

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Tuesday, August 17, 2010 — 12:30 to 3:30 p.m., only

Student Name _____

School Name _____

Print your name and the name of your school on the lines above. Then turn to the last page of this booklet, which is the answer sheet for Part I. Fold the last page along the perforations and, slowly and carefully, tear off the answer sheet. Then fill in the heading of your answer sheet. Now print your name and the name of your school 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.

Part I contains 50 multiple-choice questions. Record your answers to these questions on the separate 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. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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 statement printed on the Part I 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.

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

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, write on the separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

- 1 The presence of which pair of geographic conditions discouraged the development of a plantation economy in the New England colonies?
 - (1) wide coastal plain and absence of good harbors
 - (2) rocky soil and short growing season
 - (3) numerous rivers and humid climate
 - (4) flatlands and lack of forests
- 2 What was the main cause of the French and Indian War (1754–1763)?
 - (1) disputed land claims in the Ohio River valley between the French and the British
 - (2) conflicts between American colonists and the French over control of the Great Plains
 - (3) taxation of American colonists without representation in Parliament
 - (4) violation of trade agreements between European nations and Native American Indians
- 3 The British government’s use of writs of assistance against American merchants is one reason the Bill of Rights includes protection against
 - (1) cruel and unusual punishment
 - (2) self-incrimination
 - (3) excessive bail
 - (4) unreasonable search and seizure
- 4 “. . . Every thing that is right or reasonable pleads for separation. The blood of the slain, the weeping voice of nature cries, ’TIS TIME TO PART. . . .”

— Thomas Paine, *Common Sense*

In this quotation, Thomas Paine is trying to convince the colonists to

 - (1) accept the Proclamation of 1763
 - (2) break a treaty with Spain
 - (3) declare their independence from England
 - (4) dissolve their alliance with France
- 5 Shays’ Rebellion of 1786 was significant because it
 - (1) showed that the English still had influence after the American Revolution
 - (2) convinced many Americans of the need for a stronger national government
 - (3) revealed the increased threat from rebellious Native American Indians
 - (4) endangered the lives of many recent immigrants
- 6 The Great Compromise reached at the Constitutional Convention resulted in the
 - (1) formation of the Supreme Court
 - (2) creation of a bicameral legislature
 - (3) development of a two-party system
 - (4) ban on the importation of enslaved Africans
- 7 Building support for the ratification of the United States Constitution was the purpose of the
 - (1) *Farewell Address* of George Washington
 - (2) Albany Plan of Union
 - (3) Mayflower Compact
 - (4) *Federalist Papers*
- 8 *Federalism* is best defined as a principle of government that
 - (1) divides power between the central government and state governments
 - (2) includes a system of checks and balances
 - (3) allows the states to nullify national laws
 - (4) places the most power in the hands of the legislative branch
- 9 “All bills for raising revenue shall originate in the House of Representatives; . . .”

— Article 1, Section 7, United States Constitution

The main reason the writers of the Constitution included this provision was to

 - (1) give citizens more influence over taxation issues
 - (2) assure that all citizens would pay taxes
 - (3) deny presidents the power to veto revenue bills
 - (4) provide the government with a balanced budget

- 10 The United States Constitution grants the Senate the power to
- (1) impeach governors
 - (2) issue pardons
 - (3) appoint ambassadors
 - (4) approve treaties
- 11 Which statement about the electoral college system is accurate?
- (1) The number of electoral votes a state receives is based on its geographic size.
 - (2) A candidate can be elected president without the majority of the popular vote.
 - (3) Presidential candidates are forced to campaign equally in every state.
 - (4) The total number of electoral votes has increased with each census.
- 12 President George Washington set a precedent for all future presidents by
- (1) appointing a career soldier to be Secretary of War
 - (2) choosing a friend to be Chief Justice of the Supreme Court
 - (3) campaigning actively for the office
 - (4) creating a cabinet of advisors
- 13 A major reason President Thomas Jefferson authorized the Lewis and Clark expedition was to
- (1) claim California for the United States
 - (2) explore a route to the Pacific Ocean
 - (3) remove British outposts from United States land
 - (4) establish settlements in the Southwest
- 14 Starting with the election of President Andrew Jackson (1828), voter participation increased due to the
- (1) passage of an amendment ending religious qualifications for voting
 - (2) extension of suffrage to Native American Indians
 - (3) end of property requirements for voting by many states
 - (4) arrival of more immigrants from nations with democratic governments

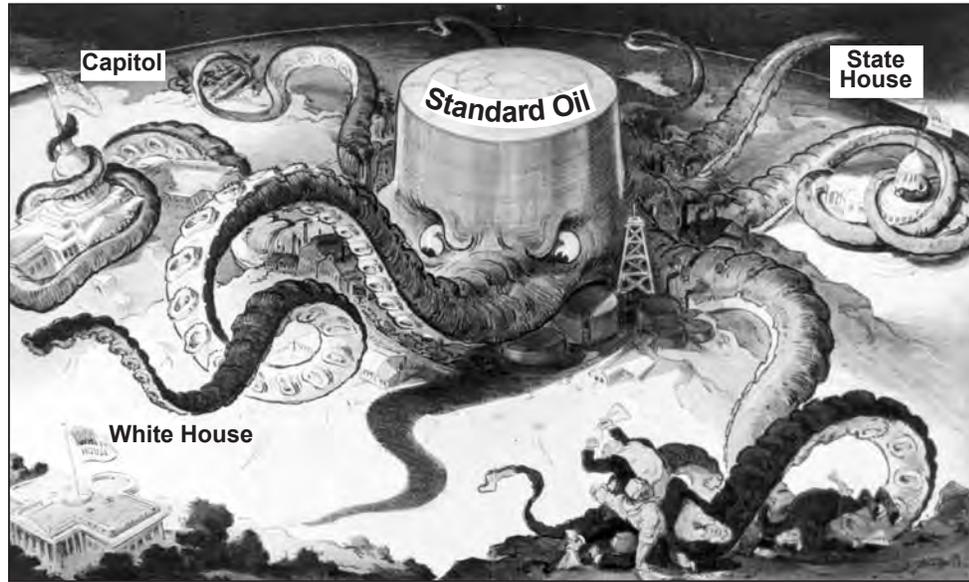
- 15 **“Compromise Enables Maine and Missouri to Enter the Union”**
“California Joins the Union As Part of Compromise of 1850”
“Kansas-Nebraska Act Establishes Popular Sovereignty in the Territories”

Which issue is most closely associated with these headlines?

- (1) status of slavery in new states
 - (2) negotiation of the Oregon Treaty
 - (3) expansion of land for reservations
 - (4) influence of political parties on economic development
- 16 During the 1850s, Irish immigrants were often discriminated against because they
- (1) refused to participate in local politics
 - (2) displaced slave labor in the South
 - (3) arrived in the United States with great wealth
 - (4) practiced the Roman Catholic religion
- 17 In his first inaugural address, President Abraham Lincoln stated his main goal for the nation was to
- (1) use the vote to resolve the conflict over slavery
 - (2) free all slaves in the United States
 - (3) uphold the *Dred Scott* decision
 - (4) preserve the Union
- 18 Poll taxes, literacy tests, and grandfather clauses were adopted in Southern States primarily to
- (1) enforce the terms of the 15th amendment
 - (2) keep African Americans from exercising their right to vote
 - (3) stop criminals and immigrants from voting
 - (4) eliminate bribery and corruption at polling places
- 19 During the late 1800s, major improvements to a nationwide system of trade were made with the
- (1) construction of a network of canals
 - (2) use of steamboats on rivers
 - (3) completion of transcontinental railroads
 - (4) construction of toll roads

Base your answer to question 20 on the cartoon below and on your knowledge of social studies.

Next!



Source: Udo J. Keppler, *Puck*, September 7, 1904 (adapted)

- 20 The principal message of the cartoon is that the Standard Oil Company
- (1) used its size to lower the prices of its products
 - (2) protected the nation from foreign competition
 - (3) used its economic power to influence government decisions
 - (4) employed violence to gain an unfair advantage for its workers
-
- 21 Jacob Riis, Ida Tarbell, and Margaret Sanger are best known for their efforts to
- (1) create awareness about social problems
 - (2) gain support for the women's movement
 - (3) expand the rights of Native American Indians
 - (4) win equal treatment for African Americans
- 22 The Progressive movement supported the idea that the federal government should
- (1) regulate big business
 - (2) reduce immigration
 - (3) build an overseas empire
 - (4) reduce the number of farms
- 23 Which event most influenced President Woodrow Wilson's decision to enter World War I?
- (1) defeat of Russia by Germany
 - (2) assassination of Archduke Franz Ferdinand
 - (3) raids by Mexico on the southwestern United States
 - (4) renewal of unrestricted submarine warfare by Germany
- 24 In the early 20th century, what was the primary cause of the large-scale migration of African Americans out of the rural South?
- (1) supply of new housing in the suburbs
 - (2) opportunities for jobs in northern factories
 - (3) availability of cheap land on the frontier
 - (4) absence of racial discrimination in northern states
- 25 The conflict between science and religion in the 1920s was most clearly shown in the
- (1) trial of John Scopes
 - (2) arrest of Sacco and Vanzetti
 - (3) nativist reactions to immigration
 - (4) poetry of the Harlem Renaissance
- 26 One of the major causes of the stock market crash of 1929 was
- (1) excessive buying of stocks on margin
 - (2) overconsumption of goods and services
 - (3) failure of international banking systems
 - (4) low prices of stocks and bonds

- 27 Which action did President Franklin D. Roosevelt take that helped organized labor gain strength during the New Deal?
- (1) requiring the American Federation of Labor to admit skilled workers
 - (2) allowing women to work in government agencies
 - (3) signing the National Labor Relations Act (Wagner Act)
 - (4) selecting John L. Lewis as his Secretary of Labor

Base your answers to questions 28 and 29 on the cartoon below and on your knowledge of social studies.



Source: Dr. Seuss, *PM*, May 22, 1941

- 28 Which nations are represented by the two birds in this cartoon?
- (1) Soviet Union and Great Britain
 - (2) United States and Soviet Union
 - (3) Germany and Great Britain
 - (4) United States and Germany
- 29 Which statement most accurately expresses the point of view of the cartoonist?
- (1) Isolationism is the safest policy for these countries to follow.
 - (2) The United States is ignoring the threat caused by foreign aggression.
 - (3) Trade restrictions are more of a threat than leaders recognize.
 - (4) England can defend itself against Axis aggression.

- 30 Many of the songs, movies, and books of the 1930s are similar in that they
- (1) romanticized urban life
 - (2) relived the bad times of the past
 - (3) helped people escape from the realities of everyday life
 - (4) pointed out the mistakes that led to the Great Depression
- 31 What was a major result of the Servicemen's Readjustment Act of 1944 (GI Bill)?
- (1) Millions of veterans received a college education.
 - (2) Women kept their factory jobs after World War II.
 - (3) Jobs were created by the Manhattan Project.
 - (4) Veterans were exempted from gasoline rationing.
- 32 President Harry Truman changed the United States military after World War II by
- (1) allowing women to serve in combat roles
 - (2) establishing an all-volunteer army
 - (3) banning racial segregation in the military
 - (4) withdrawing all military forces from Europe
- 33 The United States committed to a Cold War policy of mutual defense when it
- (1) aided the Nationalists in China
 - (2) established the Eisenhower Doctrine
 - (3) joined the North Atlantic Treaty Organization (NATO)
 - (4) rejected United Nations efforts to halt the development of atomic weapons
- 34 Controversies involving Alger Hiss and Julius and Ethel Rosenberg reflected the post-World War II concern over
- (1) testing nuclear missiles
 - (2) joining the United Nations
 - (3) placing weapons in outer space
 - (4) spying by communists in the United States
- 35 Which development resulted from the construction of the interstate highway system?
- (1) increased suburbanization
 - (2) reduced air pollution
 - (3) decreased fuel consumption
 - (4) growth of long-distance passenger train service

Base your answers to questions 36 and 37 on the photograph below and on your knowledge of social studies.



Source: National Archives

- 36 What is a valid generalization that can be drawn from this photograph?
- (1) Activists often advocate taking over the government.
 - (2) Demonstrators use nonviolent means to demand equal rights.
 - (3) Civil rights leaders supported “separate but equal” education.
 - (4) Protesters encouraged a nationwide strike by teachers.
- 37 The delay in implementing which Supreme Court decision helped lead to the protest shown in this photograph?
- (1) *Plessy v. Ferguson*
 - (2) *Brown v. Board of Education of Topeka*
 - (3) *Tinker v. Des Moines*
 - (4) *New Jersey v. T. L. O.*
-

- 38 The Supreme Court decisions in *Mapp v. Ohio* (1961) and *Miranda v. Arizona* (1966) directly expanded the rights of which group?
- (1) students with disabilities
 - (2) women in the military
 - (3) homeless Americans
 - (4) persons accused of crimes

- 39 Which development led to the other three?
- (1) growth of new home construction
 - (2) increase in school populations
 - (3) start of the baby boom
 - (4) pressure on the Social Security system

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

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

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

— President Lyndon B. Johnson, March 31, 1968

- 40 The decision announced in this speech was based primarily on the
- (1) assassination of Martin Luther King Jr.
 - (2) growing violence in urban America
 - (3) outbreak of terrorist attacks around the world
 - (4) involvement of the United States in the Vietnam War
-

- 41 The policy of détente pursued by President Richard Nixon was an effort to
- (1) increase foreign aid to African nations
 - (2) maintain access to East Asian markets
 - (3) reduce conflict with the Soviet Union
 - (4) end trade barriers among Western Hemisphere nations

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



Source: Ed Stein, *Rocky Mountain News*, September 2, 2004 (adapted)

- 42 Which statement best describes the point of view of the cartoonist?
- (1) Outsourcing of jobs has hurt American workers.
 - (2) Americans receive most of their news from television.
 - (3) United States presidents now seek support throughout the world.
 - (4) Low unemployment rates have forced United States companies to expand overseas.
-

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



Source: Walt Handelsman, *Newsday*, April 5, 2005

- 43 What is the main issue identified in this cartoon?
- (1) the high cost of computer services
 - (2) conflicts between Congress and the Supreme Court
 - (3) the increasing lack of privacy
 - (4) limits placed on the powers of Congress
-
- 44 A belief in Manifest Destiny is most closely associated with the decision to
- (1) create the Bank of the United States
 - (2) suppress the Whiskey Rebellion
 - (3) declare war on Mexico
 - (4) build the Panama Canal
- 45 Which policy of the United States was designed to prevent new colonization of the Western Hemisphere?
- (1) Monroe Doctrine
 - (2) Open Door
 - (3) Good Neighbor
 - (4) Carter Doctrine
- 46 The United States government is creating memorials along the Trail of Tears because it was
- (1) an important road used by settlers going to the frontier
 - (2) the location of injustices against many Native American Indians
 - (3) the site of victories by General Andrew Jackson during the War of 1812
 - (4) the route followed by the first trans-continental railroad

- 47 A goal that was established at the Seneca Falls Convention of 1848 was achieved in 1920 by the
- (1) creation of a free public education system
 - (2) passage of legislation to end child labor
 - (3) adoption of national woman's suffrage
 - (4) ratification of an amendment requiring national Prohibition
- 48 The emergence of third political parties such as the Know-Nothing Party, the Greenback Party, and the Prohibition Party indicates that
- (1) basic democratic values are often rejected by many United States citizens
 - (2) a single powerful issue can mobilize political activity
 - (3) third parties have failed to influence governmental policies
 - (4) minor political parties are usually formed by strong leaders
- 49 One common theme in many of the writings of Ernest Hemingway, F. Scott Fitzgerald, and Langston Hughes was
- (1) the need to regulate business
 - (2) the benefits of mass production
 - (3) optimism for reforms promised by the Great Society
 - (4) dissatisfaction with the American culture of the 1920s
- 50 **“Security Council Approves Use of Force Against Communist Invaders”**
“President Truman Fires General MacArthur”
“Armistice Divides Nation at 38th Parallel”
- These headlines refer to which international conflict?
- (1) World War I
 - (2) World War II
 - (3) Korean War
 - (4) Persian Gulf War

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: Presidential Actions

United States presidents have taken actions that have had a significant effect on United States foreign or domestic policies.

