one comparison less thoroughly than for the other comparisons
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., discusses the similar challenges Wilson and Roosevelt faced in maintaining the nation’s neutrality, the criticism surrounding their approach to restricting civil liberties, and similar reasons for their commitment to postwar peacekeeping organizations
- Incorporates relevant information from *at least five* 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** comparisons in the task with little depth *or* develops *at least two* comparisons in 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

Score of 2:

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

Score of 0:

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

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

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

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

Policies Prior to Entering the War

Document Information

Woodrow Wilson

Franklin D. Roosevelt

<p>Doc 1—Neutrality in fact as well as name Impartiality in thought as well as in action Curb on sentiments and transactions that could be construed as a preference for one party or the other Decrease in exports to Germany Increase in exports to Great Britain, France, and Italy</p> <p>Doc 2—Resolution to avoid rupture with Germany Sending protest notes to Germany over sinking of <i>Lusitania</i> and <i>Arabic</i> Request for a declaration of war after Germany resumed submarine warfare in 1917</p>	<p>Doc 5—Continuation of “two-fold neutrality” (embargo on shipment of arms, munitions, and implements of war combined with efforts to discourage belligerents from purchasing huge quantities of other American products such as oil and scrap iron) Serving as a beacon of liberty and an example to encourage, assist, and persuade other nations to return to ways of peace and good will Offer of sympathy and pledge of moral help to Europeans facing the threat of war Avoidance of getting “tangled up” in European problems</p> <p>Doc 6—Call to be the “great arsenal of democracy” (to send implements of war, planes, tanks, guns, freighters to the people of Europe)</p> <p>Doc 7—Termination of trade treaty with Japan Implementation of drastic trade restrictions if Japan’s actions displeased or harmed Americans Federal license and control of exports of aviation fuel and high-grade scrap iron Loan of \$125 million to China Basing of United States Navy fleet at Pearl Harbor, Hawaii</p>
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Outside Information

(This list is not all-inclusive.)

Woodrow Wilson

Franklin D. Roosevelt

<p>Continuation of neutrality tradition (Proclamation of Neutrality, 1793; Farewell Address, 1795) Difficulties in maintaining neutrality (sides taken by ethnic groups, close economic ties with England, pro-Allied sympathies of Wilson and his advisors) Protest of British violations of neutral rights (blockade, seized cargoes, armed merchant ships) Protest of German decision to use submarines to counter British policies (strict accountability) Insistence of right to sail on ships of belligerents Attempts at mediation Threat to cut diplomatic ties with Germany after <i>Sussex</i> incident Request of “armed neutrality” to defend American lives and commerce after interception of Zimmermann note Idealistic focus of war declaration “World must be made safe for democracy”</p>	<p>Support for Neutrality Acts (1935, 1936, 1937) Quarantine speech Appeal for cash and carry following invasion of Poland (Neutrality Act of 1939) Dispatch of warships to Great Britain after fall of France (destroyers for bases) Request to Congress for increases in defense spending Proposal of Lend-Lease after 1940 election Discussion of idea of “permanent system of general security” (Atlantic Charter conference) Effort to avoid war with Japan, without appeasement, in order to focus on dangers from European war Declaration of war on Japan after attack on Pearl Harbor</p>
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Actions Affecting Civil Liberties During the War

Document Information

Woodrow Wilson

Franklin D. Roosevelt

<p>Doc 3—Use of Espionage Act to imprison Americans who spoke or wrote against the war</p>	<p>Doc 8—Relocation of Japanese Americans from coastal areas of West Coast Establishment of exclusion zones by United States military along West Coast Establishment of relocation centers for Japanese Americans</p>
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Outside Information

(This list is not all-inclusive.)

Woodrow Wilson

Franklin D. Roosevelt

<p>Use of Sedition Act to make it unlawful to obstruct the sale of war bonds or use disloyal language to describe the government (Eugene Debs, IWW, and Socialist Party) Supreme Court upholding Espionage Act in <i>Schenck v. United States</i> (restriction of first amendment during time of war)</p>	<p>Issuance of Executive Order 9066 (fear of Japanese invasion after Pearl Harbor, fear of espionage, disloyalty, sabotage by Japanese Americans) Affirmation of exclusion of Japanese Americans in <i>Korematsu v. United States</i> (exclusion zones not a violation of equal protection clause of 14th amendment)</p>
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Plans for the Role of the United States in World Affairs After the War

Document Information

Woodrow Wilson

Franklin D. Roosevelt

<p>Doc 4—Role of United States in League of Nations Demonstration of President Wilson’s commitment to the League of Nations by taking the idea directly to the American people</p>	<p>Doc 9—Support for and participation of United States in United Nations</p>
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Outside Information

(This list is not all-inclusive.)

Woodrow Wilson

Franklin D. Roosevelt

<p>Hope that Fourteen Points would guide peace negotiations (no secret treaties, freedom of seas, removal of economic barriers, international peace organization) Importance of collective security for world peace in Fourteenth Point League of Nations as ultimate goal at Paris Conference/Treaty of Versailles Refusal to accept Lodge reservations; refusal to compromise with Senate Speaking tour of nation to counter Senate obstructionists and isolationists End of hope for United States membership in League of Nations with Senate failure to ratify Treaty of Versailles</p>	<p>Discussion of new international peace organization before and during war (Atlantic Charter conference, Teheran, Yalta) Public and congressional support for United States membership Continued United States leadership in United Nations activities</p>
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Though the United States had made efforts to avoid European affairs and preserve neutrality throughout most of its history, the twentieth century brought world conflicts so severe that the U.S. was ultimately forced to intervene. Luckily, the U.S. had two notably strong leaders during these conflicts: President Woodrow Wilson during World War I and President Franklin D. Roosevelt during World War II. Both presidents were adept at guiding the U.S. through what would become dangerous conflicts because they maintained official neutrality prior to entering the war for as long as possible; both made the much-criticized decision of taking away civil liberties during wartime; and both envisioned the U.S. as part of a world-peace organization at the end of the respective conflicts. However, within their seemingly similar policies there were also marked differences that distinguished the two presidents from one another.

Prior to the twentieth century, the U.S. generally sought to avoid involvement in European affairs—From George Washington's farewell address warning against permanent alliances to the Monroe Doctrine promoting isolation of the U.S. from Europe to the completion of Manifest Destiny to the Spanish-American War, the United States sought to limit European involvement in the Western hemisphere. However, at the same time the U.S. economy progressed (by the late 1800s it ranked top among industrial nations) and it became more interested in global markets. U.S. interaction with the rest of the world became inevitable, and as Europe broke out into war, the U.S. combined economic self-interests and its political tradition in its neutrality policies.

However, this does not mean by any stretch that the U.S. dove

head-first into the dangerous waters of global conflict. On the contrary, both President Woodrow Wilson and President Franklin D. Roosevelt made attempts to steer clear of World War I and World War II, respectively. Both promoted neutrality when the conflicts broke out: Wilson feared taking sides, promoting full neutrality, and not wanting to threaten growing economic interest abroad and our recovery from a recession. We continued trading with the belligerents. (Doc. 1a). However, U.S. exports to warring nations between 1914–1916 proved to show a bias, with significantly greater exports to the Allies (Doc. 1b).

Banks also gave loans to the Allies so they could keep buying American goods. These exports did include war materials, for although President Wilson refused to officially take sides, he did all he could to promote the Allied cause while retaining official neutrality because true neutrality would have been bad for Britain and might lead to a German victory. Likewise, President Franklin D. Roosevelt promoted a policy of “two-fold neutrality,” a combination of an embargo on war materials and a discouragement of trading materials related to war (Doc. 5). However, as Great Britain’s situation worsened, just like Woodrow Wilson he could not very well avoid trading war supplies. He asked Congress to allow for “cash and carry” and “lend-lease.” In fact, it was this trade that ultimately helped bring the U.S. out of the Great Depression and closer to involvement in war. Therefore, when FDR called upon the U.S. to supply Great Britain with war materials, the American people responded in different ways fearing involvement in another world war (Doc. 6). A difference was in the acts that finally led to war. For Wilson it was unrestricted submarine warfare, while for

FDR it was the Japanese bombing of Pearl Harbor.

Both Wilson and FDR also made the criticized decision of limiting civil liberties during wartime. Public opinion was not unanimous in support of World War I and dissent was not welcome. The passage of the Espionage Act during the Wilson administration prevented Americans from speaking out against the government by threatening to punish them with jail time hoping to keep the nation united. (Doc. 3). This garnered a similar response to that of Thomas Jefferson after the passage of the Alien and Sedition Acts during the Adams administration: some Americans including Eugene Debs were outraged at the limiting of their free speech and wrote and spoke out in protest, demanding their first amendment rights. While the Alien and Sedition Acts eventually expired, the Espionage Act was backed by the Supreme Court decision in *Schenk v. United States*, which held that during wartime, civil liberties can be limited for the sake of public safety. After Pearl Harbor and fears of an invasion President Roosevelt also limited civil liberties by ordering people of Japanese descent living on the West Coast out of exclusion zones and into internment camps (Doc. 8). While this is a clear limit on 14th amendment constitutional rights, it was upheld by the Supreme Court decision in *Korematsu v. United States*, which cited national security as the rationale. The Japanese suffered property and other losses when they were ordered to leave for the internment camps, and were denied basic rights while they were there. The main difference between Wilson and FDR regarding the limitation of civil liberties was the severity of the limitation. While Wilson generally limited freedom of speech and applied it to all Americans, FDR limited almost every freedom of

primarily one ethnic group in one region of the country.

Both Wilson and FDR also held a similar view of the U.S. as a world peace leader after the wars. However, they went about establishing these peace organizations in different ways. Wilson successfully made his brainchild, the League of Nations, part of the Treaty of Versailles. Wilson had been forced to compromise on many of his Fourteen Points at Versailles, where he had negotiated without including prominent Republicans. When the peace treaty was opposed by leading Senate Republicans, Wilson tried to bypass them by taking the treaty straight to the people. But this effort failed. (Doc. 4). Membership in the League of Nations was criticized for its collective security guarantees, and due to a Republican-dominated Senate and a populace eager to return to “normalcy,” the treaty and thus the League was rejected, and the U.S. did not join. After WWII, the U.S. was more willing to join the United Nations for several reasons. For one, FDR was not as secretive about it: he opened it up early for discussion and made the American public more aware (Doc. 9). Also the U.S. learned lessons from the consequences of a League without U.S. participation—another world war. FDR had more public support for the United Nations than Wilson could create for the League of Nations.

Many historians will maintain that Wilson and FDR were strong presidents and controversial wartime leaders. However, they were different in the amount of executive power they carried: Wilson extended the control of the national government through his New Freedom reforms and FDR through the New Deal even before the outbreaks of war in Europe, and FDR extended it by running for and

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

winning third and fourth terms as president. They maintained many similarities, mainly their willingness to break the old neutrality and fight for what they believed was necessary to protect not only the American populace but the world, setting a precedent for global involvement that would carry through Cold War containment policies to today.