Task:

Identify **two** presidential actions that have had significant effects on United States history and for **each**

- Describe the historical circumstances surrounding the action
- Discuss the impact of the presidential action on United States foreign policy or on American society

You may use any presidential action that has had a significant effect on United States history. Some suggestions you might wish to consider include George Washington issuing the Proclamation of Neutrality, Abraham Lincoln issuing the Emancipation Proclamation, William McKinley calling for war against Spain, Theodore Roosevelt supporting the Meat Inspection Act, Woodrow Wilson proposing the Fourteen Points, Franklin D. Roosevelt proposing the New Deal, Harry Truman making the decision to drop the atomic bomb, and Lyndon B. Johnson signing the Civil Rights Act of 1964.

You are *not* limited to these suggestions.

Do *not* use Thomas Jefferson purchasing the Louisiana Territory as your example of a presidential action.

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”

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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 the documents have been edited for the purposes of the 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.

Historical Context:

Geographic factors such as size, location, climate, and natural resources have played a critical role in the development of the United States. They have had both positive and negative effects on the United States throughout its history.

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 positive *and/or* negative effects of geography on the development of the United States

Part A

Short-Answer Questions

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

Document 1

. . . Geography contributed powerfully to a policy of noninvolvement. A billowing ocean moat three thousand miles wide separated but did not completely isolate the American people from Europe. The brilliant young Alexander Hamilton pointed out in 1787, in Number 8 of the *Federalist Papers*, that England did not have to maintain a large standing army because the English Channel separated her from Europe. How much better situated, he noted, was the United States. His point was well taken, for geographical separation—not isolation—made possible the partial success of a policy of nonentanglement during most of the 19th Century. . . .

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

- 1 According to Thomas A. Bailey, how did geography contribute to the United States policy of noninvolvement? [1]

Score

Document 2

. . . The President [Thomas Jefferson] was playing for large stakes. Louisiana [Territory] stretched from the Mississippi westward to the Rocky Mountains, and from Canada's Lake of the Woods southward to the Gulf of Mexico. If annexed, these 825,000 square miles would give the new nation access to one of the world's potentially richest trading areas. The Missouri, Kansas, Arkansas and Red rivers and their tributaries could act as giant funnels carrying goods into the Mississippi and then down to New Orleans. Even in the 1790s, with access to the Mississippi only from the east, the hundreds of thousands of Americans settled along the river depended on it and on the port of New Orleans for access to both world markets and imported staples for everyday living. "The Mississippi is to them everything," Secretary of State James Madison observed privately in November 1802. "It is the Hudson, the Delaware, the Potomac, and all the navigable rivers of the Atlantic formed into one stream." . . .

Source: Walter LaFeber, "An Expansionist's Dilemma," *Constitution*, Fall 1993

2 According to Walter LaFeber, what were **two** benefits to the United States from acquiring the Louisiana Territory? [2]

(1) _____

Score

(2) _____

Score

Document 3

. . . Other problems faced by wagoners [settlers] included howling wind, battering hail and electrical storms, lack of sufficient grass for the oxen, and wagon breakdowns. The forty waterless miles across the hot, shimmering desert between the Humboldt Sink and the Truckee River in Nevada exacted its toll of thirst on men and oxen. Rugged mountains of Idaho, Oregon, and Washington debilitated [weakened] men and animals. On the California branch loomed the Sierra Nevada, a formidable barrier of sheer granite. So high and perpendicular towered these granite walls, that wagons had to be dismantled and hoisted by rope, piece by piece, over precipices seven thousand feet above sea level. On some wagon trains, supplies ran low or became exhausted. Aid from California saved hundreds of destitute and emaciated pioneers. The story of the ill-fated Donner party that lost half its roster to starvation, freezing cold, and deep snows just east of Donner Pass in the Sierra Nevada is well-known. The great westward adventure was not for the weak, the timid, the infirm. One emigrant graphically recorded a small incident along the trail:

On the stormy, rainy nights in the vast open prairies without shelter or cover, the deep rolling or loud crashing thunder, the vivid and almost continuous flashes of lightning, and howling winds, the pelting rain, and the barking of coyotes, all combined to produce a feeling of loneliness and littleness impossible to describe. . . .

Source: H. Wilbur Hoffman, *Sagas of Old Western Travel and Transport*, Howell North Publishers, 1980

3 According to H. Wilbur Hoffman, what are **two** examples of how geography *negatively* affected the westward movement of settlers? [2]

(1) _____

Score

(2) _____

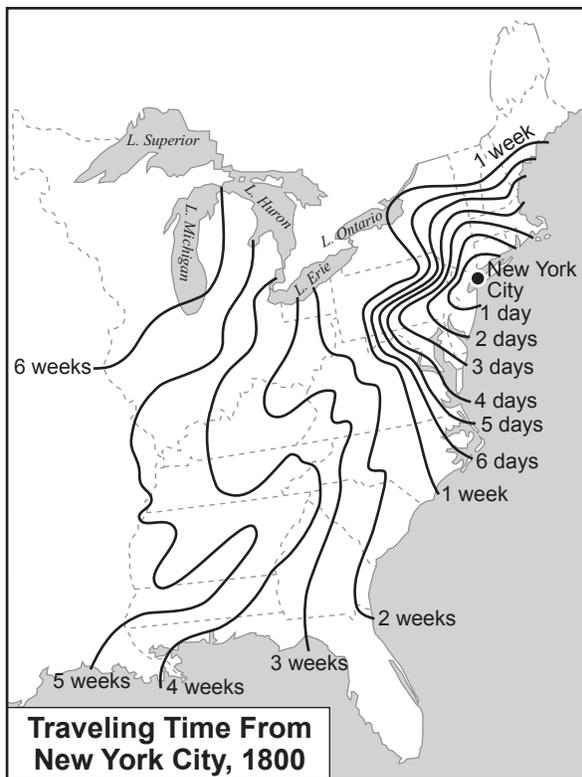
Score

Document 4a

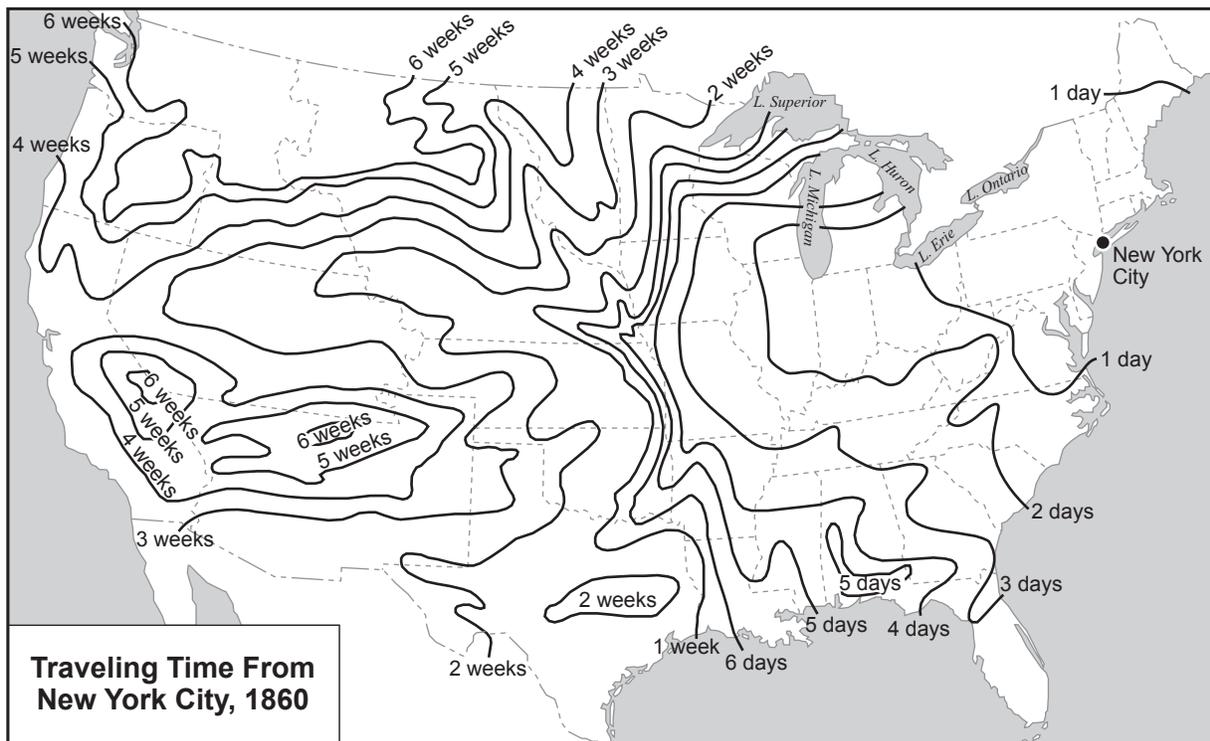
... Americans whose lives spanned the era from 1800 to 1850 must have been amazed at the changes in transportation that took place before their eyes. They saw the oxcart, the stage coach, the clumsy flatboat, ark, and scow, give way to the steamboat and to railroads run by steam power. They saw the channels of many rivers widened and deepened, thousands of miles of canals built in the North and West,* and thousands of miles of railroad lines threading their way across the country from the Atlantic coast toward the Mississippi River. They witnessed a transportation revolution. . . .

*In this passage, West refers to the area now known as the Midwest.

Document 4b



Document 4c



Source: Glyndon G. Van Deusen, *The Jacksonian Era*, Harper & Row, 1959 (adapted)

4 Based on these documents, what are **two** ways the size of the United States has affected its development?
[2]

(1) _____

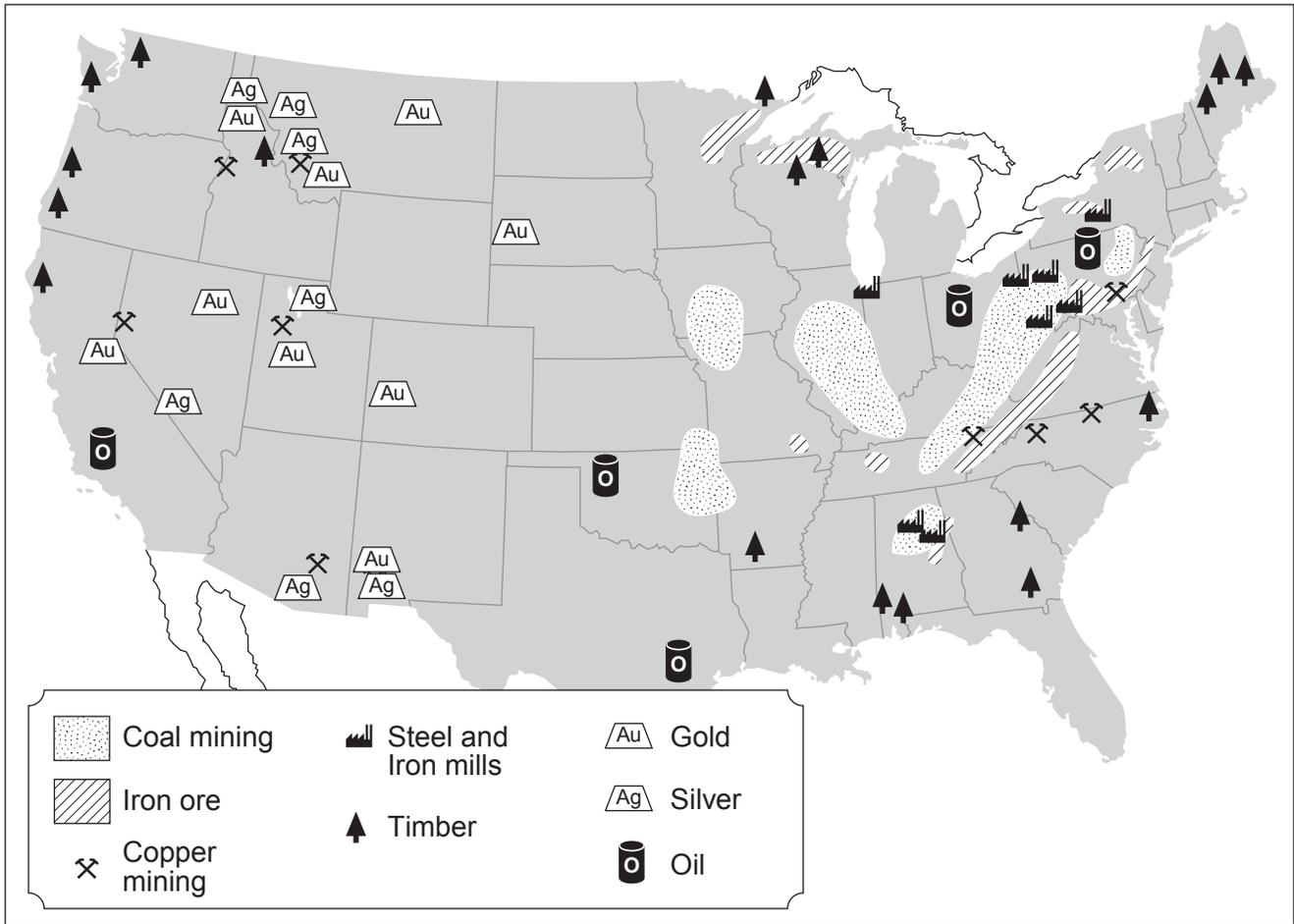
Score

(2) _____

Score

Document 5

Natural Resources and Select Industries, c. 1900



Source: *Our United States*, Silver Burdett Ginn, and *The Complete School Atlas*, Holt, Rinehart and Winston (adapted)

5 Based on this map, state **one** way natural resources have affected the economic development of the United States. [1]

Score

Document 6

. . . For years conservationists had warned that ecological catastrophe hovered over the Great Plains. The so-called short-grass country west of the hundredth meridian was favored by fewer than twenty inches of rain a year. Early explorers had labeled the frontier beyond the Missouri “the great American desert,” and then it was relatively stable, hammered flat by millions of bison and untilled by the Indians. Then the settlers arrived with their John Deere plows. Before the Depression they were blessed by extraordinarily heavy rains, but as they pushed their luck by overgrazing and overplowing, the ineludible [unavoidable] drew nearer. Even in the 1920s a hundred counties in Colorado, Kansas, New Mexico, Texas, and Oklahoma had been called the “dust bowl.” Now in 1934 the National Resources Board estimated that 35 million acres of arable [productive] land had been completely destroyed, the soil of another 125 million acres had been nearly or entirely removed, and another 100 million acres were doomed. Abruptly the bowl grew to 756 counties in nineteen states. Like Ireland and the Ukraine in the nineteenth century, the Plains were threatened with famine. . . .

Source: William Manchester, *The Glory and the Dream*, Little Brown, 1974

6 According to William Manchester, what is **one** way climate affected farming on the Great Plains? [1]

Score

Document 7a

European War Narrows the Atlantic



Source: Bailey and Kennedy, *The American Pageant*, D.C. Heath and Co.

Document 7b

. . . There are many among us who closed their eyes, from lack of interest or lack of knowledge; honestly and sincerely thinking that the many hundreds of miles of salt water made the American Hemisphere so remote that the people of North and Central and South America could go on living in the midst of their vast resources without reference to, or danger from, other Continents of the world.

There are some among us who were persuaded by minority groups that we could maintain our physical safety by retiring within our continental boundaries—the Atlantic on the east, the Pacific on the west, Canada on the north and Mexico on the south. I illustrated the futility—the impossibility—of that idea in my Message to the Congress last week. Obviously, a defense policy based on that is merely to invite future attack. . . .

Source: Franklin D. Roosevelt, Fireside Chat, "On National Defense," May 26, 1940, FDR Library

- 7 Based on these documents, what is **one** way that the geographic location of the United States affected its foreign policy before World War II? [1]

Score

Document 8



Source: James H. Hansen, "Soviet Deception in the Cuban Missile Crisis," *Studies in Intelligence: Journal of the American Intelligence Professional*, 2002 (adapted)

8 Based on this map, how did the location of Cuba influence the Cuban missile crisis? [1]

Score

Document 9

We're getting a painful lesson in economic geography. What Wall Street is to money, or Hollywood is to entertainment, the Gulf Coast is to energy. It's a vast assemblage of refineries, production platforms, storage tanks and pipelines—and the petroleum engineers, energy consultants and roustabouts [oil field workers] who make them run. Consider the concentration of energy activity. Oil production in the Gulf of Mexico accounts for nearly 30 percent of the U.S. total. Natural-gas production is roughly 20 percent. About 60 percent of the nation's oil imports arrive at Gulf ports. Nearly half of all U.S. oil refineries are there. [Hurricane] Katrina hit this immense system hard. The shock wave to the U.S. and world economies—which could vary from a temporary run-up in prices to a full-blown global recession—depends on how quickly America's energy-industrial complex repairs itself. . . .

Source: Robert J. Samuelson, "Hitting the Economy," *Newsweek*, September 12, 2005

- 9 According to Robert J. Samuelson, what is **one** reason the Gulf Coast is important to the *economy* of the United States? [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:

Geographic factors such as size, location, climate, and natural resources have played a critical role in the development of the United States. They have had both positive and negative effects on the United States throughout its history.

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

- Discuss the positive *and/or* negative effects of geography on the development of the United States

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 conclusion that are beyond a restatement of the theme

The University of the State of New York

Part I

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, August 17, 2010 — 12:30 to 3:30 p.m., only

ANSWER SHEET

Male

Female

Student
Teacher
School

Write your answers for Part I on this answer sheet, write your answers to Part III A in the test booklet, and write your answers for Parts II and III B in the separate essay booklet.

FOR TEACHER USE ONLY

Part I Score

Part III A Score

Total Part I and III A Score

Part II Essay Score

Part III B Essay Score

Total Essay Score

Final Score (obtained from conversion chart)

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

No. Right

The declaration below must be signed when you have completed the examination.

I do hereby affirm, at the close of this examination, that I had no unlawful knowledge of the questions or answers prior to the examination and that I have neither given nor received assistance in answering any of the questions during the examination.

Signature

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

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FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, August 17, 2010 — 12:30 to 3:30 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 <http://www.emsc.nysed.gov/osa/> 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 at least one more time before the final scores for the examination are recorded.

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

VOLUME
1 OF 2
MC & THEMATIC

United States History
and Government

August 17, 2010

Part I

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

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Mechanics of Rating

The following procedures 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*.

Scoring the Part I Multiple-Choice Questions

On the detachable answer sheet, indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided on the answer sheet, record the number of questions the student answered correctly in Part I.

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.

United States History and Government
Content-Specific Rubric
Thematic Essay
August 2010

Theme: Presidential Actions

United States presidents have taken actions that have had a significant effect on United States foreign or domestic policies.

- Task:** Identify *two* presidential actions that have had significant effects on United States history and for *each*
- Describe the historical circumstances surrounding the action
 - Discuss the impact of the presidential action on United States foreign policy or on American society

You may use any presidential action that has had a significant effect on United States history. Some suggestions you might wish to consider include George Washington issuing the Proclamation of Neutrality, Abraham Lincoln issuing the Emancipation Proclamation, William McKinley calling for war against Spain, Theodore Roosevelt supporting the Meat Inspection Act, Woodrow Wilson proposing the Fourteen Points, Franklin D. Roosevelt proposing the New Deal, Harry Truman making the decision to drop the atomic bomb, and Lyndon B. Johnson signing the Civil Rights Act of 1964.

You are *not* limited to these suggestions.
Do *not* use Thomas Jefferson purchasing the Louisiana Territory
as your example of a presidential action.

Scoring Notes:

1. This thematic essay has a minimum of *four* components in the task (the historical circumstances surrounding *each* of *two* presidential actions and the impact of *each* presidential action on foreign policy or on American society).
2. The discussion of historical circumstances surrounding a presidential action may include detailed information about the action itself.
3. The impact of the presidential action on foreign policy or on American society may be an immediate or long-term impact.
4. The impact of the presidential action may be positive or negative.
5. The two actions may have been taken by the same president, e.g., President Franklin D. Roosevelt proposing the New Deal and FDR signing the Atlantic Charter. However, separate and distinct information must be provided for each action.
6. The response may discuss the impact of a presidential action from any perspective as long as the position taken is supported by accurate historical facts and examples.

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding each of *two* presidential actions and the impact of each presidential action on United States foreign policy or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Abraham Lincoln issuing the Emancipation Proclamation*: connects the need to discourage British sympathy for the Confederacy and the pressure from abolitionists to make the Civil War a moral crusade against slavery to Lincoln's decision to issue the Emancipation Proclamation, the effect of the Emancipation Proclamation on the Union victory, and the constitutional abolition of slavery beginning a century long struggle for equality; *Harry Truman making the decision to drop the atomic bomb*: connects the need to force the unconditional surrender of Japan without high American casualties from a protracted invasion of the islands to Truman's decision to drop the atomic bomb on Hiroshima and Nagasaki, linking the decision to the increase of the commander in chief's power over the development and use of nuclear weapons and to American efforts to prepare for a nuclear attack
- Richly supports the theme with relevant facts, examples, and details, e. g., *Abraham Lincoln issuing the Emancipation Proclamation*: Compromise of 1850; 1860 election; preservation of the Union; South Carolina; secession; cotton trade; border states; Antietam; January 1, 1863; Frederick Douglass; black regiments; Reconstruction; Radical Republicans; 13th, 14th, and 15th amendments; military occupation of the South; Jim Crow laws; *Brown v. Board of Education*; Civil Rights Act of 1964; *Harry Truman making the decision to drop the atomic bomb*: surprise attack on Pearl Harbor; World War II; island-hopping; Manhattan Project; Los Alamos; death of Franklin Delano Roosevelt; Robert Oppenheimer; August 1945; total devastation; United States occupation of Japan; Cold War; containment; superpowers; Soviet Union development of atomic weapons; arms race; bomb shelters; duck-and-cover drills; loyalty oaths; McCarthyism; nuclear arms agreements; Cuban missile crisis; space race
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops all aspects of the task but may do so somewhat unevenly by discussing one aspect of the task more thoroughly than the other aspect of the task for both presidential actions *or* discussing both aspects of the task for one presidential action more thoroughly than for the second presidential action
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Abraham Lincoln issuing the Emancipation Proclamation*: discusses how Union losses during the first two years of the Civil War and British trade with the Confederacy prompted Lincoln to expand his war goals from preservation of the Union to include the emancipation of slaves and how the Emancipation Proclamation led to a Union victory and the passage of amendments to end slavery and grant citizenship rights to African Americans; *Harry Truman making the decision to drop the atomic bomb*: discusses how Truman's determination to end World War II quickly with fewer American deaths led to his decision to drop the atomic bomb and how the atomic bomb created the need to negotiate arms limitation agreements and prepare for a nuclear attack
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Note: If *both* aspects of the task for *one* presidential action have been thoroughly developed evenly and in depth 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 *two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

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

Score of 0:

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

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

Throughout the history of the United States Presidents have taken actions that greatly effected the foreign and domestic policies of the nation. Two such events would be the issuance of the Emancipation Proclamation by Abraham Lincoln and President Harry Truman's decision to drop the atomic bomb on Japan at the end of World War Two. Both of these decisions led to massive changes in policy and the general political atmosphere of the time. With the entire nation embroiled in a bitter civil war making any decision, let alone that to issue the Emancipation Proclamation, must have been incredibly difficult for Abraham Lincoln. Although Lincoln won the electoral majority in the 1860 election, he was only on the ballot in half the states showing how deeply the nation was divided. He tried to prevent secession by promising not to interfere with slavery in the South. When the Civil War began Lincoln's primary goal was to preserve the Union. Following the battle of Antietam, Lincoln saw an opportunity to turn the tide of the war in his favor and used this opportunity to change the aim of the entire conflict. Now it was not merely a war to preserve the Union, it was a moral war to free an entire race of enslaved people. After the war, Radical Republicans in Congress pushed through amendments that prohibited slavery, guaranteed the rights of citizenship, and gave suffrage to all freedmen. Lincoln's clever act of statesmanship during the Civil War was the first step to equality. It would take another century for

African Americans to mobilize into a civil rights movement so that the ideas of the 14th and 15th amendments were actually put into practice.

Another movement in American history that defined a presidency was the dropping of atomic bombs on Japan to end WWII. The war in Europe was over but the struggle for the Pacific was dragging on. Japan's once mighty empire was breaking away, pounded by allied attacks but still they refused to surrender. Soon only the Japanese mainland itself remained. It was clear to President Harry Truman that a ground invasion of Japan would cost upwards of a million American lives and might not achieve unconditional surrender. Truman also did not want to see the Soviet Union become involved in the conflict as tensions between it and the United States in Europe over the expansion of communism rose. The solution that was least costly and most expedient was chosen. Truman's choice to drop the atomic bomb on Hiroshima and Nagasaki is one of the most hotly debated topics in all of American History. However, it is clear that many thousands of American soldiers were saved as a result of the use of atomic bombs. This also thrust the world into a new age where the total annihilation of the human race was all too possible. The president's power as commander-in-chief took on a whole new meaning. Within a few years, the Soviet Union would test its own

nuclear weapon. The entire near half-century cold war with the U.S.S.R. was based upon the balance of nuclear power. Every president in the remaining years of the 20th century would be faced with creating policies to limit nuclear weapons, win the space race, and prepare America for a possible nuclear attack. For instance, during John Kennedy's short time in office, he negotiated a nuclear test ban treaty, pledged to put a man on the moon, and gave a televised address about the Soviet ~~threat~~ threat during the Cuban missile crisis. Truman's decision clearly had a great effect on United States foreign policy for many years afterward.

Abraham Lincoln's Emancipation Proclamation and Harry Truman's decision to use nuclear weapons on Japan are both incredibly significant events that greatly effected foreign and domestic policies. The presidential actions had lasting influence that is still poignant in today's society.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding Abraham Lincoln issuing the Emancipation Proclamation and Harry Truman making the decision to drop the atomic bomb and discussing the impact of these presidential actions on American society and on United States foreign policy
- Is more analytical than descriptive (*Abraham Lincoln issuing the Emancipation Proclamation*: now it was not merely a war to preserve the Union, it was a moral war to free an entire race of enslaved people; it would take another century for African Americans to mobilize into a civil rights movement so that the ideas of the 14th and 15th amendments were actually put into practice; *Harry Truman making the decision to drop the atomic bomb*: ground invasion would cost a million American lives; Truman did not want to see the Soviet Union become involved in the conflict as tensions between it and the United States in Europe over the expansion of communism rose; thrust the world into a new age where the total annihilation of the human race was all too possible; John Kennedy's pledge to put a man on the moon)
- Richly supports the theme with relevant facts, examples, and details (*Abraham Lincoln issuing the Emancipation Proclamation*: Civil War; 1860 election; on the ballot in half the states; secession; Antietam; Radical Republicans; prohibited slavery; guaranteed the rights of citizens; suffrage; *Harry Truman making the decision to drop the atomic bomb*: World War II; Pacific; Japan's once mighty empire; Allied attacks; unconditional surrender; Hiroshima and Nagasaki; commander in chief; space race; Nuclear Test Ban Treaty; Cuban missile crisis)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that mention the continuing impact of the actions

Conclusion: Overall, the response fits the criteria for Level 5. Powerful analysis, strongly worded phrases, and rich historical detail demonstrate a strong knowledge of the Civil War and the Cold War.

The United States Presidents have been making decisions about the country since 1776. These decisions often cause changes in the United States foreign or domestic policies. Many President's decisions have changed America forever. President Abraham Lincoln's issue of the emancipation proclamation and President Woodrow Wilson's proposal of the 14 points are 2 presidential decisions that changed American society and foreign policies forever (respectively).