Anchor Level 5-A

The response:

- Thoroughly develops all comparisons in the task evenly and in depth by discussing the similarities and differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is more analytical than descriptive (*Wilson*: he feared taking sides, promoting full neutrality and not wanting to threaten our recovery from a recession; exports to warring nations proved to show a bias; for Wilson unrestricted submarine warfare led to war; public opinion was not unanimous in support of World War I and dissent was not welcome; he limited freedom of speech and applied it to all Americans; Wilson tried to bypass them by taking the treaty straight to the people; *Roosevelt*: he promoted “two-fold neutrality”; as Great Britain’s situation worsened he like Wilson could not avoid trading war supplies; he limited almost every freedom of primarily one ethnic group; American people feared involvement in another world war; United States was more willing to join the United Nations because he made the American public more aware)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 6, 8, and 9
- Incorporates substantial relevant outside information (*Wilson*: United States banks gave loans to Allies so they could keep buying American goods; some Americans such as Eugene Debs were outraged at the limiting of their free speech and wrote and spoke out in protest demanding their first amendment rights; Espionage Act was backed by Supreme Court in *Schenck* which said during wartime civil liberties can be limited for the sake of public safety; League was criticized for its collective security guarantees; due to a Republican-dominated Senate and a populace eager to return to “normalcy” League was rejected and United States did not join; *Roosevelt*: he asked Congress to allow for cash and carry and lend-lease; trade ultimately helped bring the United States out of the Great Depression and closer to involvement in war; Japanese bombing of Pearl Harbor led to war; Japanese exclusion was a clear limit on 14th amendment constitutional rights but was upheld by the Supreme Court in *Korematsu* which cited national security as the rationale; United States had learned lessons from consequences of a League without United States participation—another world war)
- Richly supports the theme with many relevant facts, examples, and details (*Wilson*: passage of Espionage Act prevented Americans from speaking out against government by threatening to punish them with jail time; *Roosevelt*: people of Japanese descent living on West Coast ordered into internment camps)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the similarities in policies of Wilson and Roosevelt but notes that there were marked differences that distinguished the two and a conclusion that discusses their similarities in protecting not only the American populace but also the world

Conclusion: Overall, the response fits the criteria for Level 5. A good historic context is established for an analytic evaluation of presidential decision making influenced by the evolution of economic and political realities. Details throughout the response support historic connections and contribute to thoughtful conclusions about presidential wartime leadership.

War has become commonplace throughout world history, and many were fought and won in very much the same manner. Under Presidents Wilson, during World War I, and Roosevelt, during World War II, the United States faced similar challenges in terms of the course of U.S. involvement. Wilson and Roosevelt took similar stances at almost every turn, whether it was pre-war policy, actions during the war, or post-war peace solutions.

Neutrality dominated the mindsets of both Wilson and Roosevelt when both saw a war break out in Europe. Wilson continued to trade with the Allies, however, and began to trade less with Germany as the British navy upheld its blockade. The exports to Great Britain tripled from over \$594 million to over \$1.5 billion, while exports to Germany decreased from over \$300 million to almost \$300,000. (Doc 1) Wilson was focused on keeping the U.S. out of war, even when American lives were being lost to Germany's unrestricted submarine warfare. He thought the U.S. should serve as an example and knew the country had little interest in becoming involved in a European war. To these outrageous acts of violence Wilson wrote angry letters telling the Germans to stop. (Doc 2) Germany would apologize and promise it would not happen again, but then it did. When the Germans resumed unrestricted submarine warfare and the Zimmermann Note was made public, Wilson gave in to war. At first Roosevelt saw the need to limit munitions trade with warring nations. A "two-fold neutrality" was enacted which limited the selling and shipping of arms and munitions to countries at war. (Doc 5) However, as WWII continued and the democratic future of Europe was threatened, Roosevelt realized the importance of supplying Great Britain, justifying that helping

them was a way of keeping the U.S. out of war. (Doc 6) Roosevelt set forth a series of policies to help aid Great Britain and the allies. The Lend-Lease act allowed the Allies to “borrow” war materials and weapons. The Destroyers for Bases policy allowed the British to trade their bases in the Caribbean for war ships. Earlier, the Cash-Carry Act had allowed nations at war to purchase whatever goods they needed as long as they came and picked it up themselves. Roosevelt had learned lessons from the submarine warfare of WWI and had supported stronger neutrality laws. But as circumstances changed, so did his policies.

Once America had entered the war the policy of protecting civil liberties of American citizens changed. To ensure the government was not harassed and its war policies criticized, Wilson supported passage of the Espionage Act, which made it illegal to be insubordinate or mutinous toward the Government or its actions. (Doc 3). Dissenters opposed to the war would be prosecuted so they could not interfere with public support for the war. To justify the government’s power during wartime, the supreme court upheld its constitutionality in *Schenck vs. U.S.*, which stated that individual liberties guaranteed in the first amendment could be limited if there was a “clear and present danger.” Roosevelt also made it clear that the security of America took precedence over an individual. He ordered West Coast Japanese into internment camps in order to minimize the potential threat of an invasion helped by those of Japanese descent. (Doc 8) This forced relocation caused great hardship in the Japanese American community and a court case was filed. In the case of *Korematsu v. U.S.* the Supreme Court ruled that the exclusion from the West Coast

was constitutional and individual liberties may be limited in a time of national crisis. Overall, both men suspended civil liberties on the basis that it would protect America as a whole.

When both wars began to come to a close, peace plans were at the forefront of Wilson's and Roosevelt's minds. As the basis for a peace treaty Wilson had a 14 Point Plan to help restore peace and bring the world into a better balance. The plan included principles such as Freedom of the Sea's, National Self-determination and a 14th point, a League of Nations which was to keep peace throughout the world. However, to Wilson's dismay the European Nations fought against many of his ideas in their desire for a harsher peace, but the League of Nations was included in the treaty. Due in part to the determination of Wilson's political opponent Senator Henry Cabot Lodge the U.S. did not even join it, leaving the League weak. Wilson did not want changes in the treaty, as he feared reopening other issues besides the League. Roosevelt had similar plans to create a conglomerate of nations to help maintain peace. Unlike Wilson, Roosevelt drafted the charter far in advance and had given people a chance to criticize and make suggestions to the document. (Doc 9) With many Americans and Congress believing the U.S. had to stay involved, the U.S. joined the United Nations after the war, and is still a member today.

In the end, both Wilson and Roosevelt took similar courses of action when preparing for, going through, and ending war. Without their good judgment either of the wars may have been a disaster for the United States. Luckily, great minds were involved, and the world wars were handled by two capable men.

Anchor Level 5-B

The response:

- Thoroughly develops all comparisons in the task evenly and in depth by discussing the similarities and differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is more analytical than descriptive (*Wilson*: he was focused on keeping us out of war even when American lives were being lost to Germany's unrestricted submarine warfare; he thought we should serve as an example and knew the country had little interest in becoming involved in a European war; to ensure that the government was not harassed and its war policies criticized he supported the Espionage Act; *Roosevelt*: he saw the need to limit munitions trade; as World War II continued and democratic Europe was threatened he realized the importance of supplying Great Britain, justifying it as a way to help keep the U.S. out of war; he made it clear that the security of America took precedence when he ordered West Coast Japanese into internment camps)
- Incorporates relevant information from documents 1, 2, 3, 5, 6, 8, and 9
- Incorporates substantial relevant outside information (*Wilson*: he continued to trade with the Allies but less with Germany as the British navy upheld its blockade; when Germans resumed unrestricted submarine warfare and the Zimmermann Note was made public he gave into war; the Supreme Court justified the government's power in *Schenck* stating that individual liberties guaranteed in the first amendment could be limited if there was a "clear and present danger"; as the basis for a peace treaty he had a Fourteen Point Plan to help restore peace and bring the world into a better balance; due in part to the determination of his political opponent Senator Lodge, the United States did not join the League leaving it weak; *Roosevelt*: Lend-Lease allowed Allies to "borrow" war materials and weapons; the destroyers for bases deal allowed British to trade their bases for war ships; cash and carry had allowed nations at war to purchase whatever goods they needed as long as they picked it up; he wanted to minimize the threat of an invasion helped by American citizens; in *Korematsu* the Supreme Court ruled the exclusion from the West Coast was constitutional and individual liberties may be limited in time of national crisis; he drafted his charter in advance to give people a chance to criticize and make suggestions; the United States joined the United Nations after the war and is still a member because many Americans and Congress believed the United States had to stay involved)
- Richly supports the theme with many relevant facts, examples, and details (*Wilson*: exports to Great Britain tripled while those to Germany decreased; *Roosevelt*: "two-fold neutrality" limited the selling and shipping of arms and munitions to countries at war)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discusses the similar wartime challenges and courses of action faced by Wilson and Roosevelt

Conclusion: Overall, the response fits the criteria for Level 5. A historically supported evaluation contributes to thoughtful comparisons regarding the impact of changing circumstances and lessons learned from past presidential decision making. The discussion of limits on civil liberties effectively compares the two presidents and the role of key Supreme Court decisions.

Both Woodrow Wilson and Franklin D. Roosevelt were forced to cope with both the international and domestic issues of war during their presidency. Both World War I, during Wilson's time, and World War II, while Roosevelt was president, significantly changed the world and the American role in international affairs. Both Presidents faced the issues of their terms by first attempting neutrality, and by, after being dragged into war, attempting to create a lasting peace. Through their efforts to "secure the world for democracy" both presidents were also forced to abandon some basic liberties of the American people. Woodrow Wilson and Franklin Roosevelt both succeeded in war, but failed in prevailing peace afterward.

Since the times of Washington and his farewell address, the United States had strived to limit its involvement in world affairs. During World War I and World War II both Woodrow Wilson and Franklin Roosevelt attempted to keep the United States neutral. Both failed. President Wilson warned the American people that any involvement or any attempt to choose sides would be dangerous (document 1). Many Americans agreed with this policy, though more recent immigrants were likely to side with their country of origin. The progressives and reformers of the early 20th century were convinced that the United States should be concerned with its own domestic problems. However pro-war advocates, such as Theodore Roosevelt, distained Wilson's neutral stance (document 2). Franklin Roosevelt also remained firmly neutral through the beginning of World War II, stating that American support should be limited to "moral support" only (document 5). His actions were also supported by the majority of the American populace, who were disillusioned by the failure of World

war I to create a better world. Americans of the 1930s were also facing a great menace at home, the Great Depression. Wilson's neutrality was limited, however. He continued to ship goods to warring nations, and by 1916 had already sided with the Allies economically (document 1). Roosevelt, on the other hand, was determined to not repeat Wilson's mistakes, and promised that neutrality meant no shipment of arms or munition to belligerent nations (document 5). He also tied the United States to the Allies economically when their situation worsened.

Both Wilson and Roosevelt also pursued peace politically. Wilson offered strong disapproval in diplomatic notes after the sinking of the Lusitania and the use of unrestricted submarine warfare by the Germans. (document 2) Roosevelt initially supported the policy of appeasement to Hitler's increasing demands during the 1930s until after the Munich Conference, when events in Czechoslovakia made him realize that was not an effective strategy. Once war broke out over Poland, Roosevelt moved to get more aid to Britain, hoping to keep us out of war.

The most important similarity between Wilson's and Roosevelt's neutrality policies is that both failed. Both Wilson and Roosevelt eventually declared war and entered the international conflicts of their times. Wilson was pushed to war after years of diplomacy when the Germans failed to keep their word. Roosevelt was also forced into war following the bombing of Pearl Harbor in 1941. During the following years of turmoil and war, both presidents were forced to make difficult decisions concerning the homefront. Economic action that mobilized the entire nation was enacted in both cases. In the face

of involvement in a world war both Roosevelt and Wilson took actions that limited civil liberties. Wilson's most controversial issue was his Espionage Act of 1917 and the Sedition Act of 1918 which effectively criminalized any writing or speaking out against the war or government (document 3). In the Schenck case the court upheld Wilson's actions. In response to the threat of spys and other subversive activities at home, Roosevelt also approved a very controversial order, which resulted in the internment of Japanese Americans. (document 8). The order was even challenged and the Korematsu case went to the Supreme Court. However the court upheld Roosevelt's actions. Both actions represent limiting of civil liberties during wartime when national security was at risk.

Another similarity between Roosevelt and Wilson is in their attempt to make lasting peace after the war. Wilson's plan came in the form of the 14 points which argued for reduction of arms, peace without victory and most importantly the League of Nations. Worried that the Versailles Treaty which included the League would not be ratified by the Senate, Wilson took the issue to the American people (document 4). His inability to compromise with republicans ultimately led to its failure to be ratified, though the League was created and joined by other nations. Wilson's hope for eternal peace was crushed by the unfair peace treaty and the rise of fascism in the 1930s. Roosevelt tried to avoid the problems of Wilson through his creation of the United Nations as a separate treaty and by making his plan public (document 9). Roosevelt was successful in creating a United Nations, but not even this peace organization could prevent the outbreak of the Cold War immediately following World War II.

Both president Woodrow Wilson and President Franklin Roosevelt strove for peace. Their policies of neutrality and their commitment to world wide peace organizations show their true commitment to world peace. However, both presidents were drawn into war. Their policies of neutrality were crushed by direct attack from belligerent nations. By entering World War I and World War II Wilson and Roosevelt abandoned peace and, as it turned out, civil liberties. The freedoms promised to Americans by the Bill of Rights were significantly curtailed by the wartime policies of these two presidents. However, after the final peace talks, both presidents attempted to use their influence to insure lasting peace throughout the world. In their own eras, both Franklin Roosevelt and Woodrow Wilson shaped history through their policies.

Anchor Level 4-A

The response:

- Develops all comparisons in the task by discussing the similarities and differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is both descriptive and analytical (*Wilson*: he warned American people that any involvement would be dangerous and many agreed; by 1916 had already sided with Allies economically; Espionage and Sedition Acts effectively criminalized writing or speaking out against the war or government; he worried that the Versailles Treaty which included the League would not be ratified by the Senate and took the issue to the American people; *Roosevelt*: he remained firmly neutral stating that American support should be limited to “moral support”; determined not to repeat Wilson’s mistakes he promised that neutrality meant no shipment of arms or munitions to belligerent nations; he tied the United States to the Allies economically when their situation worsened; he tried to avoid Wilson’s problems through his creation of the United Nations as a separate treaty and by making his plan public)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 8, and 9
- Incorporates relevant outside information (*Wilson*: Progressives and reformers of the early 20th century were convinced the United States should be concerned with domestic problems; he was pushed to war after years of diplomacy when Germans failed to keep their word; *Schenck* case upheld his actions; Fourteen Points argued for reduction of arms, peace without victory, and most importantly the League; his inability to compromise with Republicans ultimately led to the League’s failure to be ratified although it was joined by other nations; *Roosevelt*: majority of American populace was disillusioned by failure of World War I to create a better world; Americans of the 1930s were facing a great menace at home, the Great Depression; he initially supported the policy of appeasement to Hitler’s increasing demands until after the Munich Conference, when events in Czechoslovakia made him realize it was not an effective strategy; he was forced into war following the bombing of Pearl Harbor; he responded to the threat of spies and other subversive activities at home by approving a controversial order upheld by *Korematsu*; he was successful in creating the United Nations)
- Supports the theme with relevant facts, examples, and details (*Wilson*: offered strong disapproval in diplomatic notes after sinking of *Lusitania* and use of unrestricted submarine warfare by Germans; *Roosevelt*: Japanese Americans interned)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that discusses similarities between Wilson and Roosevelt in how they coped with war

Conclusion: Overall, the response fits the criteria for Level 4. Relevant historic facts and concepts are used to support document interpretation in the assessment of both prewar periods. While good conclusions appear throughout the response, additional outside information about Roosevelt’s actions involving civil liberties and the postwar role of the United States would have strengthened the discussion.

The first half of the 20th century was an era embroiled in war. At first glance, the two world wars that erupted seem remarkably similar, and indeed the actions of their two respective American leaders followed policies that were strikingly alike. However, despite the great continuities in President Woodrow Wilson and Franklin Delano Roosevelt's approaches to policy prior to entry into the war, restriction of civil liberties, and world affairs postwar, they differed greatly in the ultimate success of the latter, which would have a powerful impact on their legacies.

In each case, the war that erupted between the European alliances seemed an affair separate from American interests at the outset. Therefore, both leaders opted for what was, officially, a policy of neutrality: In his August 19 message to the Senate, Wilson spoke passionately against any "breach of neutrality," just as FDR maintained as the best path for the US some two decades later. At the same time, however, war presented economic opportunities that were difficult to ignore. As a country pre-dominantly Anglo-Saxon in origin and sympathies, Americans in general favored the side of the British in both cases. Thus, even as the President spoke in favor of political neutrality, through trade and exports, the US acted as an unofficial ally to its preferred side. For instance, The American Pageant's table entitled "United States Exports to Warring Nations" displays exports to the Allies that greatly outstrip those to Germany, especially as the war went on. FDR, too, encouraged America to be the "arsenal of democracy" and provide firearms and implements of war to the Allies in World War II in his Radio Address, "Our National Security." These words did not fall on hollow ears; with this new found

economic stimulus, the American economy boomed, pulling it out of the desperate unemployment struggle of the Great Depression at last. Overall, then, both American leaders campaigned publicly for neutrality but allowed for economic support of the democratic powers against Germany, their ideological enemy.

Unfortunately for American soldiers, however, these proclamations of neutrality could not last. In both World War I and World War II, unprovoked attacks on American ships would lead the President to declare war, a second similarity. The methods and instigators of aggression differed; in the case of the first war, as described by Leuchtenburg in *The Perils of Prosperity*, Wilson issued “vigorous” protests against the sinking of passenger ships carrying Americans by German submarines, and in the second the Japanese carried out their infamous 1941 bombing of Pearl Harbor to great American anger. Though the situations were hardly similar, the meaning was the same, and the US was driven to join the increasingly global conflicts in order to protect its own interests and people.

Even as the war was being conducted, both Wilson and Roosevelt took actions that gravely violated civil liberties, to a great public outcry. This is exemplified in World War I by Howard Zinn’s analysis of the Espionage Act of 1917, which violated freedom of speech guaranteed by the First Amendment to the Constitution, and in World War II by Roosevelt’s highly controversial executive order leading to the “relocation” of Japanese and Japanese-Americans to internment camps, as in the map in *Time Magazine* on May 16, 1942. Though perhaps more shocking in the latter case from a contemporary view, both actions are difficult to justify considering

their negative connotations for life and liberty in America. Both actions were recommended as ways to keep the home front safe but both were the result of fear and intolerance. Equating disagreement with disloyalty and a racial minority with being a threat to national security potentially endangered the rights of all Americans.

Even at the wars' conclusions, Wilson and Roosevelt held similar democratic ideals close to heart but with radically different results. One of Wilson's most fervently advocated portions of his Fourteen Points was a covenant for an international peacekeeping organization, which came to be as the League of Nations. However, due to domestic dissent and personal illness, Wilson's speaking campaign to gain support for the ratification of the Treaty of Versailles through appeals to the people displayed in a 1919 Chicago News cartoon came to an inopportune end, and it was not ratified by the Senate in its nation of origin. Without the U.S, the league was painfully ineffective. In contrast, Roosevelt's establishment of a similar organization, the United Nations, was a resounding success. As described by Thomas A. Bailey, it avoided problems of secrecy, poor planning and treaty obligations that had crippled its predecessor, and survives even today as an international organization.

For most of both World War I and World War II, the U.S Presidents attempted to support democracy and peace through similar methodology. Only at the very end, with Roosevelt's success in establishing a peacekeeping force, did this differ, giving FDR a positive legacy for the future that Wilson would lack.

Anchor Level 4-B

The response:

- Develops all comparisons in the task by discussing the similarities and differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is more analytical than descriptive (*Wilson/Roosevelt*: war that erupted between European alliances seemed separate from American interests and both leaders officially opted for a policy of neutrality; even as both presidents spoke in favor of political neutrality, through trade and exports the United States acted as an unofficial ally to the British side; in both world wars unprovoked attacks on American ships would lead the president to declare war; both the Espionage Act and the relocation of Japanese Americans were recommended as ways to keep the home front safe but both were the result of fear and intolerance; equating disagreement with disloyalty and a racial minority with being a threat to national security potentially endangered the rights of all Americans; *Wilson*: he fervently advocated the League of Nations portion of the Fourteen Points; *Roosevelt*: he encouraged America to be “the arsenal of democracy” and provide firearms and implements of war to the Allies; he avoided problems of secrecy, poor planning, and treaty obligations that had crippled the League)
- Incorporates relevant information from documents 1, 2, 3, 4, 6, 8, and 9
- Incorporates relevant outside information (as a country predominantly Anglo-Saxon in origin and sympathies, Americans in general favored British in both cases; *Wilson*: Espionage Act violated freedom of speech guaranteed by the First Amendment to the Constitution; due to domestic dissent and personal illness his speaking campaign to gain support for the ratification of the Treaty of Versailles through appeals to the people came to an inopportune end and was not ratified by the Senate; without the United States, the League was painfully ineffective; *Roosevelt*: with the newfound economic stimulus, the American economy boomed pulling it out of the desperate unemployment struggle of the Great Depression; Japan carried out infamous 1941 bombing of Pearl Harbor to great American anger; even today United Nations is an international organization)
- Supports the theme with relevant facts, examples, and details (*Wilson*: exports to Allies greatly outstrip those to Germany, especially as war went on; protested sinking of passenger ships carrying Americans by German submarines; *Roosevelt*: Japanese and Japanese Americans were relocated to internment camps)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that although Wilson and Roosevelt were similar in many ways they differed greatly in their postwar accomplishments

Conclusion: Overall, the response fits the criteria for Level 4. Document information is used to frame the discussion. A good understanding of the task is demonstrated in the integration of outside information with evidence from the documents. Analytic conclusions about similarities and differences present a thoughtful appraisal, however, the inclusion of more facts and details would have strengthened the discussion.

Some presidents have easier presidencies than others. Woodrow Wilson and Franklin D. Roosevelt were not among those lucky few. Each faced a World War – World War I and World War II, respectively. They were bombarded with decisions, policies, and a looming threat to their country's well-being from foreign countries. Wilson and Roosevelt both followed similar policies. Both advocated neutrality for a time (Documents 1a, 2, 5, and 7), both eventually declared war, and both took stringent domestic wartime policies concerning civil liberties (Documents 3 and 8). Wilson and Roosevelt also had their own ideas in America's role in global affairs after the war, evident in the League of Nations and the Dumbarton Oaks plan. (Documents 4 and 9.)

In 1914, Wilson was shocked out of his Progressive Era ideals when the First World War (then known as the "Great War") broke out. He established a policy of neutrality (Doc 1a). However, his neutrality could be considered unequal in many cases. For example, although he sent both Great Britain and Germany exports, the number of exports sent to Great Britain was significantly larger than the number sent to Germany. (Document 1b.) This difference only increased as the war continued. As the war went on Wilson became less and less neutral, playing on Germany's fear of the United States entering the war. After repeated warnings to Germany about the use of unrestricted submarine warfare and repeated broken promises, the United States finally entered the war in 1917 on the side of the Allies. (Document 2) Roosevelt also preached neutrality during the first years of the second World War. He, like Wilson before him, did not want to enter the war immediately, although he was concerned with the growing threat of communism and facism. Instead of intervening militarily, he

enforced the Neutrality Acts and issued embargos on “implements of war” to belligerent countries and discouraged the countries, in question from buying materials from the U.S that would help them in their war effort. (Document 5) Later on, he warned that if the U.S allowed Great Britain to fall because of lack of aid from the U.S, all the Americas would be more vulnerable than ever and encouraged an increase in aid. (Doc. 6) Between 1939-1941, the United States also threatened a trade embargo on Japan and moved a naval fleet to Pearl Harbor, hoping to ward off threats of a Japanese attack in the western Pacific. (Document 7) This did not work and Congress declared war against Japan after its attack on Pearl Harbor.

Wilson and Roosevelt enacted acts and laws that restricted several important civil liberties in the United States. “Desperate times call for desperate measures,” would have been an apt explanation for these war measures. When the nation is at war it is important that people are willing to serve in the military and that the nation supports the president. Wilson’s “Espionage Act of 1917” was one of the most well-known acts to encourage support for the president’s policies. It severely affected the freedom of speech and freedom of press laws guaranteed by the Bill of Rights. The Espionage Act was very vague, but the penalties were clear. One could be imprisoned for up to twenty years if he or she spoke or wrote against the war, refused the draft, or otherwise impeded the war effort. (Document 3)

Roosevelt was infamous for the internment of Japanese Americans during the 2nd World War. Thousands of Japanese Americans were rounded up, sent to internment camps after being taken from exclusion zones along the West Coast and moved to areas further

inland. All of this was done without much explanation and a complete disregard for American citizens' rights. (Doc. 8). Property and other possessions were lost even as Japanese Americans volunteered and fought heroically as part of the American military in Europe.