President Abraham Lincoln was elected in 1860 and at his election, South Carolina seceded from the union. President Lincoln's main domestic policy was to preserve the union, so after an southern assault on Fort Sumter, the Civil War began. During the Civil war the North had almost all the advantages. It was more industrial, and therefore had more goods, more populous, and economically better off than the South. The North also had the railroad system and the factories to produce war goods. Unfortunately the South had determination and persistence. They were fighting to save their way of life and were not going to give up easily. In the beginning the South was winning and after a while, it seemed that the South may lose. President Lincoln knew he needed to take action in order to boost northern support, and the emancipation Proclamation was his answer. So he would not seem desperate, Lincoln waited till a Northern victory and he then issued the ~~14th~~ proclamation. The proclamation stated that all enslaved persons in areas of rebellion were free. This Proclamation turned the Civil War into

a moral war, where the Union was fighting to bring freedom. It caused a complete turnaround, ensuring support of foreign nations, who opposed slavery and ensuring the northern victory. If the emancipation proclamation had not been issued the North may not have won the Civil War. The northern victory led to Reconstruction and Union soldiers stayed in the South. Southern states were forced to re-write their constitutions, which took away state power and slavery. Freedmen's bureaus set up ^{schools} ~~schools~~ to educate former slaves and provided supplies to them. However, most of the former slaves had to become sharecroppers on the old plantations where they had to follow strict rules that kept them in debt to their old masters. These rules meant that the former slaves had no land and stayed in poverty for years to come.

Another great leader Woodrow Wilson made a decision, which changed U.S. foreign policy. After World War I, Woodrow Wilson went to the European conference to discuss the Versailles Treaty that would end the war. Wilson pushed for his 14 points, which blamed ~~no~~ one country for the war but re-established peace in Europe. Some of its points included freedom of the seas and respect of neutral nations, but most important was point #14, the League of Nations. This League of Nations was an organization of nations so that they would no longer use war to solve problems. President Wilson came home believing that the United States would join the League and fulfill his dream. In the United States, the Republicans

in the Senate rejected the treaty stating it took away Congress's power to declare war. Some were angry that they had not been asked to help make the treaty. After the treaty was rejected, America went into a period of isolationism. In the 1920s and 1930s, Germany and Japan began to take over other nations. The United States was determined to stay neutral and signed several treaties designed to prevent war, including the Neutrality Acts beginning in 1935. However, eventually the United States had to enter World War II to defend itself. The United States did not want to make the same mistakes as the isolationists did after World War I. President Roosevelt used Wilson's idea about an organization of nations to create the United Nations. Every country was invited to join this peace-keeping organization, even Germany and Japan. So, during World War II, American foreign policy changed from isolationism to world leadership.

Many Presidents have made decisions that have had a large impact on the country. It is important to understand those decisions and know their effects. In the future we are sure to have even more influential decisions made by Presidents.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding Abraham Lincoln issuing the Emancipation Proclamation and Woodrow Wilson proposing the Fourteen Points and discussing the impact of these presidential actions on American society and on United States foreign policy
- Is more analytical than descriptive (*Abraham Lincoln issuing the Emancipation Proclamation*: this proclamation turned the Civil War into a moral war, where the Union was fighting to bring freedom; Southern States were forced to rewrite their constitutions which took away state power and slavery; *Woodrow Wilson proposing the Fourteen Points*: Wilson proposed his Fourteen Points, which blamed no one country for the war but reestablished peace in Europe; United States determined to stay neutral and signed several treaties designed to prevent war; United States entered World War II to defend itself; during World War II, American foreign policy changed from isolationism to world leadership)
- Richly supports the theme with relevant facts, examples, and details (*Abraham Lincoln issuing the Emancipation Proclamation*: elected in 1860; South Carolina seceded; preserved the Union; Fort Sumter; Civil War; North was more industrial and more populous; North had the railroad system; South was fighting to save their way of life; areas of rebellion; support of foreign nations; Reconstruction; Union soldiers in the South; Freedmen's Bureau; sharecroppers; old plantations; *Woodrow Wilson proposing the Fourteen Points*: World War I; Versailles Treaty; freedom of the seas; League of Nations; Republicans in the Senate; Congress' power to declare war; Neutrality Acts; United Nations)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that comment on the power of presidential decision making

Conclusion: Overall, the response fits the criteria for Level 5. Thorough descriptions, ample detail, and clear analysis show an understanding of presidential leadership during wartime.

When an individual becomes the President of the United States, there are decisions that he has to make. These decisions can be expected to have implications on the United States at home or abroad. Examples of decisions made with far-reaching effects are Franklin Delano Roosevelt's proposing of the New Deal and President Nixon's decision to follow a policy of Vietnamization.

During the 1930's, our country went through a depression. This depression often called the Great Depression was brought on by large amounts of buying on credit throughout the 1920's. This buying on margin, or "fake money" created a "bubble" in the economy that burst in 1929 when there was a push to sell stocks and retrieve money from the banks. This caused the economy to collapse. Businesses closed, unemployment spiked, and people lost their savings and homes. Pres FDR got elected on a campaign that promised a New Deal to help the economy with a hands on approach as opposed to Hoover who believed in rugged individualism. The New Deal was FDR's way to help the American people and the economy. The New Deal created jobs for people with programs, like the CCC, and put safeguards on the economy to prevent another collapse with agencies like the FDIC which insured peoples money in banks. FDR also created social security so workers would have a pension when they retired. The New Deal slowly brought the economy back but didn't achieve its goal until WWII really fixed the economy. The New Deal did however create public works projects and let people feel good about themselves

by letting people work for their money. The size of the federal government grew tremendously. Today, many more people work for the United States government than before the New Deal.

During the 1960s, the war in Vietnam had grown with no end in sight. The cost of the war and Johnson's Great Society had led to inflation and citizens were protesting the United States involvement in a foreign war. Nixon got elected in 1968 on a campaign that promised an end to the war in Vietnam or peace with honor. Upon receiving the presidency Nixon called on South Vietnam to take more responsibility for their own defense, a policy known as Vietnamization. Although he began withdrawing United States soldiers, he also increased the bombing of the enemy, and ordered the invasion of Cambodia and Laos to disrupt the enemy's supply routes. Rather than bringing an immediate end to the war, he expanded it, which caused a revival of the protest movement back home. Eventually, Nixon did get the communists under Ho Chi Minh to sign a peace treaty, which soon was broken by the North Vietnamese and South Vietnam fell to communism the exact opposite of what we were fighting for. Pres. Nixon's policy of Vietnamization eventually brought an end to the war and changed United States foreign policy as politicians realized the United States could not fight other nations' battles. Until the Persian Gulf War in the 1990s, the United States

government refrained from sending American ~~soldiers~~ soldiers into battle.

In closing, Presidential actions have monstrous effects at home and abroad and Presidents like FDR and Nixon's decisions with the New Deal and Vietnamization, respectively, show this.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the historical circumstances surrounding Franklin D. Roosevelt proposing the New Deal and Richard Nixon implementing Vietnamization more thoroughly than discussing the impact of these actions
- Is both descriptive and analytical (*Franklin D. Roosevelt proposing the New Deal*: this buying on margin or “fake money” created a bubble in the economy that burst in 1929 when there was a rush to sell stocks and retrieve money from the banks; today many more people work for the United States government than before the New Deal; *Richard Nixon implementing Vietnamization*: cost of war and Johnson’s Great Society had led to inflation; citizens were protesting involvement in a foreign war; upon receiving the Presidency, Nixon called on South Vietnam to take more responsibility for their own defense, a policy known as Vietnamization; President Nixon’s policy of Vietnamization brought an end to the war and changed United States foreign policy because politicians realized the United States could not fight another nation’s battles)
- Supports the theme with relevant facts, examples, and details (*Franklin D. Roosevelt proposing the New Deal*: Great Depression; businesses closed; unemployment spiked; Hoover’s rugged individualism; CCC; FDIC; Social Security; pension; World War II; public works projects; *Richard Nixon implementing Vietnamization*: elected in 1968; peace with honor; invasion of Cambodia and Laos; supply routes; communists; Ho Chi Minh; Persian Gulf War)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the historical circumstances surrounding the New Deal and Vietnamization includes many relevant details. The discussion of the impact of the presidential actions is more simplistic and brief.

United States presidents have taken action to help solve crises. These decisions have always affected American society and United States foreign policy. Abraham Lincoln's issuing of the Emancipation Proclamation and Harry Truman deciding to drop the atomic bombs have had significant effects on United States history. The Emancipation Proclamation changed American society. United States foreign policy was greatly affected by the dropping of the atomic bombs.

By the 1800s the North and South were becoming increasingly different. The South was known for its farming and cash crops; the North for its factories. Their economies were very different, but their biggest and most significant difference was the South's system of slavery. Southerners owned slaves to work in their cotton fields while some Northerners believed that the practice should be abolished. South Carolina and six other states seceded from the Union because of these differences. Fighting had lasted for over two years before President Abraham Lincoln issued the Emancipation Proclamation to turn the war around. He freed all the slaves in the areas in rebellion even though he had no power over the slaves in the Confederate States, but once they rejoined the Union all of their slaves were freed. The Emancipation Proclamation transformed American society in the United States. African Americans were now free and slowly began to gain their rights. The abolition of slavery by the 13th amendment and subsequent amendments that

attempted to provide equal rights and suffrage added to the tensions in the re-created Union. These tensions would cause Southern States to pass unfair Jim Crow laws to segregate the races in all public facilities and to maintain white supremacy. The Supreme Court upheld this discrimination in Plessy v. Ferguson which lasted until the Brown v. Board of Education case outlawed separate but equal in the 1950s.

After the Japanese attacked Pearl Harbor, the United States entered World War II. The war dragged on and once the Germans were defeated, the U.S. wanted to end war with the Japanese as soon as possible with fewer American fatalities. President Truman urged the Japanese to surrender by a certain date and threatened them if they did not. He carried through with his threat by dropping two atomic bombs in Japan. This decision was surrounded with controversy because of all the destruction it caused to civilian life. It also greatly changed United States foreign policy. Truman's decision showed how powerful the United States was created fears and tensions with other countries. Now the Soviet Union decided to build up its nuclear arms and tested a nuclear weapon within a few years. Many believed it to be the start of the Cold War because of all the tensions that were now built because of the dropping of the atomic bombs. The fear of a Soviet nuclear attack started a new Red Scare in the United States. The government enacted

loyalty oaths and began investigations of suspected Communists, peaking during the McCarthy years. Children in schools practiced duck and cover drills and areas were set aside as fallout shelters.

United States presidents make decisions that effect foreign policy and American society. The decisions that come in the midst of a crisis greatly impact ^{the} nation and sometimes other nations. Two of the many drastic decisions made by presidents came from Abraham Lincoln and Harry Truman. Lincoln's issuing of the Emancipation Proclamation changed relations between the North and South, and effected the status of African Americans. Truman's decision to drop the ^{atomic} bombs ended the second world war and created new tensions with other countries.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the impact of Abraham Lincoln issuing the Emancipation Proclamation and Harry Truman making the decision to drop the atomic bomb on American society more thoroughly than describing the historical circumstances surrounding each action
- Is both descriptive and analytical (*Abraham Lincoln issuing the Emancipation Proclamation*: their economies were very different, but their biggest and most significant difference was the South's system of slavery; freed all slaves in the areas in rebellion; these tensions would cause Southern States to pass unfair Jim Crow laws to segregate the races in all public facilities and to maintain white supremacy; *Harry Truman making the decision to drop the atomic bomb*: the war dragged on and once the Germans were defeated, the United States wanted to end the war with Japan as soon as possible with fewer American fatalities; Soviet Union tested a nuclear weapon within a few years; the fear of a Soviet nuclear attack started a new Red Scare in the United States; children in schools practiced duck-and-cover drills)
- Supports the theme with relevant facts, examples, and details (*Abraham Lincoln issuing the Emancipation Proclamation*: cash crops; cotton fields; South Carolina seceded; Confederate states; 13th amendment; suffrage; *Plessy v. Ferguson*; *Brown v. Board of Education*; separate but equal; *Harry Truman making the decision to drop the atomic bomb*: Pearl Harbor; World War II; Cold War; loyalty oaths; communists; McCarthy; fallout shelters)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme and list the examples to be used

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of historical circumstances surrounding the presidential actions is satisfactory; however, the discussion of the events that followed these actions, such as Jim Crow laws and Cold War paranoia, strengthens the response.

Throughout United States history American presidents have taken actions that have had a significant effect of the United States foreign or domestic policies. Many of these actions have helped to change American life. George Washington's Proclamation of Neutrality and Abraham Lincoln's Emancipation Proclamation were two presidential actions that greatly affected the United States' policies at home and with other nations.

Throughout his presidency, George Washington maintained a policy of Neutrality. He believed that getting involved in European affairs would be a mistake because it would entangle the United States in European conflicts instead of focusing on the many problems facing the young United States. In the late 1700s Britain and France went to war. The United States was split on who to support with Alexander Hamilton supporting Britain and Jefferson favoring France. The United States had formed an alliance with France during the American Revolution but they had history with Great Britain. Great Britain was also very economically important to trade. To avoid the conflict, George Washington issued his Proclamation of Neutrality which declared that the United States would remain neutral in their conflict.

In 1796 Washington gave his farewell address which reminded Americans about the consequences of forming permanent alliances with European nations. Washington's policy of neutrality set the precedent for the American

foreign policy for more than a century. In the early 1800s, President Monroe issued the Monroe Doctrine which said that the United States would stay out of European affairs and warned the European nations that colonization in the Americas was over. Monroe applied Washington's policy to the Western Hemisphere to keep the Americas secure from European interference. It was not until the United States got involved in World War I and World War II in the early 1900s that Americans truly abandoned Washington's policy of neutrality. However, at the end of World War I the Senate refused to join the League of Nations and the World Court. Americans were still afraid to get involved in European affairs. Washington's neutrality gave the United States a policy of noninvolvement that would last until World War II when the United States became a world leader.

In the 1860s Abraham Lincoln was elected president leading to the Civil War. His primary goal was to preserve the Union because several states had seceded from the Union. Some of the slave states remained in the Union to become the border states. After two years of fighting Lincoln gave his Emancipation Proclamation to free all of the slaves in the Confederacy not under Union control and to discourage Great Britain from helping the South. The Proclamation did not free the slaves in the Union because the border states had slavery and it was crucial that the border states not secede.

from the union. Although the Emancipation Proclamation never directly freed any slaves it gave the United States a new war aim: to free the slaves. Lincoln's Emancipation Proclamation had a lasting impact on the United States because when the union won the Civil War Radical Republicans in Congress passed the 13th Amendment and later the 14th and 15th Amendments. These gave African Americans their freedom, citizenship and suffrage. However, the deeply rooted discrimination in the South forced African Americans to struggle for their constitutional rights for close to a century.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the historical circumstances surrounding George Washington's issuing the Proclamation of Neutrality and its impact on United States foreign policy more thoroughly than describing the historical circumstances and the impact of Abraham Lincoln's issuing the Emancipation Proclamation
- Is both descriptive and analytical (*George Washington issuing the Proclamation of Neutrality*: he believed that getting involved in European affairs would be a mistake because it would entangle the United States in European conflicts instead of focusing on the many problems facing the young United States; Monroe applied Washington's policy to the Western Hemisphere to keep the Americas secure from European interference; *Abraham Lincoln issuing the Emancipation Proclamation*: his primary goal was to preserve the Union because several states had seceded; the deeply rooted discrimination in the South forced African Americans to struggle for their constitutional rights for close to a century)
- Supports the theme with relevant facts, examples, and details (*George Washington issuing the Proclamation of Neutrality*: late 1700s; Britain and France went to war; Alexander Hamilton supporting Britain; Thomas Jefferson favoring France; 1796 Farewell Address; permanent alliances; precedent; World War I; World Court; League of Nations; noninvolvement until World War II; *Abraham Lincoln issuing the Emancipation Proclamation*: Civil War; border states; Confederacy; Radical Republicans; 13th, 14th, and 15th amendments; freedom, citizenship, and suffrage)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. Although the response demonstrates a strong understanding of American neutrality and its application until World War II, the discussion of the Emancipation Proclamation lacks similar depth.

In every era of history, there are people who change it. Many of these people have been presidents of the US. Two presidents who changed the course of the nation and affected history were Abraham Lincoln, with the Emancipation Proclamation, and Franklin D. Roosevelt, with the New Deal.

When Lincoln was president the nation was divided in the Civil War. The South was fighting for states rights and the continuation of slavery. The North was initially fighting to preserve the Union, but the Emancipation Proclamation shifted the Northern goal to abolition. Though Lincoln's Proclamation did not actually free any slaves, it sent a message to foreign countries that it intended to free the slaves. Some foreign countries were looking to support the South because of the cotton trade, but after the Emancipation Proclamation no foreign country wished to be involved in the American Civil War. Without foreign aid, the South could not win, thus allowing Lincoln a Northern victory and the ability to really free the slaves. Therefore, Lincoln's Emancipation Proclamation led to the North winning the Civil War and it paved the way for the freeing of the slaves, both of which greatly changed the path of the US. With a Northern victory, the Constitution was amended so that slavery would never be allowed again.

Another president who changed this country's policies was

FDR. FDR was elected president in the midst of the Great Depression, when people were hungry, homeless, and in desperate need for relief. Past presidents had never given aid to people during times of economic trouble, confident that the crisis would resolve itself. FDR, however, took the bold step to change precedent policy. He established the New Deal, which consisted of a plethora of programs for economic relief, recovery and reform. FDR's New Deal created thousands of jobs and tried to get the country back on its feet until the Depression was ended by the economic recovery experienced during World War II. His programs changed America's economic policies and helped steer the country in a new direction. From now on, the government would be more involved in the economy and peoples' lives.

Abraham Lincoln and Franklin D. Roosevelt are two perfect examples of how presidents have changed history. Their policies have helped shape America as it is today.

Anchor Level 3-A

The response:

- Develops all aspects of the task in little depth by describing the historical circumstances surrounding Abraham Lincoln issuing the Emancipation Proclamation and Franklin D. Roosevelt proposing the New Deal and minimally discussing the impact of each presidential action on American society
- Is more descriptive than analytical (*Abraham Lincoln issuing the Emancipation Proclamation*: the North was initially fighting to preserve the Union, but the Emancipation Proclamation shifted the Northern goal to abolition; with a Northern victory, the Constitution was amended so that slavery would never be allowed again; *Franklin D. Roosevelt proposing the New Deal*: past presidents had never given aid to people during times of economic trouble, confident that the crisis would resolve itself; took the bold step to change precedented policy; Depression ended by economic recovery during World War II; from now on, the government would be more involved in the economy and peoples' lives)
- Includes some relevant facts, examples, and details (*Abraham Lincoln issuing the Emancipation Proclamation*: Civil War; message to foreign countries; cotton trade; *Franklin D. Roosevelt proposing the New Deal*: Great Depression; hungry; homeless; relief, recovery and reform; thousands of jobs; World War II)
- Demonstrates a satisfactory plan of organization; includes a brief introduction and a brief conclusion that repeat the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response includes important concepts about the Civil War and New Deal eras using clear and precise wording; however, there is little elaboration or development of the major ideas.

Throughout American History the President ~~of the United States~~ has had to ~~write to~~ take certain actions that significantly effected the United States, whether it be foreign or domestic, the actions had a lasting affect on these policies that still exists to this day.

During the Antebellum period, slavery was wide-spread in the South. Due to its agricultural economy, the South ~~was not as~~ ~~technologically~~ ~~developed~~ as the North and required cheap labor. This led to questions @ when new states were annexed into the U.S - would slavery be allowed or would this be a free state? The divide in Congress due to the controversy soon caused the South to secede and form the Confederacy. When President Lincoln took office, his main goal of preserving the union meant that he could not tackle slavery head-on. He issued the Emancipation Proclamation as a way of subtly countering slavery without angering the Slave States who had not seceded. The Emancipation Proclamation freed all slaves in states the U.S troops passed through.

The impact of the Emancipation Proclamation was it was the first step in African-American freedom. While slow in progress, once the slaves were free and Reconstruction began, African Americans enjoyed many rights that had once been denied. However, after Reconstruction, Southern racism created conflict and fear, many families became trapped in the sharecropping cycle or suffered violence.

The Emancipation Proclamation did, in some ways, more harm than good, ~~but~~ ~~say~~ it was the proverbial "foot in the door" towards civil rights.

The second action of great historical impact was not caused by war, indeed, it was caused by a book. Upton Sinclair's muckraking novel, The Jungle,

Anchor Paper – Thematic Essay—Level 3 – B

~~with~~ a scathing work exposing the meat packing industry's unsanitary and hazardous methods. The novel spared no details of immigrant labor as well, but the most noticeable factor was that of what Americans were eating.

After the book found its way to President Roosevelt, ~~who~~^{he}, in retaliation, passed the Meat Inspection Act, possibly because of a section describing a careless tuberculosis inspection. This act required a thorough, competent ~~and~~ inspection of the meat being packaged.

The president has numerous powers, of which can change history: As each president leaves his post, leaving a legacy behind, his impact is felt for generations to come.

Anchor Level 3-B

The response:

- Develops most aspects of the task in some depth by describing the historical circumstances surrounding Lincoln issuing the Emancipation Proclamation and Theodore Roosevelt supporting the Meat Inspection Act and discussing the impact of the Emancipation Proclamation on American society
- Is both analytical and descriptive (*Abraham Lincoln issuing the Emancipation Proclamation*: South was not as technically developed and required cheap labor; when President Lincoln took office, his main goal of preserving the Union meant that he could not tackle slavery head on; after Reconstruction, Southern racism created conflict and fear and many families became trapped in the sharecropping cycle or suffered violence; *Theodore Roosevelt supporting the Meat Inspection Act*: the novel spared no details of immigrant labor, but the most noticeable factor was that of what Americans were eating)
- Includes some relevant facts, examples, and details (*Abraham Lincoln issuing the Emancipation Proclamation*: antebellum period; agricultural economy; new states; divide in Congress; secede; Confederacy; *Theodore Roosevelt supporting the Meat Inspection Act*: Upton Sinclair; muckraking novel, *The Jungle*; meatpacking industries; tuberculosis); includes inaccuracies (*Abraham Lincoln issuing the Emancipation Proclamation*: freed all slaves in states the U.S. troops passed through; *Theodore Roosevelt supporting the Meat Inspection Act*: President Roosevelt passed the Meat Inspection Act)
- Demonstrates a satisfactory plan of organization; includes a short introduction and conclusion that highlight the ability of the president to leave a lasting legacy

Conclusion: Overall, the response fits the criteria for Level 3. The response lacks a discussion of the impact of the Meat Inspection Act. The discussion of the remaining tasks is brief but effective and demonstrates an understanding of the theme.

The United States President holds an important job. ~~He is in charge of~~ globalisation, ~~insures the safety of America,~~ and ~~makes~~ issues. The president must maintain stability, order and honor. Woodrow Wilson and Theodore Roosevelt upheld these responsibilities. Through domestic and foreign policies such as the ~~14~~ Fourteen Points and the Meat Inspection Act, Woodrow Wilson and Theodore Roosevelt ^{correctly} responded to social and political issues, leaving a lasting impact on the ~~American~~ ~~culture~~ State of America.

President Theodore Roosevelt accurately responded to the social unrest about the meat packing industry. Upton Sinclair's novel The Jungle showed the ~~the~~ unsanitary conditions of the meat packing industry. In his novel he describes how rats ran along floor, eating the meat and getting made into sausages. And how meat was covered in sand dust and when a worker was injured blood and body parts were ~~made~~ also included in the byproducts. ~~Upton's~~ ^{selling} Upton's novel became a best ^{selling} novel. Americans could not stop reading about these horrors. They were outraged and disgusted. They called for reform. It has

been said when ~~the~~ President Roosevelt read the Jungle, he spit out his food and was utterly disgusted. He responded with a piece of legislation called the Meat Inspection Act.

Theodore Roosevelt's Meat Inspection Act made a lasting impression on the meat packing industry. This piece of legislation placed ~~many~~ regulations and restrictions on what the industry can do with the food that goes to the American people. It was unsafe and unsanitary ~~and~~ with ~~the~~ ~~what~~ ~~the~~ industry did to ~~for~~ meat prior to the Meat Inspection Act. These ~~restrictions~~ created a safer environment for Americans. Less people were dying ~~and~~ because of e coli and the people were happy with the President's response to help the people.

Woodrow Wilson responded to the end of WWI with the Fourteen Points. People wanted a treaty or some type of agreement that would prevent another world war. World War I was devastating. Wilson responded with the Fourteen points. These points provided

mercy on the countries that lost the war. The other nations that won (the Allies) wanted Germany to suffer. President Wilson's Fourteen points provided a safe structure that was provide stability and not let things get out of hand. The 14th point was to set up the League of Nations. This was a group of people who represented their countries that tried to prevent war. This idea provided in Wilson's Fourteen Points can be seen ~~to~~ today the United Nations. The Fourteen Points was not ~~not~~ fully accepted but was used at a later time. The United Nations is a new updated version of Wilson's ~~to~~ Fourteen Points. Wilson left a lasting impact ~~with~~ with his Fourteen Points.

Wilson and Roosevelt used their presidencies to set up policies and programs that provided stability and happiness. ^{Teddy} Roosevelt's Meat Inspection Act ~~allowed~~ satisfied the people's need for a reform in the meat packing industry. Wilson's Fourteen Points ~~setup~~ provided ~~to~~ the idea of a uniting community of nations and

the ability of the US - to show mercy. These presidents stand out as a few of the Greatest United States has seen because of their foreign and domestic policies.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth by describing the historical circumstances surrounding Theodore Roosevelt supporting the Meat Inspection Act and Woodrow Wilson proposing the Fourteen Points and minimally discussing the impact of each presidential action on American society and United States foreign policy
- Is mostly descriptive (*Theodore Roosevelt supporting the Meat Inspection Act: The Jungle* became a best selling novel Americans could not stop reading; this piece of legislation placed regulations and restrictions on what the industry can do with the food that goes to the American people; *Woodrow Wilson proposing the Fourteen Points*: people wanted a treaty or some type of agreement that would prevent another world war; the idea provided in Wilson's Fourteen Points can be seen today in the United Nations)
- Includes some relevant facts, examples, and details (*Theodore Roosevelt supporting the Meat Inspection Act*: Upton Sinclair's novel; unsanitary conditions; meatpacking industry; rats; sausages; sawdust; *Woodrow Wilson proposing the Fourteen Points*: World War I; Allies; Germany; League of Nations)
- Demonstrates a satisfactory plan of organization; includes an introduction that notes the president's responsibility for maintaining order and honor and a conclusion that credits Roosevelt with reform and Wilson with the idea of a community of nations

Conclusion: Overall, the response fits the criteria for Level 3. The response identifies a number of facts related to the Meat Inspection Act and the Fourteen Points, but does so without elaboration.

The United States won its Independence from Britain in 1781 and since then, different Presidents have used different actions. Some of the actions are whether to go to war, to help the economy, and sometimes are foreign policy to promote peace. In 1945, president Harry Truman made the decision to drop the atomic bomb on Japan. Then in the mid 1960's, LBJ pushed for civil rights amendments. These two actions altered the domestic and foreign policies in many ways.

America was at war after Japan bombed Pearl Harbor on December 7, 1941. The U.S. ~~and their allies France, Germany~~ ^{were fighting a two} ~~and take Russia~~ ^{front} war, one in the Pacific against Japan and the other in Europe against Nazi Germany. America wanted a total surrender from Japan. ~~But~~ FDR was the President when WWII started but he later died. Harry Truman ~~was~~ was sworn into office and then heard of FDR's Manhattan Project. The Manhattan Project was a secret project that was creating the atomic bomb. Truman now had a hard decision whether to drop it or not. Truman decided to and this changed American foreign policy forever. Because of this being dropped Japan had an unconditional surrender. Also America and the U.S.S.R started an arms race. This Presidential action impacted American society greatly.

because of the arms race and America was looked at as a super power.

Since slaves became free with the 13th amendment blacks had been treated unfairly and unequally. With the supreme court case, Plessy v Ferguson, ~~that~~ ^{it was} allowed to be separate but equal in society. But starting in the late 1950's, blacks across the nation had been voting and protesting for equal rights. LBJ pushed for the Civil Rights bill to be passed. When it was American domestic policy changed because blacks were now considered equal, and discrimination because of race was illegal.

Presidential actions have always ^{changed} American society. Especially, ^{Executive} in the order 9066 with the relocation of Asians, Civil Rights, Nuclear warfare, and the decision to go to war. Truman's decision to drop the atomic bomb ^{changed foreign affairs} because we the entered a nuclear war. LBJ's passing of the Civil Rights bill changed domestic policy because blacks were now considered equal.

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth by describing the historical circumstances surrounding Harry Truman making the decision to drop the atomic bomb and Lyndon B. Johnson signing the Civil Rights Act of 1964
- Is more descriptive than analytical (*Harry Truman making the decision to drop the atomic bomb*: the United States was fighting a two-front war, one in the Pacific against Japan and the other in Europe against Nazi Germany; *Lyndon B. Johnson signing the Civil Rights Act of 1964*: since slaves became free with the 13th amendment, blacks had been treated unfairly and unequally; blacks were now considered equal, and discrimination because of race was illegal)
- Includes few relevant facts, examples, and details (*Harry Truman making the decision to drop the atomic bomb*: 1945; Pearl Harbor; December 7, 1941; Franklin D. Roosevelt; World War II; Manhattan Project; unconditional surrender; USSR; arms race; *Lyndon B. Johnson signing the Civil Rights Act of 1964*: *Plessy v. Ferguson* allowed separate but equal; late 1950s; protesting; equal rights)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response includes details about the historical circumstances surrounding the presidential actions, especially regarding Truman and the atomic bomb. However, the response lacks any discussion of the impact of either presidential action.

Throughout our nation's history our leaders have made decisions that have effected the path that we take as a nation. Abraham Lincoln and Harry Truman are just two examples of leaders who have made such decisions. Lincoln's Emancipation Proclamation and Truman's decision to drop the atomic bomb were both two momentous times in our history. The effects that these decisions had were large.