After both world wars, there was a prevailing sentiment of hope. Wilson set his eyes and his dreams on his Fourteen Points, which included the League of Nations. He felt that he could shape a new world order with these two things, to ensure peace and prosperity throughout the world. However, it was clouded with disagreements, secrecy and suspicion, tied into the peace treaty. The American people were generally not in favor of the treaty and the United States did not enter the League of Nations. (Document 4) The Senate would not accept a permanent commitment to aid other nations, seeing the League as guaranteeing our participation in future wars. The idea of the League eventually evolved into our modern-day United Nations. Roosevelt oversaw the development of a charter for the United Nations, which had sprung from the experience of a weak League of Nations. This plan was more successful, being a more open process. The Dumbarton Oaks plan's purpose was to make the charter. Critics had had plenty of opportunity to review and assess it and it stood alone, not attached to a treaty. (Document 9) Roosevelt had learned from Wilson's mistakes with the League and succeeded in creating the United Nations.

Wilson and Roosevelt managed to bring the United States through two world wars, coming out more prosperous than before each time. Many of their actions we condemn today, but we must always keep in mind that we know what happened, while they stumbled blindly into what is now our great history.

Anchor Level 4-C

The response:

- Develops all comparisons in the task by discussing the similarities between the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is both descriptive and analytical (*Wilson*: repeated warnings were made to Germany about unrestricted submarine warfare; one could be imprisoned for up to twenty years if he/she spoke or wrote against the war, refused the draft, or otherwise impeded the war effort; his efforts for the League were clouded with disagreements, secrecy, and suspicion tied into the peace treaty; *Roosevelt*: instead of intervening militarily, he enforced the Neutrality Acts and issued embargoes on “implements of war” to belligerent countries and discouraged them from buying materials that could help their war effort; he warned if we allowed Britain to fall because of lack of aid, the Americas would be more vulnerable; internment was done without much explanation and a complete disregard for rights of American citizens; critics had plenty of opportunity to review and assess the charter and it stood alone)
- Incorporates some relevant information from all of the documents
- Incorporates relevant outside information (*Wilson*: he played on Germany’s fear of the United States entering the war; United States finally entered war on Allies side; Espionage Act severely affected freedom of speech and press guaranteed by Bill of Rights; his Fourteen Points included the League; American people generally not in favor of peace treaty and United States did not enter the League; Senate would not accept a permanent commitment to aid other nations; *Roosevelt*: he was concerned about the growing threat of communism and fascism; Japanese attack in the western Pacific; Congress declared war against Japan)
- Includes relevant facts, examples, and details (*Wilson*: number of exports sent to Great Britain significantly larger than those sent to Germany; *Roosevelt*: United States threatened a trade embargo on Japan and moved a naval fleet to Pearl Harbor; thousands of Japanese Americans rounded up and sent to camps after being taken from exclusion zones along West Coast)
- Demonstrates a satisfactory plan of organization; includes an introduction that states Wilson and Roosevelt were not among the lucky few to have easy presidencies and a conclusion stating that both managed to bring the United States through world wars coming out more prosperous

Conclusion: Overall, the response fits the criteria for Level 4. Comparisons are developed with analytic conclusions and outside references supporting details of Wilson’s and Roosevelt’s leadership. Treatment of information demonstrates a good understanding of the documents and the difficulties faced by presidents during wartime.

Presidents Woodrow Wilson and Franklin D. Roosevelt both faced the challenge of leading the United States during the world wars. They both had to make decisions involving foreign policy, preserving civil liberties, national security and the United States involvement in world affairs.

Woodrow Wilson was President during World War I. When the war erupted in Europe President Wilson responded by remaining neutral. In a message to U.S. Senate he said they should not take sides. Although Wilson said this, the value of U.S. exports to the warring nations increased from 1914 to 1916 for Great Britain more than for Germany. President Wilson seemed to worry more about the war when the Germans were using the new weapon called U-boats to attack ships. The Germans attacked a French passenger ship — the Lusitania which killed Americans. Wilson protested the German's unrestricted submarine warfare and in the mid 1910's signed the Sussex Pledge with Germany that ensured the Germans would not use unrestricted submarine warfare. In 1916 the Germans broke the pledge, hoping to limit U.S. shipments of weapons to Great Britain.

In 1917 the U.S. broke with Germany ending neutrality and joined Britain, France, and Italy in WWI. Some people did not agree with the war and spoke up about its injustices, violating the Espionage Act. A gentleman named Schneck put out pamphlets about the wrongs of the war and in his case against the U.S. the Supreme Court ruled against him. The Espionage Act that Wilson implemented and this Supreme Court decision showed that individual liberties would be sacrificed to protect national security. After the war was won against Germany Wilson had a plan for world peace. In his speech to Congress,

called Wilson's 14 points, Wilson wanted free trade, freedom of seas, and the reduction of armaments. The most important thing he wanted was the League of Nations. This League would discuss issues and find solutions to problems. The Senate did not accept the League of Nations because they felt it was an entangling alliance. They were also upset that Wilson did not take any of them to Paris to discuss this. Because the Senate would not allow the League, Wilson appealed to the American People. The League of Nations did happen, most countries agreed and signed the treaty making them a part of it except the U.S. did not.

Like Wilson President Franklin D. Roosevelt was faced with war. Similarly when the war erupted Roosevelt opted for neutrality. He did not want the U.S to get involved in war and said he would persuade nations to return to peace. Even though the U.S was not going to take sides Roosevelt aided the allies with the cash and carry Act and the Lend and Lease Act. Cash and carry aided the warring nations, but only Britain had the shipping and navy to take advantage of it. Lend and Lease allowed Britain to borrow equipment to fight the Germans. Japan was part of the League of nations and when they invaded China-Manchuria the U.S condemned them. Japan left the League and was a threat. Roosevelt enacted an Embargo Act on Japan. U.S. would not export iron and steel to Japan and would end the trade treaty. In response Japan attacked at Pearl harbor and U.S entered the war. For fear that the Japanese Americans were spies or could try to interfere with the war, Roosevelt limited the civil liberties of the Japanese Americans. The Japanese living on the West Coast in America were put in relocation centers in different sections of the U.S. Roosevelt

followed Wilson in limiting civil liberties but unlike Wilson he limited the liberties of the U.S. citizens who might be disloyal based on their ethnic background.

Roosevelt's plan for the U.S. in world affairs was similar to Wilson's promotion of world peace. The Dumbarton Oaks plan also promoted peace. Details about the United Nations were published in advance so that critics and others could examine it. Many national organizations were invited to send consultants to examine the plan. This proved more favorable unlike Wilson's plan for the League that was overshadowed by arguments over the Treaty and attendance at the Paris peace conference. Roosevelt had the advantage over Wilson as the creation of the UN was not linked to treaties ending WWII.

Wilson and Roosevelt had similarities and differences when dealing with the wars. They both responded to the wars with neutrality but also helped our future allies. They differ in who the civil liberties were limited to and how they presented their vision for America. Both wanted what was best for the U.S.

Anchor Level 3-A

The response:

- Develops all comparisons in the task with little depth by discussing the similarities and differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is more descriptive than analytical (*Wilson*: when war erupted in Europe he responded by remaining neutral; he seemed to worry more about war when Germans were using U-boats to attack ships; *Roosevelt*: there was fear that Japanese Americans were spies or could try to interfere with the war; he limited civil liberties of citizens who might be disloyal based on ethnic background; details about United Nations published in advance so that critics and others could examine them)
- Incorporates some relevant information from all of the documents
- Incorporates relevant outside information (*Wilson*: Sussex Pledge ensured the Germans would not use unrestricted submarine warfare; Germany broke the pledge hoping to limit shipments of weapons to Britain; in 1917 United States ended neutrality and joined Britain, France, and Italy in World War I; Espionage Act and *Schenck* decision showed individual liberties would be sacrificed to protect national security; Fourteen Points wanted free trade, freedom of seas, reduction of armaments, and the League; Senate felt the League was an entangling alliance; *Roosevelt*: cash and carry aided warring nations but only Great Britain had the shipping and navy to take advantage; Lend-Lease allowed Britain to borrow equipment to fight; Japan part of League and when they invaded Manchuria United States condemned them; Japan attacked Pearl Harbor and United States entered the war)
- Includes some relevant facts, examples, and details (*Wilson*: value of United States exports from 1914 to 1916 increased more for Great Britain than Germany; Americans killed when Germany sunk *Lusitania*; protested Germany's unrestricted submarine warfare; *Roosevelt*: United States did not export iron and steel to Japan and ended trade treaty; Japanese living on West Coast put in relocation centers; many national organizations invited to send consultants to examine plan for United Nations); includes some minor inaccuracies (*Wilson*: *Lusitania* a French ship; Wilson signed the Sussex Pledge; Germany broke the Sussex Pledge in 1916)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that summarizes similarities and differences between Wilson and Roosevelt

Conclusion: Overall, the response fits the criteria for Level 3. The organization of the response establishes a framework for a comparative approach; however, the development is characterized by statements of fact. An understanding of presidential actions is demonstrated and is supported by the inclusion of relevant supporting outside information.

The decisions made by our leaders during the world wars greatly effected our history and the worlds. President Woodrow Wilson and Franklin D. Roosevelt made great strides to protect our national security and our future. Both had similarities and differences in their strategy to combat the issue of war. Both made the United States more involved in world affairs today.

The issue both Presidents faced was whether or not to enter any of the world wars. Both president Woodrow Wilson and Roosevelt felt remaining neutral and not involving themselves in European affairs was the best solution. Wilson himself stated that “the United States must be neutral in fact as well as in name ...” for entering the war was not something he or the American people wanted (Doc 1a). Wilson wasn't very strict on his neutrality though. As WWI continued exports to Germany decreased as they greatly increased for Great Britain (Doc 1b). The U.S. still favored Great Britain and its allies and were not very neutral in trade. It raises the question if Germany was wrong to sink merchant ships. In response to the destruction of passenger and merchant ships Wilson wrote notes to the German leadership and made strong protests against their actions (Doc 2). Germany promised to stop the attacks, but later broke their promise leading to the U.S. entering the war. As stated before Roosevelt also supported neutrality. His actions before the war (WWII) were more drastic then Wilson's. He put trade embargo's on Japan fearing their increasing aggressiveness toward other nations and their possible threat to the United States and stationed the U.S. fleet at Hawaii (Doc 7). Roosevelt believed the best way to help European nations was to act as a beacon of liberty and restrict the trading of implements of war

(Doc 5). When the war in Europe threatened Great Britain, he changed his mind and was willing to sell or loan those implements to the Allies.

Roosevelt and Wilson did differ on their actions during the war. Roosevelt ordered the relocation of Japanese Americans based on the military's fear of their involvement in the war (Doc 8). This was a major blow to Japanese Americans rights and showed the drastic actions governments will take to protect the country. Wilson's actions during WWI focused on the silencing of people who spoke out against the war. In June of 1917 Congress passed and Wilson signed the Espionage Act (Doc 3). It stated that no one could write or speak out against the war for it was a threat to national security. Government believed that efforts to talk people out of joining the war and encouraging soldiers to refuse to do their duty was treason. This was shown in the court case Schenck vs. United States. A man was arrested and tried for speaking out against the war. He distributed fliers to the draftees on the streets urging them to resist joining the army and to refuse orders. Schenck stated he had a right to free speech but the Supreme Courts response is you cannot shout fire in a crowded theatre. Freedom of speech can only be protected if it is not crippling national security.

Both Wilson and Roosevelt had a similar plan for the future world involvement of the U.S. Wilson had an idea for the League of Nations after WWI. He wanted some place where nations could complain about issues and conflicts could be resolved peacefully. Problem was it was attached to the Treaty of Versailles which cracked down on the losers of WWI (Germany). Once the Treaty of Versailles failed to pass in the

Senate so did the League even after Wilson went to the American people for support. Roosevelt helped create the United Nations at the end of WWII. The U.S. joined because it could no longer be isolated and had to work with other nations to keep the peace. It is still in effect today. The UN was not based on or limited to a peace treaty but instead was separate. That helped Roosevelt get support for U.S. membership.

All in all these two presidents had similar goals. They just achieved them in different ways. Wilson and Roosevelt were idealists who wanted the U.S. to be more active in world affairs. Both were willing to take drastic action to protect the United States. Roosevelt relocated Japanese Americans and enforced trade embargos on European and Asian nations. Wilson cracked down on Germany's actions during WWI and the breaking of that agreement lead to Wilson declaring war on Germany. These actions have changed our history forever and the worlds. If it weren't for US entering either war, Germany may have won and the world we know today would be way different.