In the beginning of the Civil War Abraham Lincoln was fighting to preserve the union. However, this reason would not keep Britain out of the war. Also, Union troops needed an incentive to fight. Therefore, President Lincoln issued the Emancipation Proclamation, which "freed the slaves." Although not a single slave was freed it turned the Civil War into a moral battle instead of merely a war to preserve the union. This effected foreign policy because Britain would, now, not enter the war on the side of the Confederacy. At home, northerners had a reason to keep fighting. Indeed, this proclamation was truly momentous.

Another decision was the dropping of the atomic bomb on Hiroshima and Nagasaki in 1945. By this time it was clear that the Japanese would not surrender easily and that an invasion of Japan would result in a quarter million American casualties. Thus, Truman

Anchor Paper – Thematic Essay—Level 2 – B

decided to drop the pinnacle of scientific achievement on them, the atomic bomb. This bomb had devastating effects, not only on the Japanese who were killed by the bomb, but also on foreign policy during the Cold War. The Soviets ~~now~~ had witnessed our military power and this caused tension among them because they believed that they were the next victims. As shown, the atomic bomb had a deep impact on US foreign policy for years to come.

Clearly, decisions made by presidents throughout our nation's history have effected the domestic and foreign policies of the United States.

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

- Develops some aspects of the task in some depth by describing the historical circumstances surrounding Abraham Lincoln issuing the Emancipation Proclamation and Harry Truman making the decision to drop the atomic bomb
- Is primarily descriptive (*Abraham Lincoln issuing the Emancipation Proclamation*: although not a single slave was freed, it turned the Civil War into a moral battle instead of merely a war to preserve the Union; *Harry Truman making the decision to drop the atomic bomb*: it was clear that the Japanese would not surrender easily and that an invasion of Japan would result in a quarter million American casualties)
- Includes few relevant facts, examples, and details (*Abraham Lincoln issuing the Emancipation Proclamation*: Britain; Union troops; Confederacy; *Harry Truman making the decision to drop the atomic bomb*: Hiroshima and Nagasaki in 1945; scientific achievement; Cold War; Soviets)
- Demonstrates a general plan of organization; includes an introduction that states the president affects the path of the nation and a brief conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response includes some insight about the motives of both Lincoln and Truman. An impact for each presidential action is identified, but the response fails to develop either in any meaningful way.

Throughout United States history, presidents play a big role on the effect of American lives. All the actions that the presidents have taken have had a significant effect on United States foreign or domestic policies.

One important presidential action that had an effect on the United States was made by Harry Truman. Harry Truman was the president during World War II and faced a hard decision whether to drop the bomb or not. If he doesn't drop it then United States might be defeated with Japan attacking us. Truman decided to drop the 1st atomic bomb on Hiroshima in Japan, killing many Japanese but Japan still didn't surrender until the 2nd bomb was dropped on Nagasaki. Even though Japan surrendered, Truman decided to help Japan rebuild itself, sending troops and other volunteers to help Japan clean up its damaged area so it can grow as a country again.

Another important presidential action that had an effect on the United States was made by Lyndon B. Johnson. He pushed for the Civil Rights ~~movement~~^{act} of 1964. Before 1964, there were many cases about "separate but equal" and blacks were even getting segregated when using public facilities. The Civil Rights movement and boycotting of bus also came about encouraging Johnson to push for this act. The Civil Rights Act of 1964 was a direct result of the Civil Rights movement. This gave black a chance to

Anchor Paper – Thematic Essay – Level 2 – C

Reveal their pride and show faith in their culture, this act freed many blacks out of segregation and gave them a chance to live equally just like the whites.

In conclusion, both presidents, Truman and Johnson made a good decision. They made United States a better and more productive place by helping the needy and those who are oppressed.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task by discussing Harry Truman making the decision to drop the atomic bomb and Lyndon B. Johnson signing the Civil Rights Act of 1964
- Is primarily descriptive (*Harry Truman making the decision to drop the atomic bomb*: Truman decided to drop the first atomic bomb on Hiroshima, in Japan, killing many Japanese, but Japan still did not surrender until the next bomb was dropped on Nagasaki; Truman decided to help Japan rebuild itself, sending troops and other volunteers to help Japan clean up its damaged area so it could grow as a country again; *Lyndon B. Johnson signing the Civil Rights Act of 1964*: before 1964, there were many cases about “separate but equal” and blacks were getting segregated when using public facilities); includes faulty analysis (*Harry Truman making the decision to drop the atomic bomb*: if he does not drop it, the United States might be defeated with Japan attacking us)
- Includes few relevant facts, examples, and details (*Harry Truman making the decision to drop the atomic bomb*: World War II; *Lyndon B. Johnson signing the Civil Rights Act of 1964*: civil rights movement; boycotting of buses)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a weak conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The strength of this response is in recognizing the role of the United States in rebuilding Japan after the atomic bomb. However, the rest of the discussion lacks depth and development.

United States' presidents have taken actions that have had a significant effect on United States' or domestic policies. Presidents do what they have to do to make their country a better place to live in. Presidents also have to fight in what they believe in.

President Abraham Lincoln's main goal was to abolish slavery. He didn't want slavery to continue while he was the president. So Lincoln issued the Emancipation Proclamation. He wanted to free the slaves. He did not like what was happening to them. A lot of them were dying because they had lack of food or was beaten to ~~death~~ death. Some of them ran away to the underground railroad to be free.

President Theodore Roosevelt was also one of the presidents that took action on what they feel is

right. He supported the meat inspection act. He felt that not all meat was good meat and he wanted to put a stop to the people that was selling or was trying to sell ~~more~~ bad meat. He felt that a lot of people can die off of bad meat. How would he look not to support the Meat Inspection act. A lot of people would of thought the Theodore Roosevelt was a bad president.

United State president did what they had to do to become a great president. They did what they feel is right. Since president Lincoln, now there is no more slavery and African Americans are free to do whatever they want to do. Also since president Roosevelt, nobody really eat bad meat. And if it's bad they throw it out and maybe buy another one.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by addressing the historical circumstances surrounding Abraham Lincoln issuing the Emancipation Proclamation and Theodore Roosevelt supporting the Meat Inspection Act
- Is descriptive (*Abraham Lincoln issuing the Emancipation Proclamation*: a lot of slaves were dying because they had a lack of food or were beaten to death; *Theodore Roosevelt supporting the Meat Inspection Act*: he felt that not all meat was good meat and he wanted to put a stop to the people that were selling or were trying to sell bad meat); lacks understanding (*Abraham Lincoln issuing the Emancipation Proclamation*: President Abraham Lincoln's main goal was to abolish slavery; African Americans are free to do whatever they want to do)
- Includes an additional relevant fact (*Abraham Lincoln issuing the Emancipation Proclamation*: Underground Railroad)
- Demonstrates a general plan of organization; contains digressions; includes an introduction that states that presidents have to fight for their beliefs and a weak conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response shows only an elementary understanding of the Emancipation Proclamation and the Meat Inspection Act.

Anchor Paper – Thematic Essay – Level 1 – B

United States presidents have taken actions that have effected both domestic + foreign policies. These policies have made an impact in United States history. I think F.D.R.'s ~~domestic~~ domestic and foreign policies were smart and helped the U.S. when it needed it most.

F.D.R. set up a domestic policy called "The New Deal". The New Deal was made to set up programs to create jobs during the Great Depression. F.D.R. ~~set up~~ funded these programs so people can make some money before the economy fell apart.

~~Another~~ Another policy F.D.R. was responsible for was the "Good Neighbor Policy". This was a foreign policy. F.D.R. got on good terms with latin america, ~~from~~ lowering tariffs, lend lease, ect... ~~also~~ letting U.S. ~~set~~ set up military in latin america warning Germany to stay out. Germany attacks and latin america declares war.

I think F.D.R. has helped the United States ~~in many~~ in many aspects. He helped many people in times of crisis and had ~~the~~ Domestic + Foreign policies.

Smart and effective

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by addressing Franklin D. Roosevelt proposing the New Deal and the Good Neighbor policy
- Is descriptive (*Franklin D. Roosevelt proposing the New Deal*: the New Deal was made to set up programs during the Great Depression; *Franklin D. Roosevelt proposing the Good Neighbor policy*: Franklin D. Roosevelt got on good terms with Latin America); lacks understanding (*Franklin D. Roosevelt proposing the New Deal*: funded programs so people could make some money before the economy fell apart; *Franklin D. Roosevelt proposing the Good Neighbor policy*: now letting the United States set up the military in Latin America warning Germany to stay out; Germany attacks and Latin America declares war)
- Includes a relevant fact (*Franklin D. Roosevelt proposing the Good Neighbor policy*: lowering tariffs); includes an inaccuracy (*Franklin D. Roosevelt proposing the Good Neighbor policy*: Lend Lease)
- Demonstrates a general plan of organization; includes an introduction and conclusion that recognize Franklin D. Roosevelt's role in helping the United States during both domestic and foreign crises

Conclusion: Overall, the response fits the criteria for Level 1. The response accurately relates one piece of information to each presidential action with no additional elaboration.

As commander and chief of the army, head of state, and leader of a nation, the president undoubtedly has the single most important job in the country, with the most drastic set of responsibilities and repercussions for their actions. It is these actions that make or break a presidency. President Abraham Lincoln's emancipation proclamation during the Civil War and President Franklin Delano Roosevelt's creation of the New Deal during the Great Depression were two of the most important presidential domestic actions in the history of the United States because they both ensured the successful preservation of the nation.

Abraham Lincoln was President during one of the nation's biggest crises, the Civil War. The South's greed for slavery but constant pressure from the North to abolish it caused an angry South. The South's want for slavery overpowered their emotional and economic ties to the Union, and so they chose to secede. The simple thing for Lincoln to do would be to let the South go, or to let the South return but allow the spread of slavery. Lincoln however, was firm on his stance and chose to enter the North into a war with the South. This action had uncountable effects on the future of the nation, or whether there would be a nation at all. Later during the war, Lincoln passed his famous emancipation Proclamation, which granted freedom to all African Americans. Although it was not until much later

and after many more events that finally resulted in black liberation, Lincoln first paved the path. Lincoln's actions likely had greater repercussions, and positive ones at that, than any other action taken by any other president in the history of the United States. If it was not for Lincoln, none of the history of the United States after the Civil War would exist. Slavery would likely still exist in the South's new nation and the world would be a completely different place, one that would not know the United States as the economic and military superpower it is today.

President Franklin D. Roosevelt, too, was president during a tremendous crisis. The Great Depression is likely one of the all time lows of American history. Living conditions were terrible, people were without jobs and food and shelter. Roosevelt's institution of the New Deal helped bring the country out of its terribly miserable stage. Public works projects were created to employ people, Social Security was instituted to help the old, and many boards and administrations were created to oversee the many trades and fields of the economy. Roosevelt's program helped people as economic individuals recover, it rebuilt the nation, and it insured that credit overextension and other problems would not re-occur, possibly causing another depression. Roosevelt's actions brought the nation back to stability and security, allowing it to prosper for the remainder of the century.

Thematic Essay—Practice Paper – A

and become the country it has become.

Lincoln and Roosevelt were faced by terribly difficult times but surmounted ~~their~~ problems by instituting radically successful legislation such as the Emancipation Proclamation and the New Deal. These actions allowed the country to continue to prosper and exist and become the superpower it is today.

It is the job of the President to make crucial decisions to support the well-being of the people. He must work for the safe-guarding of the country and of the citizens. Sometimes, presidential actions have a significant effect on the U.S. foreign policy. In looking back in history we can see how George Washington's Proclamation of Neutrality and how Harry S. Truman's dropping of the atomic bomb impacted America's foreign policy. These two presidents also helped to set precedents for future presidents to follow.

During the presidency of George Washington, France and Britain were at war. The U.S. had trade relations with both and did not want to jeopardize them by getting involved with war. In addition the United States was a new, young country and was not equipped for war. The Revolutionary War had been long and difficult and the United States still had many war debts. The new Constitution had just gone into effect, and were trying to get the government running. In order to prevent United States intervention into the European war. Washington issued the Proclamation of Neutrality. It stated the United States would remain neutral and not get involved in war neither on the side of the British nor on the side of the French. This way we could continue trading with both and avoid a costly war. Even so, many Americans were divided over who to support, and Washington was concerned about these divisions.

In Washington's issuing of this Proclamation, he set a precedent for future presidents. He believed the U.S. should try to avoid war and getting involved in European affairs. In addition, in his farewell address he warned about the evils of political partisanship and also against foreign alliances. Washington supported isolationism. Future presidents regarded his Proclamation

of Neutrality and his isolationism with great respect for they used his ideas throughout the next century. During President Adams's term the United States came extremely close to war with France during the XYZ Affair. However thanks to Adams war was avoided ~~but France and Britain continued to harass our ships and interfere with our freedom over the seas, and Washington was concerned of the seas through~~ ^{but France and Britain continued to harass our ships and interfere with our freedom} Adams's and Jefferson's administrations. From the time of Washington to the presidency of James Madison, war with Britain and France and foreign intervention had been avoided successfully.

President Harry S. Truman also made an important decision that impacted the foreign policy of the United States. After the death of President Roosevelt, Truman came into office during WWII not knowing about the Manhattan Project. The war in Europe was soon over but fighting in Japan continued. The Japanese would not give up, they continued to fight no matter what. They used kamikaze pilots and suicide bombers to much damage. The U.S. needed to put an end to the war and Truman knew that an invasion would kill too many American soldiers. Therefore ^{President} Truman decided to drop an atomic bomb on Japan. The U.S. dropped one and said if Japan refused to surrender unconditionally, they would drop another. Sure enough Japan continued to attack so Truman dropped a second one. The cities of Hiroshima and Nagasaki were hit and an enormous amount of Japanese civilians were killed. The dropping of the second bomb marked VJ Day or Victory in Japan Day, thus bring World War II to an end.

The dropping of the atom bomb by Truman greatly impacted the foreign policy of the United States. It showed how technologically advanced the U.S. was when it came to nuclear weapons. It showed other countries how the U.S. was not fearful

Thematic Essay — Practice Paper — B

of exerting power when necessary. The U.S. showed the world that when it came to the safety of the nation and the American people they would take any means necessary for protection. The world saw how much damage was done unto Japan and began the arms race to develop their own nuclear weapons. ^{The} United States would begin spending more and more on ~~showed other countries how the U.S. was not fearful~~ nuclear weapons to maintain its superiority. Although the bomb has since then never dropped again, it demonstrated the superiority of the United States.

Although Washington favored staying out of confrontations while Truman dove right into them the decisions these two presidents made greatly impacted the foreign policy of the country. In making these decisions they always had the well-being of the nation in mind.

United States Presidents have taken actions that have ~~taken~~^{had} a significant effect on United States foreign or domestic policies. Many Presidents back way before my time took many actions. In addition, many of them change history.