Anchor Level 3-B

The response:

- Develops all comparisons in the task with little depth by discussing the similarities and differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is more descriptive than analytical (*Wilson*: the United States favoring of Great Britain and its allies raises the question if Germany was wrong to sink merchant ships; in response to German destruction of passenger and merchant ships he wrote notes to German leadership protesting their actions; Germany promised to stop attacks but broke her promise leading United States to war; his actions focused on silencing people who spoke out against the war; he wanted the League where conflicts could be resolved peacefully; *Roosevelt*: he feared Japan's increasing aggressiveness and their possible threat to United States; he was willing to sell or loan implements of war to Allies; he ordered the relocation of Japanese Americans based on the military's fear of their involvement in the war; relocation was a major blow to Japanese American rights and showed the drastic actions governments would take to protect their country; United Nations not based on or limited to a peace treaty which helped get support for United States membership)
- Incorporates some relevant information from all of the documents
- Incorporates relevant outside information (*Wilson*: Schenck tried for speaking out against war; Schenck felt he had a right to free speech but Supreme Court responded you cannot shout fire in a crowded theatre; freedom of speech can only be protected if it is not crippling national security; problem with League is that it was part of Treaty of Versailles which cracked down on losers of the war; once Treaty of Versailles failed to pass Senate so did League even after he went to American people; *Roosevelt*: United States joined the United Nations because it could no longer be isolated and had to work with other nations to keep the peace; United Nations is still in effect today)
- Includes some relevant facts, examples, and details (*Wilson*: exports to Germany decreased as they greatly increased for Great Britain; Congress passed and he signed Espionage Act; *Roosevelt*: trade embargo put on Japan; United States fleet stationed at Hawaii; implements of war restricted; Japanese Americans sent to relocation centers; helped create United Nations)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses Wilson and Roosevelt made great strides to protect our national security and our future and a conclusion that discusses while Wilson and Roosevelt had similar goals they achieved them in different ways

Conclusion: Overall, the response fits the criteria for Level 3. The utilization of document information and the inclusion of outside historic facts provide points for comparison in the areas of foreign policy and postwar plans. Including more facts and details about Roosevelt's actions regarding civil liberties would have strengthened the discussion of differences between the two presidents.

Both president Franklin Roosevelt and president Woodrow Wilson had a difficult task on their hands, which was running the United States during times of conflict. While the times and policies changed from WWI (Wilson) to WWII (FDR), both presidents attempted to establish global connections and under both presidencies, civil liberties crumbled.

Leading to WWI, the United States stayed out of foreign affairs for the most part, but prior to WWII, the country took a more active role. Before America's involvement in WWI, Germany used unrestricted submarine warfare upon many ships, including passenger ships, that were sunk, killing Americans, like Elbert Hubbard, in the process. After the sinking of the *Lusitania* and the *Arabic*, Wilson sent angry notes to the Germans, warning them (Doc. 2), but the warfare continued and the German agreement to end unrestricted submarine warfare was broken. Having tried hard to stay out of war, Wilson had to take the country into war hoping there would be world peace afterwards. Before WWII, the U.S. let their opinion be heard through actions and not just words that included not selling war supplies to countries at war, embargoing steel and iron shipments to Japan, establishing a naval presence in Pearl Harbor, and loaning China millions (Doc. 7). Although in some ways FDR took a more proactive role and asserted America's authority prior to WWII, the outcome was the same — war.

During both wars and presidencies, civil liberties decreased almost exponentially as the presidents' powers skyrocketed. The Espionage Act employed by Wilson made sure that no one interfered with the military when troops had to be raised to fight for the United States

during WWI. Violations of the law could immediately lead to arrests of people that were threatening the security of the nation (Doc. 3). After a trial a long prison term could result from criticizing the war, which was a violation of their freedom of speech. Similarly, FDR violated civil liberties when he ordered the removal of Japanese Americans from the West Coast during WWII, sending them to internment camps. The worry was that they could help Japan if Japan attacked the United States mainland (Doc 8). Both presidents stripped away civil liberties during times of war to protect the country.

Both Wilson and FDR also made attempts at global connections. Wilson's 14 points included an establishing of a League of Nations following the war, but the Senate did not want the U.S. to join in for fear of being overcommitted in foreign affairs (Doc. 4). Wilson tried to take this issue to the people, but the United States never ended up joining the League. In the same way, FDR tried to establish the United Nations after WWII and succeeded (Doc. 9). Unlike Wilson, FDR was able to have the U.S. join the United Nations. FDR invited advisory groups to work together and review the proposal. FDR was successful in having the U.S. join the United Nations where we are still an important member.

The United States was on the winning side of both World Wars because the presidents handled the crisis well. Hopefully, if we get involved in future wars they will be handled as well by future presidents.

Anchor Level 3-C

The response:

- Develops all comparisons in the task with little depth by discussing the similarities and differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is more descriptive than analytical (*Wilson*: before American involvement in World War I, Germany used unrestricted submarine warfare killing Americans; German agreement to end unrestricted submarine warfare was broken; he had to take the country into war hoping there would be world peace afterwards; Espionage Act made certain no one interfered with the military when United States troops had to be raised to fight; a long prison term could result from criticizing the war which was a violation of freedom of speech; *Roosevelt*: he invited advisory groups to work together and review proposal for United Nations; he was successful in having the United States join the United Nations)
- Incorporates some relevant information from documents 2, 3, 4, 7, 8, and 9
- Incorporates limited relevant outside information (*Wilson*: American Elbert Hubbard was killed as a result of Germany's unrestricted submarine warfare; Fourteen Points included establishing a League of Nations; the Senate did not want to join the League for fear of being overcommitted in foreign affairs; he tried to take League issue to American people but the United States did not join; *Roosevelt*: worry about Japanese Americans was they could help Japan if Japan attacked the United States mainland; we are still an important member of the United Nations)
- Includes some relevant facts, examples, and details (*Wilson*: after sinking of *Lusitania* and *Arabic* he sent angry notes to the Germans; *Roosevelt*: United States did not sell war supplies to countries at war; embargoed steel and iron shipments to Japan, established a naval presence in Pearl Harbor, and loaned China millions; he ordered the removal of Japanese Americans from the West Coast during World War II, sending them to internment camps)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses that both Wilson and Roosevelt had a difficult task running the United States during times of conflict and a conclusion that discusses that the United States was on the winning side of both world wars because of Wilson's and Roosevelt's leadership

Conclusion: Overall, the response fits the criteria for Level 3. The response relies on generalizations and key information from the documents to make a limited number of comparisons related to the task. The outside information provided is generally a direct extension of document information.

During the first world war and the second world war, Presidents Woodrow Wilson and Franklin D. Roosevelt faced many of the same challenges. Each responded similarly to these challenges. Both presidents adopted a policy of neutrality before the war, limited civil liberties during the war and made attempts to create world relations through the League of Nations and United Nations after the war ended.

President Woodrow Wilson stated in 1914 that “The United States must be neutral” to the problems in Europe (Doc 1a). This was seen when Germany used unrestricted warfare to sink the Lusitania and Arbatic. Instead of launching war upon Germany, Wilson sent three vigorous notes to Germany demanding a stop. Germany responded by assuring the United States that no unresisting passenger ship would be sunk without warning (Doc 2). For a short time the policy of neutrality remained intact for the United States during this world war.

A similar policy of neutrality was used during Franklin D. Roosevelt’s term in office before entering the war. He urged the continuation of “two-fold neutrality,” saying the “United States should serve as a beacon of liberty to mankind” (Doc 5). However as the war progressed in Europe, it became nearly impossible for the United States to remain in a full policy of neutrality. Roosevelt stated on a radio address that the United States would be providing the Allies with implements of war such as planes, guns and tanks (doc 6). The United States also announced that they would be terminating its trade with Japan as well as an embargo on the export of scrap iron and steel to Japan (doc 7). This shows that in the beginning both

Roosevelt and Wilson attempted to remain in a policy of neutrality but they were pulled into European affairs and the world wars.

Both Wilson and Roosevelt made decisions during the world wars that limited the American peoples civil liberties Wilson implemented the Espionage Act in 1917. This Act was in essence an act against spying. It limited the American people's freedom of speech and could imprison Americans who spoke or wrote against the war (Doc 3).

Roosevelt also limited civil liberties during World War II which his placement of Japanese-Americans in relocation camps throughout the west (Doc 8). This limited the Japanese Americans civil liberties and they felt like they were being treated unfairly.

Wilson and Roosevelt also had many similar view points about after the war although they carried out these views in different ways. Wilson wanted a League of Nations and was determined to take the issue to the American people (doc 4). Unfortunately Wilson's idea failed. Roosevelt had better planning and therefore was more successful in his plan for a United Nations. A draft was prepared before a meeting at Dumbarton Oaks and forty-two national organizations were invited to send consultants to the meeting (doc 9). The United Nation was successful and still meets today.

Overall both Wilson and Roosevelt showed some of the same views and enacted the similar types of policies. These policies were met with varying levels of success though.

Anchor Level 2-A

The response:

- Minimally develops all comparisons in the task by discussing the similarities and differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is primarily descriptive (*Wilson*: instead of launching war upon Germany, he sent notes demanding Germany stop; Espionage Act could imprison Americans who spoke or wrote against the war; he wanted a League and was determined to take the issue to the American people; *Roosevelt*: he urged continuation of “two-fold neutrality”; as war progressed it became nearly impossible for United States to remain in a full policy of neutrality; he was more successful in his plan for United Nations)
- Consists primarily of relevant information copied from documents 1a, 2, 3, 4, 5, 6, 7, 8, and 9
- Presents little relevant outside information (*Roosevelt*: civil liberties of Japanese Americans were limited and they felt they were being treated unfairly; United Nations was successful and still meets today)
- Includes few relevant facts, examples, and details (*Wilson*: United States must be neutral to problems in Europe; Germany used unrestricted submarine warfare to sink *Lusitania* and *Arabic*; *Roosevelt*: Allies to be provided with implements of war; embargo on export of scrap iron and steel to Japan; Japanese Americans placed in relocation camps throughout west; draft prepared and 42 national organizations invited to send consultants to meeting); includes an inaccuracy (*Wilson*: for a short time the policy of neutrality remained intact)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion that states Wilson and Roosevelt shared some of the same views and enacted similar types of policies and both had varying degrees of success

Conclusion: Overall, the response fits the criteria for Level 2. General comparison statements of similarities between Wilson and Roosevelt are linked to brief summaries of document information used to address the task. Although some outside information about Roosevelt is included, the overall discussion lacks supporting historic facts and details.

President Woodrow Wilson and FDR both faced challenges during the times preceding and throughout WWI + WWII. The goal of Wilson and FDR was to protect the United States during times of crisis. The presidents made attempts at staying neutral, preserving individual liberties, and maintaining the peace after the war had ended.

The U.S. has always tried to follow a strict policy of neutrality to avoid entering unnecessary wars. President Wilson (doc 1) encouraged that citizens, policies, and actions toward the belligerent European nations during WWI remain completely neutral. He promoted the idea that no citizen should show any inclination toward either side so that peace could be preserved effectively. President FDR faced similar problems during WWII, and FDR implemented an embargo on the sale of arms and military supplies toward warring nations and also widely promoted/encouraged the belligerents to return to peace. (Document 5) These policies were then changed to reflect a less neutral policy toward Germany. Wilson sent Germany angry letters that alluded to a declaration of war if they did not end their unrestricted submarine warfare. (Doc 2) FDR began selling arms to Britain and explained that the reason for doing so was to provide a safer future for the U.S so that Germany would not win the war (Doc 6) Both policies gradually evolved into less and less neutral courses of action toward the “enemy” nations.

Wilson’s and FDR’s policies of protecting civil liberties were also similar in the periods of crisis. Wilson approved the Espionage Act of 1917 which stated that any American who acted out against the war would or could have all rights taken or be imprisoned for up to 20 years. (Doc 3) FDR’s similar action was the Japanese internment that

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

were used during WWII. The Japanese were removed from their home and placed in inland camps to prevent Japan from gaining information. (Doc 8) Both policies obstructed civil liberties and were extreme actions taken during these times of crisis.