~~He~~ Harry Truman made a decision if he should drop the atomic bomb. He was thinking if he should drop on Japan or not. They had to meet a lot of time to see if they should drop it.

American history has been influenced by the majority of leaders that have ruled the nation. With each new President, new policies emerged and new provisions were created to regulate the country. Different Presidents have different perspectives and each new point of view confronts a different problem of the nation. Presidents effect the country in every way, from the economy to the military, they are able to promote what is best for the country.

Many Presidential administrations have been known for the accomplishments achieved by the respective Presidents. Abraham Lincoln assumed the position in a time when the nation was experiencing a large crisis over slavery. His election caused the disunion of the nation and caused the Civil War between the Union and the Confederacy. Abraham Lincoln addressed the problem with the main goal of reuniting the two sides and rebuilding the nation as a whole unit. He tackled his goals with a Northern perspective and allied himself with Northern ambitions. Lincoln was not an abolitionist but he saw the harmful and debilitating effects of slavery so he put an end to it. Lincoln's Emancipation Proclamation freed the slaves in the South, which pleased the abolitionists and helped the North win the war. The end of slavery created

a great change within the country the southern economy had to find new ways to produce economic products and Southerners had to relearn how to live supporting themselves. Most former slaves became sharecroppers on a piece of land they did not own they were never able to make enough money from their crops to get out of debt. The abolition of slavery created a more equal and more democratic nation even if the abolition took a while to take effect.

Another President that affected the nation greatly was Theodore Roosevelt. Roosevelt ruled just after the Second Industrial Revolution. Industrial aspects had risen throughout the country, especially the Northeast and created bad living conditions. In the cities, sanitation and health became a major problem. With the increase of immigrants, tenements rose in numbers and overcrowding became an issue. Diseases began to spread faster and easier and unsanitary conditions increased. Industries did not care about the conditions and worked only for the goal of mass production. Health became an issue in the food industry when consumers were dying from the unsanitary conditions the food was prepared in. Theodore Roosevelt pushed for the Meat Inspection Act to regulate the food industry and prevent the spread of disease.

through food. This provision increased sanitation and put regulations on the industries. They were no longer able to conduct business in any manner that allowed them to produce rapidly. This Act became one of the first steps to protect Americans from unsafe products.

Presidents and the policies affect the nation in a number of ways. New problems are erected in each new Presidency and new solutions are always created. The solutions have many affects on the nation and produce results that are generally good but not always. Presidents are able to conduct their administration in way they deem necessary and one can only hope it will benefit the nation.

Throughout the United States history, presidents have made important decisions that affected American policies. Without these decisions American life would be very different. Two presidents that made important decisions were Theodore Roosevelt and Harry Truman.

During the 19th and early 20th centuries immigration was high because people needed jobs. The bosses knew that these people would do anything for jobs including working in terrible conditions. Most higher authorities were unaware of the bad conditions and therefore did little to change it. Many companies also wanted as much profit for what they produced. This was common especially in the meat packing industry. They would use every part of the animal in some way, shape, or form, whether it was spoiled, or if there were little critters who found a home among it. When people then bought the meat, they didn't really know what they were getting, it may have been what they thought it was or the parts they didn't want, how were they supposed to know what they bought? Because people were so unaware of the problems occurring, Upton Sinclair wrote "The Jungle" to inform people. Many people were so surprised, including Theodore Roosevelt, that President Roosevelt called for the meat inspection Act, which demanded an inspection of the meat industry. This allowed for people to be more confident in what the American industries was selling them. After Roosevelt's action, the government took on a larger role in

protecting consumers and making sure that products were safe to use.

Another president that had to make an important decision was Harry Truman. During World War II, Franklin Roosevelt was the president and knew everything that was taking place. When he died Harry Truman had to take over, and this was when he learned of the Atomic Bomb that the United States had been working on. Things in Europe were at an end but in Asia they were just beginning. The Japanese were using Kamikaze pilots to crash into America boats. President Truman warned them to surrender or experience a devastating event. It has been in Japanese tradition to never surrender so Truman held up his end of the deal and dropped the A-bomb on two Japanese cities, Hiroshima and Nagasaki, three days apart. After the first bomb the Japanese still didn't surrender but after the second they did. Hundreds of thousands people were killed, but it ended the war and saved American lives that could have been lost without the bombs. This was the beginning of the race for nuclear arms. The Soviet Union tested a bomb a few years later, The United States hired many scientists to build even bigger bombs to stay ahead of our enemies, spending more and more time and money on bombs. Many Americans built fallout shelters to protect themselves in a nuclear attack, and children in schools did duck and cover drills.

Truman had the decision to drop the bomb and he chose to do so. If he wouldn't have, more Americans would have died, the cost would go up, and possibly people in other countries

Thematic Essay—Practice Paper – E

wouldnt have been so scared of the US and a nuclear war. The dropping of the bomb did bring attention to other nations who then felt like they too also needed a bomb.

The meat inspection Act and the decision to drop the atomic bomb affected American policies. Other countries began to develop the a-bomb and Americans began to take steps toward better conditions in the work place.

Practice Paper A—Score Level 2

The response:

- Develops some aspects of the task in some depth by describing the historical circumstances surrounding Abraham Lincoln issuing the Emancipation Proclamation and Franklin D. Roosevelt proposing the New Deal
- Is both descriptive and analytical (*Abraham Lincoln issuing the Emancipation Proclamation*: the simple thing for Lincoln to do would be to let the South go or to let the South return but allow the spread of slavery; *Franklin D. Roosevelt proposing the New Deal*: public works projects were created to employ people; Social Security was instituted to help the old, and many boards and administrations were created to oversee the many trades and fields of the economy); includes faulty analysis (*Abraham Lincoln issuing the Emancipation Proclamation*: if it was not for Lincoln, none of the history of the United States after the Civil War would exist; slavery would likely still exist in the South's new nation, and the world would be a completely different place, one that would not know the United States as the economic and military superpower it is today; *Franklin D. Roosevelt proposing the New Deal*: Roosevelt's actions brought the nation back to stability and security, allowing it to prosper for the remainder of the century, and allowing it to become the country it has become)
- Includes few relevant facts, examples, and details (*Abraham Lincoln issuing the Emancipation Proclamation*: Civil War; Union; secede; *Franklin D. Roosevelt proposing the New Deal*: Great Depression; without jobs); includes an inaccuracy (*Abraham Lincoln issuing the Emancipation Proclamation*: granted freedom to all African Americans)
- Demonstrates a general plan of organization; includes an introduction that highlights some roles of the president and a conclusion that credits presidential action with making the United States a modern superpower

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of the historical circumstances surrounding the Emancipation Proclamation and the New Deal suggests an understanding of the time periods. However, the discussion of the impact of each action contains false assumptions.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the historical circumstances surrounding George Washington issuing the Proclamation of Neutrality and its impact on United States foreign policy more thoroughly than discussing the historical circumstances and impact of Harry Truman making the decision to drop the atomic bomb
- Is both descriptive and analytical (*George Washington issuing the Proclamation of Neutrality*: the United States was a new, young country and was not equipped for war; future presidents regarded this Proclamation of Neutrality and isolationism with great respect for they used his ideas throughout the next century; *Harry Truman making the decision to drop the atomic bomb*: the United States needed to put an end to the war and Truman knew that an invasion would kill too many American soldiers; the United States would begin spending more and more on nuclear weapons to maintain its superiority)
- Supports the theme with relevant facts, examples, and details (*George Washington issuing the Proclamation of Neutrality*: France and Britain; trade relations; Revolutionary War; war debts; new constitution; precedent; Farewell Address; political partisanship; President Adams; freedom of the seas; XYZ Affair; Jefferson’s administration; James Madison; *Harry Truman making the decision to drop the atomic bomb*: commander in chief; World War II; President Roosevelt; Manhattan Project; war in Europe was over; kamikaze pilots; surrender unconditionally; Hiroshima and Nagasaki; Japanese civilians; VJ day; arms race)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that connect presidential actions to the well being of the people

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the historical circumstances surrounding each presidential action exhibits a clear comprehension of the time periods with good detail. Early foreign policy is developed more thoroughly than the arms race, somewhat weakening the response.

Practice Paper C—Score Level 0

The response:

Fails to develop the task, referring to the theme only in a general way

Conclusion: The response fits the criteria for Level 0 because it goes no further than to identify Japan as the target of the atomic bomb.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth by describing the historical circumstances surrounding Abraham Lincoln issuing the Emancipation and Theodore Roosevelt supporting the Meat Inspection Act and discussing the impact of each presidential action on American society
- Is more descriptive than analytical (*Abraham Lincoln issuing the Emancipation Proclamation*: Lincoln’s Emancipation Proclamation freed the slaves in the South, which pleased the abolitionists and helped the North win the war; most former slaves were never able to make enough money from their crops to get out of debt; *Theodore Roosevelt supporting the Meat Inspection Act*: Theodore Roosevelt pushed for the Meat Inspection Act to regulate the food industry and prevent the spread of disease through food; this act became one of the first acts to protect Americans from unsafe products)
- Includes some relevant facts, examples, and details (*Abraham Lincoln issuing the Emancipation Proclamation*: slavery; Civil War; Union and Confederacy; Southern economy; sharecroppers; *Theodore Roosevelt supporting the Meat Inspection Act*: second industrial revolution; Northeast; sanitation and health; increase of immigrants; tenements; overcrowding; mass production)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state each president has a different perspective on problems

Conclusion: Overall, the response fits the criteria for Level 3. The response addresses the entire task but is somewhat overgeneralized and lacks key ideas about the Emancipation Proclamation and the Meat Inspection Act.

Practice Paper E—Score Level 3

The response:

- Develops most aspects of the task in some depth by describing the historical circumstances surrounding Theodore Roosevelt supporting the Meat Inspection Act and Harry Truman making the decision to drop the atomic bomb, discussing the impact of the atomic bomb on American society, and mentioning an impact of the Meat Inspection Act
- Is mostly descriptive (*Theodore Roosevelt supporting the Meat Inspection Act*: the bosses knew that these people would do anything for jobs, including working in terrible conditions; Upton Sinclair wrote *The Jungle* to inform people; *Harry Truman making the decision to drop the atomic bomb*: hundreds of thousands of people were killed, but it ended the war and saved American lives that could have been lost without the bombs; the United States hired many scientists to build even bigger bombs to stay ahead of our enemies, spending more and more time and money on bombs)
- Includes some relevant facts, examples, and details (*Theodore Roosevelt supporting the Meat Inspection Act*: immigration was high; profit; meatpacking industry; *Harry Truman making the decision to drop the atomic bomb*: World War II; Franklin Roosevelt; kamikaze pilots; warned them to surrender; Japanese tradition to never surrender; Hiroshima and Nagasaki; race for nuclear arms; Soviet Union; fallout shelters; duck-and-cover drill); includes an inaccuracy (*Harry Truman making the decision to drop the atomic bomb*: things in Europe were at an end, but in Asia they were just beginning)
- 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 response thoroughly describes the background of the Meat Inspection Act and the atomic bomb. For both presidential actions, the impact is only briefly addressed.

United States History and Government Specifications August 2010

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

| | Theme | STANDARDS |
|----------------------|---|---|
| Thematic Essay | Presidential Decisions and Actions; Government; Foreign Policy | Standards 1, 2, and 5: United States and New York History; World History; Civics, Citizenship, and Government |
| Document-based Essay | Effects of Geography; Presidential Actions; Migration; Places and Regions; Foreign Policy | Standards 1, 2, and 3: United States and New York History; World History; Geography |

Notes:

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

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

The *Chart for Determining the Final Examination Score for the August 2010 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> 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.emsc.nysed.gov/osa/teacher/evaluation.html>.
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

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, August 17, 2010 — 12:30 to 3:30 p.m., only

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

VOLUME
2 OF **2**
DBQ

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 <http://www.emsc.nysed.gov/osa/> 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 at least one more time before the final scores for the examination are recorded.

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

UNITED STATES HISTORY and GOVERNMENT

Mechanics of Rating

The following procedures 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*.

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 need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

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.emsc.nysed.gov/osa/> and must be used for determining the final examination score.

United States History and Government
Part A Specific Rubric
Document-Based Question
August 2010

Document 1

. . . Geography contributed powerfully to a policy of noninvolvement. A billowing ocean moat three thousand miles wide separated but did not completely isolate the American people from Europe. The brilliant young Alexander Hamilton pointed out in 1787, in Number 8 of the *Federalist Papers*, that England did not have to maintain a large standing army because the English Channel separated her from Europe. How much better situated, he noted, was the United States. His point was well taken, for geographical separation—not isolation—made possible the partial success of a policy of nonentanglement during most of the 19th Century. . . .

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

1 According to Thomas A. Bailey, how did geography contribute to the United States policy of noninvolvement?

Score of 1:

- States the way geography contributed to the United States policy of noninvolvement according to Thomas A. Bailey
Examples: the 3,000-mile separation between the United States and Europe supported noninvolvement; the ocean separated, but did not completely isolate the United States from Europe; geographical separation made the policy of nonentanglement partially successful during most of the 19th century; the United States was even better situated than England to avoid having a standing army; a billowing ocean moat helped separate the United States from Europe; the ocean did not completely isolate the American people from Europe; the ocean was between the United States and Europe

Score of 0:

- Incorrect response
Examples: England did not have to maintain a standing army because the English Channel separated her from Europe; the English Channel separated the United States from Europe; geography did not contribute to a policy of noninvolvement
- Vague response
Examples: the ocean was 3,000 miles wide; the ocean moat was billowing; it was the 19th century; it was isolated
- No response

Document 2

. . . The President [Thomas Jefferson] was playing for large stakes. Louisiana [Territory] stretched from the Mississippi westward to the Rocky Mountains, and from Canada's Lake of the Woods southward to the Gulf of Mexico. If annexed, these 825,000 square miles would give the new nation access to one of the world's potentially richest trading areas. The Missouri, Kansas, Arkansas and Red rivers and their tributaries could act as giant funnels carrying goods into the Mississippi and then down to New Orleans. Even in the 1790s, with access to the Mississippi only from the east, the hundreds of thousands of Americans settled along the river depended on it and on the port of New Orleans for access to both world markets and imported staples for everyday living. "The Mississippi is to them everything," Secretary of State James Madison observed privately in November 1802. "It is the Hudson, the Delaware, the Potomac, and all the navigable rivers of the Atlantic formed into one stream." . . .