The League of Nations and United Nations are similar clauses in the treaties to end both WWI & WWII. Wilson's League was to maintain the peace, but it was not accepted by Congress and the US never joined. (Doc 4) He promoted it widely with the citizens but it never caught on. The US joined the United Nations along w/many others. It was created to keep world peace and help contain the spread of communism. (Doc 9) This was passed and joined by the US, and was effective unlike the league, at preserving peace.

During WWI & WWII both President Woodrow Wilson and FDR faced similar situations during the times of crisis. They implemented similar plans to try and stay neutral, reduce some liberties during times of crisis, and maintain peace after the wars were over.

Anchor Level 2-B

The response:

- Minimally develops all comparisons in the task by discussing the similarities between the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is primarily descriptive (*Wilson*: he promoted idea that no citizen should show any inclination toward either side so peace could be preserved; sent Germany angry letters that alluded to a declaration of war if unrestricted submarine warfare was not ended; Espionage Act stated any American who acted out against war would or could have all rights taken away or be imprisoned for up to twenty years; *Roosevelt*: implemented embargo on sale of arms and military supplies toward warring nations; changed policies to reflect a less neutral policy toward Germany; began selling arms to Britain explaining it would provide a safer future for United States if Germany did not win; Japanese were removed from their homes and placed in inland camps)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, 6, 8, and 9
- Presents little relevant outside information (*Wilson*: he promoted League widely with citizens but it never caught on; League was to maintain peace but not accepted by Congress and United States never joined; *Roosevelt*: United States joined United Nations along with many others; United Nations was effective unlike the League)
- Includes few relevant facts, examples, and details (*Wilson*: approved Espionage Act; *Roosevelt*: Japanese relocated); includes inaccuracies (League of Nations and United Nations are similar clauses in the treaties to end both World War I and World War II; United Nations created to help contain communism)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response strings together excerpts from the documents in an effort to compare the presidencies of Wilson and Roosevelt. Weak comparative threads, repetition of information, and inaccuracies weaken the response.

Through the history of our nation, we can see both subtle and extremely evident similarities and differences between the policies, and actions of our presidents. Presidents Woodrow Wilson and Franklin D. Roosevelt both lead the United States during wartime, which meant that they both had to establish foreign policies before entering war, preserve civil liberties, and plan what will happen after the war. While both were in many ways different, both Presidents also shared many similarities in their actions, beliefs, and visions.

During his farewell speech, our first President, George Washington, urged the United States to remain neutral. Many presidents after him tried to follow Washington's words, including Wilson and Roosevelt. President Wilson, who led our nation during World War I, believed that in response to the breakout of war in Europe during 1914, the United States should follow a policy of neutrality. (Doc 1) Even upon the submarine attacks of Germany which killed Americans (Doc 2), Wilson still urged the policy of neutrality, wanting to avoid a feud with Germany. Similarly, Roosevelt wished to remain neutral as well, though with a slight variation. Roosevelt, speaking in Dallas in 1936, stated that moral help would be offered, but the U.S. would offer no military help, as it was not the United States war to fight but the Europeans. (Doc 5) Despite this fact, He still wanted to aid the Allies. (Doc 6), providing them with necessities of war.

Civil liberties during wartime are often affected. Wilson's Espionage Act affected civil liberties greatly, as it imprisoned Americans who excersided their freedom of speech by speaking and writing against the war. (Doc 3). Roosevelt also negatively affected civil liberties, by relocating Japanese Americans to interment camps

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

across the nation during WWII, as tensions were high after the attack on Pearl Harbor in 1941. (doc 8).

The role of the United States after the war had ended in world affairs was similar between both presidents. Wilson wanted a League of Nations (Doc 4), but because it was poorly planned, it failed to work. However, Roosevelt drafted his plan for the United Nations early, providing ample time for revision, which allowed it to work properly (doc 9).

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

- Minimally develops all comparisons in the task by discussing the similarities and differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is primarily descriptive (*Wilson*: he urged neutrality even after German submarine attacks which killed Americans; he wanted to avoid a feud with Germany; Espionage Act affected civil liberties greatly as it imprisoned Americans who exercised their freedom of speech by speaking and writing against the war; *Roosevelt*: moral help would be offered but United States would offer no military help as it was not our war to fight; he provided Allies with necessities of war; he drafted his plan for United Nations early providing ample time for revision)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, 6, 8, and 9
- Presents little relevant outside information (many presidents including Wilson and Roosevelt tried to follow Washington's words of neutrality; *Roosevelt*: tensions were high after attack on Pearl Harbor); includes faulty analysis (*Wilson*: because League was poorly planned it failed to work)
- Includes few relevant facts, examples, and details (*Wilson*: he wanted a League of Nations; *Roosevelt*: relocated Japanese Americans to camps)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Statements that infer comparisons are presented with minimal explanation. The response relies on summaries of document information and literal interpretations which demonstrates limited understanding.

President Woodrow Wilson and president Franklin both faced similar challenges during their presidencies.

Woodrow Wilson's pre-war strategy was neutrality where as Roosevelt took the allies side. However after their respective wars both presidents proposed neutrality as the best policy.

Another similarity between the two presidents was they both limited certain Americans rights during their wars. President Wilson helped enact the espionage act, an act that gave the government the right to imprison Americans who spoke or wrote against the war. President Roosevelt helped create laws that required many Japanese Americans to relocate from the west coast.

Also, after their wars were over they proposed an organized group of nations for peace as the best way to prevent anything serious happening again. Wilson helped create and proposed the joining of by the U.S. the League of Nations. The League of Nations was a failure because although a few European countries joined it, the most powerful country in the world at the time, the U.S., did not join.

As demonstrated u can see that the presidents were both the same and different.

Anchor Level 1-A

The response:

- Minimally develops some comparisons in the task by addressing similarities between the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is descriptive (*Wilson*: he helped enact Espionage Act; he helped create and proposed that the United States join the League; *Roosevelt*: he helped create laws that required many Japanese Americans to relocate from West Coast); lacks understanding and application (*Wilson and Roosevelt*: both proposed neutrality as best policy after their respective wars)
- Includes minimal information from documents 1, 3, 5, and 8
- Presents little relevant outside information (*Wilson*: League was a failure because the United States, the most powerful country at the time, did not join)
- Includes few relevant facts, examples, and details (*Wilson*: prewar strategy neutrality; Espionage Act gave government right to imprison Americans who spoke or wrote against war; *Roosevelt*: took Allies side)
- Demonstrates a general plan of organization; includes a brief introduction that states Wilson and Roosevelt faced similar challenges and a brief conclusion that states Wilson and Roosevelt were both the same and different

Conclusion: Overall, the response fits the criteria for Level 1. A few comparative statements are included in the response; however, lack of supporting historic facts and details detracts from their effectiveness. Although most of the information is presented in brief statements, a limited understanding of some of the document information is demonstrated.

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

During the world wars, many challenges were faced by Presidents Woodrow Wilson and Franklin D. Roosevelt. Establishing foreign policies and protecting civil liberties were just a few of these challenges.

Both presidents handled many of these problems in similar fashion. Prior to the war, both Woodrow Wilson and Franklin D. Roosevelt favored neutrality. (D1a/D5) After finally entering the war, both presidents passed laws that protected homeland security at the cost of civil liberties. (D3/D8) Even after the war, both of these presidents attempted to create an international peace keeping organization. (D4/D9) Although they both attempted to create these organizations, only the United Nations with Franklin D. Roosevelt withstood.

These decisions have had huge impacts on our society today. The United Nations is still in effect as an international peace keeping organization. Presidents Woodrow Wilson and Franklin D. Roosevelt ultimately have shaped international affairs in today's world.

Anchor Level 1-B

The response:

- Minimally develops all comparisons in the task by mentioning similarities between the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is descriptive (*Wilson and Roosevelt*: both passed laws that protected homeland security at the cost of civil liberties)
- Includes minimal information from documents 1, 5, 8, and 9
- Presents little relevant outside information (*Roosevelt*: United Nations is still in effect as an international peacekeeping organization)
- Includes few relevant facts, examples, and details (*Wilson and Roosevelt*: both favored neutrality prior to the war; both attempted to create international peacekeeping organizations)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states both Wilson and Roosevelt shaped the international affairs of today's world

Conclusion: Overall, the response fits the criteria for Level 1. A minimal understanding of the task is demonstrated in brief explanations of document information. Most statements about Wilson and Roosevelt are limited to general comparisons.

War is often a time of dramatic change for a nation as it has many political, economic, and social effects on civilization. Throughout history, the United States has been led by some intriguing leaders who have led this nation through times of war. Woodrow Wilson and Franklin Delano Roosevelt used incredible tactics during their presidencies as both men are often regarded as some of the greatest chief executives of all time. While both men led the country through times of war, suspended civil liberties, and had ideas of world organizations, they initially remained totally neutral and gave the possibility of war a great deal of thought.

Speaking on the topic of neutrality, both men looked to remain neutral at first. Wilson looked to remain neutral despite an outbreak of war in Europe (doc 1a). Even though Germany was using aggressive tactics, which were killing Americans, Wilson looked to remain neutral except for trading. (doc 2). On the other hand, Roosevelt looked to create a two-fold neutrality, which created an embargo on arms and munitions. (doc 5). He hoped that the United States could set an example as a beacon of democracy. Still, Roosevelt took actions in the war effort, despite an absence of participation in war. He gave supplies to Western Allies, by lending them guns and planes. This was done in the Lend-Lease Act. The United States had faced the worst economic depression in history as it was going through The Great Depression. This would keep American factories busy and the British from being taken over by Germany. A global war did not seem feasible for the Americans at that time. Helping the Allies economically was the best we could do.

Both men also suspended civil liberties for many United States

Document-Based Essay—Practice Paper – A

citizens. Both men supported drafts, which turned men into soldiers to be used in combat. However, Wilson's draft was created during the war, while Roosevelt's draft was a peace time draft. But Wilson's draft became a constitutional issue when Charles Schenck told men not to obey the draft law. Schenck violated the Espionage Act, which penalized people for speaking out against the government and for hurting the war effort. (doc 3) Limiting free speech would seem to be a violation of the Bill of Rights but the Supreme Court said no because we were at war.

Roosevelt, on the other hand, relocated Japanese-Americans to the interior of the country, so they were not influenced by their ancestors' country (doc 8). The camps were called internment camps and were a result of Executive Order 9801. The conditions of the camps were horrible and many became depressed from the conditions. In fact, most of the people in the internment camps were born in the United States, so they would most likely have had little influence from Japan but after Pearl Harbor that did not matter. Both men also looked to create World Organizations. Wilson created the League of Nations, for which he sought approval from the people, because the Senate was not supportive (doc 4). Roosevelt's idea for the United Nations was a great improvement from the League of Nations, as there was more time to plan it out and to pay attention to its details, and no tie to a strict peace treaty (doc 9) The UN also provides a peacekeeping force, which often intervenes during global conflicts to try to keep the peace. One other problem with the League of Nations was that the United States did not join it. This weakened the League. Though the League of Nations was a major point of Wilson's Fourteen Points Plan, he was

Document-Based Essay—Practice Paper – A

greatly unsuccessful in getting support for it while Roosevelt's UN was accepted and had great success as it resides in New York, has a security council, and continues as a meeting place for nations even today.

Even though both men had many differences in their methods of wartime leadership, they were both considered great presidents. We also see their influence today as we still have the Federal Reserve Board from Wilson's presidency, and the FDIC from Roosevelt's presidency. Both men definitely left their footprints on American History. As we move forward in the 21st century, we hope that the United States will continue to respect the great men, Woodrow Wilson and Franklin Delano Roosevelt.

Document-Based Essay—Practice Paper – B

Presidents Woodrow Wilson and Franklin D. Roosevelt both faced the challenge of leading the United States during world war. These challenges included establishing foreign policies prior to United States entry the war, preserving civil liberties while protecting national security during the war. Both of these presidents have some different and similarities between their presidencies.

President Woodrow Wilson had some differences from Franklin D. Roosevelt. In (Document 1) it shows that president Woodrow Wilson wrote a passage by the meaning of the policy that the U.S. follow in response to the war breaking out in Europe by telling us that they must be neutral in fact as well as in name during men's souls. In (Doc 2) president Woodrow Wilson is running to the American people to giving them League of Nations. In (Doc 5) President Franklin D. Roosevelt said that United States should respond to various threats to peace around the world in 1936. He would do that by American products such as oil, and scrap iron that were of assistance to the war.

The similarities between the presidents of Woodrow Wilson and Franklin D. Roosevelt are that they both were in war. In (doc 1b) it shows us how the number of nation by how the years were going up the number we going down, in Great Britain, France, Italy, and Germany. Great Britain was the most highest that had numbers by the 1916.

Presidents Woodrow Wilson and Franklin D. Roosevelt they had faced challenge of leading the U.S. during world war. Both presidents had some terms, their policies prior to entering the war, their actions affecting civil liberties during the war and also by their vision of role the United States in world affairs after the war.

When considering war, one must incorporate many factors into their decision making. Not only must the extent of the war effort and the readiness of the nations military be taken into account, but the lives of those at home must also be considered. Careful thought must also be taken into planning out the steps prior to, during, and concluding the war. These responsibilities have rested in the hands of several presidents throughout our history; two of the most prominent being, Woodrow Wilson and Franklin D. Roosevelt during our nations involvement in World Wars I and II. When compared, many similarities and differences can be seen in the actions of both presidents and their war policies.

The similarities that exist within both presidents actions start with their pre-war policy. Prior to the U.S. involvement in the World Wars, both presidents had initially sought to remain neutral. For example, when President Wilson saw the chaos within war-torn Europe and endured the initial U-boat attacks (Doc. 2), his initial response was to remain neutral in order to stay out of these overseas affairs and avoid conflict. (Doc 1). With a large European immigrant population to be concerned about and most Americans believing that the European situation was not in our vital interests, he cautioned the country not to even think about favoring one side or the other. A similar philosophy was taken by FDR, when he encouraged the American people to adopt a "two-fold neutrality" by placing embargos and discourging trade of war materials. (Doc 5). In both cases trying to enforce a specific neutrality policy would not be enough to keep us out of war. Another similarity that the two presidents shared was there actions affecting civil liberties during the course of the war. Although intended to be a

good thing, to keep the nation safe from threats within the country, the issuing of the Espionage Act by president Wilson actually threatened the Americans civil liberties. The act was passed out of fear for German disloyalty and from fears that people opposed to the war would influence others in a negative way. It was also seen as an act against spying while some opponents saw it as a violation of American citizens' freedom of speech by prohibiting the expression of anti-war sentiments. (Doc 3) President Roosevelt also threatened one ethnic group's civil liberties when he ordered the relocation of Japanese on the West Coast into interment camps. This action was in response to the rumors, fear, and prejudice against Japanese and Japanese Americans after the attack on Pearl Harbor. With West Coast political and military concerns growing, the relocation was seen as a necessary step by FDR. Some saw this decision as violating the civil liberties and due process of those of Japanese descent. (Doc. 8) Both presidents also displayed similar actions when deciding the country's position after the war. Although the U.S. suffered much lesser losses in comparison to other nations, the casualties the world experienced caused both presidents to make attempts of keeping world peace to prevent future wars. Wilson's idealistic reason for fighting the war led to his insistence that a League of Nations be formed after the war. (Doc 4) However, the United States never joined the League which contributed to its failure. FDR continued the dream of an international peacekeeping organization and supported the creation of the United Nations (Doc 9)

Although there were many similarities, many differences existed as well. For example, when the U.S. was attacked by the Japanese at our

naval base, Pearl Harbor, FDR took quick action against the Japanese and asked Congress for a declaration of war. Although Japanese Americans had no involvement in the incident, and most were loyal American citizens, FDR ordered them to internment camps to protect our national security. (Doc 8) When the German U-boats attacked ships and violated "freedom of the seas" in the precursor to WWI, president Wilson responded in a different way. Rather than interning German-Americans, Wilson sent notes in protest prior to our entry in WWI hoping that those responsible for the aggression within Europe would stop. However, Creel Committee propaganda activities later on led to harassment and prejudice against German-Americans. The post-war experiences of both presidents were also very different although the way they saw the post-war world was similar. Following WWI, President Wilson's priority was to encourage European leaders to support the League of Nations as part of his plan for the peace treaty. (Doc 4) The plan was questioned by many Americans and much of Congress because of fear that it would automatically involve our nation in future wars around the world, and be too different from our usual policy of neutrality and remaining separate in protecting our own interests. FDR's plan, however, known as the United Nations was much different. Although it had the similar goal of promoting peace, he went about it in a different way. The plan was carefully thought out and discussed with Allied leaders during the war. The United Nations got the approval of many congressmen and there was general acceptance that the U.S. should join. (Doc 9)

As proven by the war effort of these two influential presidents, the responsibilities of war are very complex, and must be carefully

Document-Based Essay—Practice Paper – C

thought out with regard to the developments and circumstances of the war. Presidents Wilson and Roosevelt both dealt expertly with the complex problems of trying to avoid war, of protecting national security at home by curtailing civil liberties during war, and of trying to avoid future wars through new peace organizations.

Document-Based Essay—Practice Paper – D

During two of the most trying times in world history — World War I and World War II, the United States was led by its president through the war. Not only did these presidents have to keep Americans safe at home and abroad, but they also had to develop foreign policies, create a plan of action, and finally, establish what would be done after the war was over.

In 1914, while Europe was embroiled in its own conflict, President Woodrow Wilson warned the American people of taking sides. In his Message to the United States Senate, Wilson urged Americans to remain neutral so as to avoid war. Wilson continued to advocate neutrality, even when German submarines attacked passenger ships, and when the amount of exports of the U.S. seemed to favor Britain (Bailey). But Wilson eventually had to declare war when Germany continued to sink ships (Leuchtenburg).

During the United States involvement in the war, Congress passed the Espionage Act, which Wilson signed. Often viewed as an infringement upon citizens' rights, the act meant dissenters of the war, along with people found to be disloyal to the U.S. or disruptive to its recruitment efforts, could be penalized and possibly jailed. (Zinn) Wilson saw this as a necessary means of keeping the country safe as well as united in its war effort. Following the war, Wilson presented his Fourteen Points to the Congress of Vienna. In the fourteen points, Wilson planned for the formation of a League of Nations, which would ultimately keep global peace. Unfortunately, Congress would not ratify the U.S.'s admission to the League.

In the 1930s, President Franklin D. Roosevelt responded a little differently to the threat of war. While he did not want to bring the

Document-Based Essay—Practice Paper – D

country into unnecessary war, Roosevelt advised Americans to be aware of the global situation and advocated “two-fold neutrality:” an embargo on the shipments of arms ... combined with efforts to discourage belligerents from purchasing huge quantities of other American products ... that were of assistance to their war efforts.” (Miller) In 1940, Roosevelt made the decision to aid the Allies, and to cut off trade with Japan, an Axis power. After Pearl Harbor, the U.S formally entered the war.

During the war, the relocation of Japanese Americans is probably one of the biggest violations of civil liberties. Japanese Americans, many of which had no existing connections to Japan, were removed from their homes, because the government feared they were spies. After the war, Roosevelt worked to form the United Nations, an organization to promote world peace that was much more successful than Wilson’s League of Nations. (Bailey)

In conclusion, both Wilson and Roosevelt tried to maintain policies of neutrality, but found it impossible as the wars progressed. They had to make very difficult decisions concerning world relations as well as on the homefront, and were not always successful at both.

The first half of the twentieth century was plagued by war. However, great leaders, such as Franklin D. Roosevelt and Woodrow Wilson, emerged to face the gauntlet of challenges. Both Woodrow Wilson and Franklin D. Roosevelt sought a policy of neutrality prior to the war as well as limited civil liberties during the war, although, Roosevelt was more successful than Wilson in getting the U.S involved in international affairs in the post-war world.

Before entering both World War I and II, Wilson and Roosevelt made neutrality a priority just as Washington had in the 1790s. Wilson issued a statement in 1914 stating the U.S should be neutral “in thought as well as deed” because we were militarily and psychologically unprepared to fight a war in Europe (1a). Wilson also urged the U.S to remain neutral after the sinking of passenger ships with Americans on them by German “U-boats” which were a new technology not provided for under international law. Dealing with that challenge Wilson tried to prevent further attacks by threatening to end diplomatic relations which might mean war with Germany (2). Similarly, Roosevelt also urged the U.S to remain neutral, and used some of the same symbolic responses to the possibility of war. With his Quarantine Speech, his assistance to China, his economic policies toward Japan, and by placing the U.S fleet in Hawaii to deter Japan from aggressive actions in the Pacific, he tried in his own way to keep us out of war (7).

However, unlike Wilson, Roosevelt initially urged the embargo of weapons and munitions thinking he could avoid the problems that led Wilson to declare war against Germany (5). Also, throughout the 1930s, Roosevelt followed the Neutrality Acts, an embargo with any

nation that was at war. Although proclaiming neutrality, both presidents and the American people favored the Allied cause and ended up fighting alongside the Allies in the world wars.

During the war, both leaders faced similar problems with civil liberties. Early in the U.S involvement of World War I, the Espionage Act was passed, preventing criticism of the war, even if it was based on factual evidence (3). Roosevelt followed a similar policy even before the war of prohibiting subversive activities. However, the Roosevelt administration's greatest repression of civil liberties came in the decision to intern Japanese Americans based on "military necessity." (8). This treatment was based on the long-standing prejudice against Asians especially on the West Coast as well as the fear that Japanese spies might be infiltrating the U.S through contact with the Japanese American population. Both the Wilson administration and the Roosevelt administration saw people fight vigorous legal battles against these laws. In the case of Schenck v. U.S., the plaintiff argued that his First Amendment rights were violated and during the World War II case of Korematsu v. U.S. the plaintiff argued that his Fourteenth Amendment rights were violated because he was placed in an internment camp. The Supreme Court ruled against both plaintiffs, stating that constitutional rights during wartime were not absolute.

In both post-war periods, the United States had the choice of becoming enveloped in international affairs and both Wilson and Roosevelt had firmly urged becoming international. Wilson presented his plan of "Fourteen Points," one of which involved forming an international, peacekeeping organization. However, the treaty with Wilson's idea of a "League of Nations" failed to be approved by the

Senate because they disagreed with some of the details of the treaty and the secrecy surrounding the Paris peace conference (9). Although Wilson went directly to the American people and appealed to them, he failed to convince them (4). This, however, caused more stress upon Wilson because the people did not want to be bothered by European problems on the other side of the world, ultimately helping to cause Wilson's stroke during the debate over the treaty. Roosevelt, on the other hand, was more successful in achieving international involvement. For a conference in San Francisco, Roosevelt encouraged national organizations and critics to view the plans for the new United Nations Organization. Roosevelt also had the advantage of the United Nations not being tied to the peace treaty as Wilson's League had been (9). Roosevelt also called for the necessity of international involvement in the post-war world as a way of limiting future tensions with the Soviet Union.

In short, the United States followed similar trends of domestic and foreign policies during both world wars. Both Wilson and Roosevelt argued for neutrality before jumping into a war as well as limiting civil liberties for the benefit of the nation. Although, Roosevelt was better able to convince America that strong international intervention was needed than Wilson was, both leaders set strong precedents for other presidents to follow.

Practice Paper A—Score Level 3

The response:

- Develops all comparisons in the task with little depth by discussing the similarities and differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is more descriptive than analytical (*Wilson*: he looked to remain neutral despite outbreak of war in Europe and Germany’s use of aggressive tactics which were killing Americans; he created League for which he sought approval from the people because the Senate was not supportive; *Roosevelt*: he wanted United States to set an example as a “beacon of democracy”; he relocated Japanese Americans to interior of country so they were not influenced by their ancestors’ country; conditions of internment camps were horrible and many became depressed from the conditions; there was more time to plan United Nations, pay attention to details, and it was not tied to a strict peace treaty)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 8, and 9
- Incorporates relevant outside information (*Wilson*: his draft became a constitutional issue when Schenck told men not to obey draft law; limiting free speech would seem to be a violation of Bill of Rights but Supreme Court said no because we were at war; United States did not join the League which weakened the League; League part of his Fourteen Points; *Roosevelt*: Lend-Lease lent Allies guns and planes; Lend-Lease would keep American factories busy and British from being taken over by Germany; most people in internment camps were born in the United States so they would most likely have had little influence from Japan but after Pearl Harbor it did not matter; United Nations provides a peacekeeping force which intervenes during global conflicts; United Nations continues as a meeting place for nations even today)
- Includes some relevant facts, examples, and details (*Wilson*: Espionage Act penalized people for speaking out against government and hurting war effort; *Roosevelt*: two-fold neutrality created embargo on arms and munitions; Japanese Americans put in camps); includes a minor inaccuracy (*Roosevelt*: Executive Order 9801)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that both Wilson and Roosevelt left their footprints on American history

Conclusion: Overall, the response fits the criteria for Level 3. The inclusion of a few analytic statements and the strategic placement of relevant outside information strengthen the discussion of each president. General introductory statements of comparison are accurate but lack explanation. Digressions and overgeneralizations weaken the response.

Practice Paper B—Score Level 0

The response:

Attempts to develop the task; refers to the theme in a general way; includes almost no relevant facts, examples, and details

Conclusion: Overall, the response fits the criteria for Level 0. Irrelevant disjointed facts are selected from documents but their use fails to show any understanding. There is an attempt at comparison but it is not successfully demonstrated.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all comparisons in the task evenly and in depth by discussing the similarities and differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is more analytical than descriptive (*Wilson*: when he saw the chaos within war-torn Europe and endured the initial U-boat attacks, his initial response was to remain neutral to stay out of overseas affairs and avoid conflict; opponents saw the Espionage Act as a violation of American citizens' freedom of speech by prohibiting the expression of antiwar sentiments; his priority following World War I was to encourage European leaders to support the League as part of his plan for the peace treaty; *Roosevelt*: he continued the dream of an international peacekeeping organization and supported the United Nations; his plan for the United Nations was carefully thought out and discussed with Allied leaders during the war)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 8, and 9
- Incorporates substantial relevant outside information (*Wilson*: with a large European immigrant population to be concerned about and most Americans believing that the European situation was not in our vital interests, he cautioned the country not to even think about favoring one side or the other; Espionage Act was passed out of fear for German disloyalty and from fears that people opposed to the war would influence others in a negative way; German U-boats attacked ships and violated "freedom of the seas"; Creel Committee propaganda activities led to harassment and prejudice against German Americans; League was questioned by many Americans and much of Congress because of fear that it would automatically involve our nation in future wars and be too different from our usual policy of neutrality; *Roosevelt*: he threatened one ethnic group's civil liberties because of the rumors, fear, and prejudice against Japanese and Japanese Americans after the attack on Pearl Harbor; some saw the relocation of Japanese Americans as violating their civil liberties and their due process; when the United States was attacked by the Japanese at our naval base, Pearl Harbor, he took quick action and asked Congress for a declaration of war; although Japanese Americans had no involvement in the incident and most were loyal American citizens he ordered them to internment camps to protect our national security; many congressmen approved the United Nations and there was general acceptance that the United States should join)
- Richly supports the theme with many relevant facts, examples, and details (*Wilson*: Espionage Act seen as act against spying; *Roosevelt*: encouraged American people to adopt a "two-fold neutrality" by placing embargoes and discouraging trade of war materials; ordered relocation of Japanese on the West Coast)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discusses that presidents must incorporate many factors into their decisions when considering war

Conclusion: Overall, the response fits the criteria for Level 5. An analytic overview of the similarities and differences between Wilson and Roosevelt reinforces the premise that wartime creates challenges that require unique presidential responses. The impact of domestic considerations on wartime leadership decisions is integrated throughout the discussion.

Practice Paper D—Score Level 2

The response:

- Minimally develops all comparisons in the task by discussing the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is primarily descriptive (*Wilson*: he warned American people about taking sides while Europe embroiled in conflict; he continued to advocate neutrality even when German submarines attacked passenger ships; Espionage Act is often viewed as an infringement upon citizen's rights; *Roosevelt*: he did not want to bring the country into an unnecessary war; he advised Americans to be aware of global situation and advocated "two-fold neutrality"; in 1940 he made the decision to aid the Allies and to cut off trade with Japan; relocation of Japanese Americans is probably one of the biggest violations of civil liberties; United Nations was much more successful than Wilson's League)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, 7, 8, and 9
- Presents some relevant outside information (*Wilson*: he eventually had to declare war when Germany continued to sink ships; he planned for a League in his Fourteen Points to keep global peace; Congress would not ratify admission to League; *Roosevelt*: Japanese Americans many of whom had no existing connections to Japan removed from their homes because the government feared they were spies; after Pearl Harbor the United States formally entered the war)
- Includes few relevant facts, examples, and details (*Wilson*: United States exports seem to favor Britain; Espionage Act signed; *Roosevelt*: United Nations, an organization to promote world peace); includes some inaccuracies (*Wilson*: Fourteen Points presented at the Congress of Vienna; *Roosevelt*: after the war he worked to form United Nations)
- Demonstrates a general plan of organization; includes an introduction that discusses the role of presidents in war and a conclusion that states both Wilson and Roosevelt had to make difficult decisions and were not always successful

Conclusion: Overall, the response fits the criteria for Level 2. Despite the inclusion of outside information, the response fails to make clear comparisons between the presidencies. The separate discussions of Wilson and Roosevelt rely on summaries of document information. Generalizations are included but limited substantiation weakens their impact.

Practice Paper E—Score Level 4

The response:

- Develops all comparisons in the task by discussing the similarities and differences between the presidencies of Woodrow Wilson and Franklin D. Roosevelt
- Is both descriptive and analytical (*Wilson*: he tried to prevent further attacks by threatening to end diplomatic relations which might mean war with Germany; Espionage Act prevented criticism of the war; treaty with his idea of a League failed to be approved by the Senate because they disagreed with some details and the secrecy surrounding the Paris Peace Conference; *Roosevelt*: with his Quarantine speech, his assistance to China, his economic policies toward Japan, and his placing our fleet in Hawaii to deter Japan from aggressive actions in the Pacific, he tried to keep us out of war; he initially urged the embargo of weapons and munitions thinking he could avoid the problems that led Wilson to declare war; he prohibited subversive activities; he encouraged national organizations and critics to view plans for the United Nations)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 7, 8, and 9
- Incorporates relevant outside information (*Wilson*: U-boats were a new technology not provided for under international law; plaintiff in *Schenck* argued his first amendment rights were violated; people did not want to be bothered by European problems on the other side of the world; international peacekeeping organization was one of his Fourteen Points; *Roosevelt*: throughout the 1930s he followed the Neutrality Acts, an embargo with any nation at war; policy toward Japanese Americans based on long-standing prejudice against Asians, especially on West Coast, as well as the fear that Japanese spies might be infiltrating the United States through contact with the Japanese American population; plaintiff in *Korematsu* argued his 14th amendment rights were violated because he was placed in an internment camp; he called for the necessity of international involvement in the postwar world as a way of limiting future tensions with the Soviet Union)
- Supports the theme with relevant facts, examples, and details (*Wilson*: urged neutrality after German U-boats sinking of passenger ships with Americans; should be neutral because militarily and psychologically unprepared to fight a war; *Roosevelt*: decision to intern Japanese Americans based on “military necessity”)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discusses while Wilson and Roosevelt followed similar domestic and foreign policies, Roosevelt was more successful in convincing the United States to be involved in international affairs

Conclusion: Overall, the response fits the criteria for Level 4. Historic details included in the discussion of civil liberties and postwar plans complement document interpretation and demonstrate a good understanding of presidential actions in both areas. While the discussion of prewar policies includes good conclusions, additional facts and details would have strengthened the comparison.

United States History and Government Specifications January 2014

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

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

Notes:

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

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

The *Chart for Determining the Final Examination Score for the January 2014 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 – January 2014
 Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 45 would receive a final examination score of 80.

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	0	0	3	5	8	11	15	18	22	26	30	34
	1	1	3	6	9	12	16	19	23	27	31	35
	2	2	4	7	10	14	17	21	25	28	33	37
	3	3	5	8	11	15	18	22	26	30	34	38
	4	3	6	9	12	16	19	23	27	31	35	40
	5	4	7	10	14	17	21	25	28	33	37	41
	6	5	8	11	15	18	22	26	30	34	38	42
	7	6	9	12	16	19	23	27	31	35	40	44
	8	7	10	14	17	21	25	28	33	37	41	45
	9	8	11	15	18	22	26	30	34	38	42	47
	10	9	12	16	19	23	27	31	35	40	44	48
	11	10	14	17	21	25	28	33	37	41	45	50
	12	11	15	18	22	26	30	34	38	42	47	51
	13	12	16	19	23	27	31	35	40	44	48	53
	14	14	17	21	25	28	33	37	41	45	50	54
	15	15	18	22	26	30	34	38	42	47	51	56
	16	16	19	23	27	31	35	40	44	48	53	57
	17	17	21	25	28	33	37	41	45	50	54	58
	18	18	22	26	30	34	38	42	47	51	56	60
	19	19	23	27	31	35	40	44	48	53	57	61
	20	21	25	28	33	37	41	45	50	54	58	63
	21	22	26	30	34	38	42	47	51	56	60	65
	22	23	27	31	35	40	44	48	53	57	61	66
	23	25	28	33	37	41	45	50	54	58	63	67
	24	26	30	34	38	42	47	51	56	60	65	68
	25	27	31	35	40	44	48	53	57	61	66	70
	26	28	33	37	41	45	50	54	58	63	67	71
	27	30	34	38	42	47	51	56	60	65	68	72
	28	31	35	40	44	48	53	57	61	66	70	74
	29	33	37	41	45	50	54	58	63	67	71	75
	30	34	38	42	47	51	56	60	65	68	72	76
	31	35	40	44	48	53	57	61	66	70	74	78

		Total Essay Score										
		0	1	2	3	4	5	6	7	8	9	10
Total Part I and Part IIIA Score	32	37	41	45	50	54	58	63	67	71	75	79
	33	38	42	47	51	56	60	65	68	72	76	80
	34	40	44	48	53	57	61	66	70	74	78	81
	35	41	45	50	54	58	63	67	71	75	79	83
	36	42	47	51	56	60	65	68	72	76	80	84
	37	44	48	53	57	61	66	70	74	78	81	85
	38	45	50	54	58	63	67	71	75	79	83	86
	39	47	51	56	60	65	68	72	76	80	84	87
	40	48	53	57	61	66	70	74	78	81	85	88
	41	50	54	58	63	67	71	75	79	83	86	89
	42	51	56	60	65	68	72	76	80	84	87	90
	43	53	57	61	66	70	74	78	81	85	88	92
	44	54	58	63	67	71	75	79	83	86	89	93
	45	56	60	65	68	72	76	80	84	87	90	94
	46	57	61	66	70	74	78	81	85	88	92	95
	47	58	63	67	71	75	79	83	86	89	93	96
	48	60	65	68	72	76	80	84	87	90	94	97
	49	61	66	70	74	78	81	85	88	92	95	97
	50	63	67	71	75	79	83	86	89	93	96	97
	51	65	68	72	76	80	84	87	90	94	97	98
	52	66	70	74	78	81	85	88	92	95	97	98
	53	67	71	75	79	83	86	89	93	96	97	98
	54	68	72	76	80	84	87	90	94	97	98	98
	55	70	74	78	81	85	88	92	95	97	98	98
	56	71	75	79	83	86	89	93	96	97	98	99
	57	72	76	80	84	87	90	94	97	98	98	99
	58	74	78	81	85	88	92	95	97	98	98	99
	59	75	79	83	86	89	93	96	97	98	99	99
	60	76	80	84	87	90	94	97	98	98	99	99
	61	78	81	85	88	92	95	97	98	98	99	99
	62	79	83	86	89	93	96	97	98	99	99	99
	63	80	84	87	90	94	97	98	98	99	99	100