Source: Walter LaFeber, "An Expansionist's Dilemma," *Constitution*, Fall 1993

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* benefit to the United States from acquiring the Louisiana Territory according to Walter LeFeber
Examples: the United States gained the territory from the Mississippi River westward to the Rocky Mountains/from Canada's Lake of the Woods southward to the Gulf of Mexico/the United States acquired 825,000 square miles of land; it gave the new nation access to one of the world's potentially richest trading areas; the port of New Orleans provided access to world markets; the purchase gave the United States control of several navigable rivers/the Missouri *or* Kansas *or* Arkansas *or* Red rivers could be used to funnel goods to New Orleans/increased the number of available rivers that could carry goods out to the Mississippi and down to New Orleans/the United States gained complete control of the Mississippi

- Notes:** (1) To receive maximum credit, two *different* benefits to the United States from the annexation of the Louisiana Territory must be stated. For example, *the United States gained the territory from the Mississippi River westward to the Rocky Mountains*, or *the United States gained the territory from Canada's Lake of the Woods southward to the Gulf of Mexico*, and *the United States acquired 825,000 square miles of land* are the same benefit expressed in different words. In this and similar cases, award only *one* credit for this question.
- (2) To receive maximum credit, one benefit cannot be a subset of the other benefit. For example, *increased the number of available rivers that could carry goods out to the Mississippi and down to New Orleans* and *the purchase gave the United States control of several navigable rivers* are the same way since *increased the number of available rivers that could carry goods out to the Mississippi and down to New Orleans* is a subset of *the purchase gave the United States control of several navigable rivers*. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: the United States lost access to the port of New Orleans; it gave the Hudson/Delaware/Potomac Rivers to the United States; the United States gained access to the Mississippi from the East
- Vague response
Examples: they played for large stakes; it stretched from the Mississippi; many streams formed into one stream
- No response

Document 3

. . . Other problems faced by wagoners [settlers] included howling wind, battering hail and electrical storms, lack of sufficient grass for the oxen, and wagon breakdowns. The forty waterless miles across the hot, shimmering desert between the Humboldt Sink and the Truckee River in Nevada exacted its toll of thirst on men and oxen. Rugged mountains of Idaho, Oregon, and Washington debilitated [weakened] men and animals. On the California branch loomed the Sierra Nevada, a formidable barrier of sheer granite. So high and perpendicular towered these granite walls, that wagons had to be dismantled and hoisted by rope, piece by piece, over precipices seven thousand feet above sea level. On some wagon trains, supplies ran low or became exhausted. Aid from California saved hundreds of destitute and emaciated pioneers. The story of the ill-fated Donner party that lost half its roster to starvation, freezing cold, and deep snows just east of Donner Pass in the Sierra Nevada is well-known. The great westward adventure was not for the weak, the timid, the infirm. One emigrant graphically recorded a small incident along the trail:

On the stormy, rainy nights in the vast open prairies without shelter or cover, the deep rolling or loud crashing thunder, the vivid and almost continuous flashes of lightning, and howling winds, the pelting rain, and the barking of coyotes, all combined to produce a feeling of loneliness and littleness impossible to describe. . . .

Source: H. Wilbur Hoffman, *Sagas of Old Western Travel and Transport*, Howell North Publishers, 1980

3 According to H. Wilbur Hoffman, what are *two* examples of how geography *negatively* affected the westward movement of settlers?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* example of the way geography had a negative effect on the westward movement of settlers according to H. Wilbur Hoffman
Examples: howling winds *or* battering hail *or* electrical storms *or* lack of sufficient grass for the oxen made it difficult for settlers on the wagon trails; waterless miles of desert caused thirst for men/oxen; wagon trains could be caught in freezing cold/deep snows; it was difficult to cross rugged mountains (Sierra Nevada)/wagons had to be dismantled and hoisted by rope to get them over mountain barriers/they had to climb over precipices seven thousand feet above sea level; rugged mountains weakened men/animals/people died from starvation crossing the mountains

Note: To receive maximum credit, two *different* ways geography had a negative effect on settlers traveling westward must be stated. For example, *it was difficult to cross the Sierra Nevada* and *settlers had to climb over precipices seven thousand feet above sea level* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

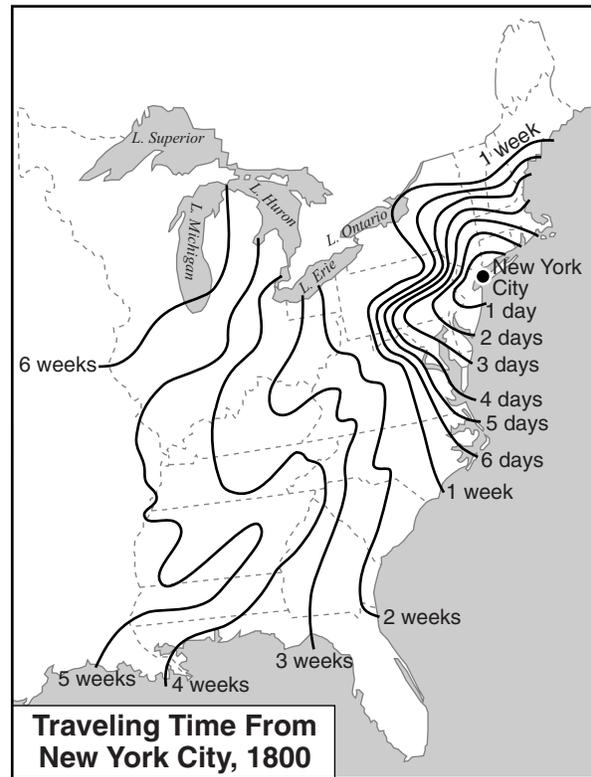
- Incorrect response
Examples: the story of the ill-fated Donner party is well known; aid from California saved hundreds of pioneers
- Vague response
Examples: it was difficult; the desert was shimmering; mountains
- No response

Document 4a

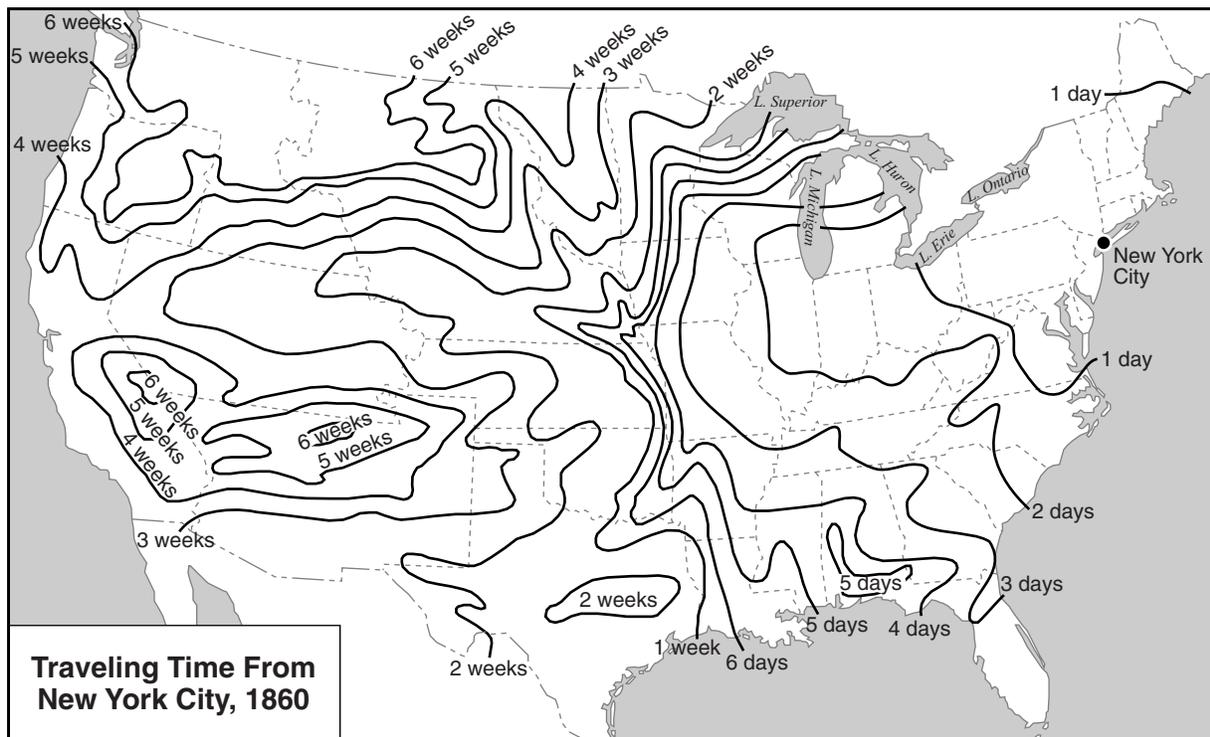
. . . Americans whose lives spanned the era from 1800 to 1850 must have been amazed at the changes in transportation that took place before their eyes. They saw the oxcart, the stage coach, the clumsy flatboat, ark, and scow, give way to the steamboat and to railroads run by steam power. They saw the channels of many rivers widened and deepened, thousands of miles of canals built in the North and West,* and thousands of miles of railroad lines threading their way across the country from the Atlantic coast toward the Mississippi River. They witnessed a transportation revolution. . . .

*In this passage, West refers to the area now known as the Midwest.

Document 4b



Document 4c



Source: Glyndon G. Van Deusen, *The Jacksonian Era*, Harper & Row, 1959 (adapted)

4 Based on these documents, what are *two* ways the size of the United States has affected its development?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way the size of the United States affected its development based on these documents

Examples: the size of the nation made travel from one area to another time consuming; by 1860, improved transportation made it possible to get from New York to the West Coast in much less time than in 1800; the number of days to travel between New York City and the Mississippi was shortened by the use of the steamboat and the steam locomotive; encouraged a transportation revolution/better *or* faster forms of transportation were developed; miles of canals and railroads lines made the nation seem smaller in 1860 than it had in 1800; size of the United States slowed overall development; overcoming great distances cost enormous amounts of money/time/effort

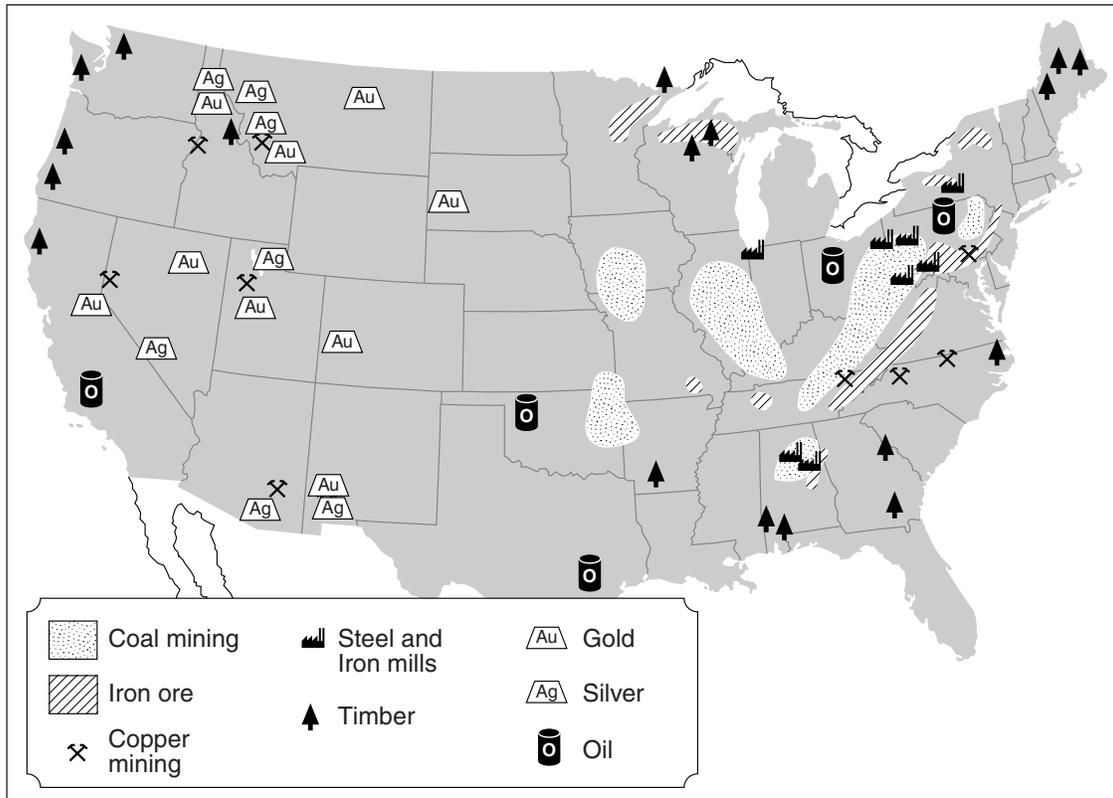
Note: To receive maximum credit, two *different* ways the size of the United States affected its development must be stated. For example, *travel from New York City to the Mississippi in 1800 took a long time* and *it took longer to reach the Mississippi River from New York City in 1800 than in 1860* are the same way expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: it took more time to travel in the United States in 1860 than it did in 1800; the size of the country decreased between 1800 and 1860; Americans were unable to reduce transportation times between regions
- Vague response
Examples: the distance was conquered; it was big; changes in transportation were amazing
- No response

Document 5

Natural Resources and Select Industries, c. 1900



Source: *Our United States*, Silver Burdett Ginn, and *The Complete School Atlas*, Holt, Rinehart and Winston (adapted)

5 Based on this map, state *one* way natural resources have affected the economic development of the United States.

Score of 1:

- States a way natural resources have affected the economic development of the United States based on this map

Examples: steel and iron mills were often located near coal/iron ore deposits; the presence of gold and silver led to development of the mining industry in the West; timber helped economic growth in different regions of the United States; natural resources fueled American industries; coal/oil is a source of energy in the United States; made people rich; provided jobs; strip mining for iron ore leaves the land unusable for other development; excessive cutting of timber has led to deforestation and environmental destruction; the economic development of natural resources has led to significant pollution/environmental damage

Score of 0:

- Incorrect response
Examples: mining became the most important industry in the Pacific Northwest; the United States has few natural resources; the timber industry was developed on the Great Plains
- Vague response
Examples: they helped; industries were selected; there are resources; they encouraged it/limited it
- No response

Document 6

. . . For years conservationists had warned that ecological catastrophe hovered over the Great Plains. The so-called short-grass country west of the hundredth meridian was favored by fewer than twenty inches of rain a year. Early explorers had labeled the frontier beyond the Missouri “the great American desert,” and then it was relatively stable, hammered flat by millions of bison and untilled by the Indians. Then the settlers arrived with their John Deere plows. Before the Depression they were blessed by extraordinarily heavy rains, but as they pushed their luck by overgrazing and overplowing, the ineludible [unavoidable] drew nearer. Even in the 1920s a hundred counties in Colorado, Kansas, New Mexico, Texas, and Oklahoma had been called the “dust bowl.” Now in 1934 the National Resources Board estimated that 35 million acres of arable [productive] land had been completely destroyed, the soil of another 125 million acres had been nearly or entirely removed, and another 100 million acres were doomed. Abruptly the bowl grew to 756 counties in nineteen states. Like Ireland and the Ukraine in the nineteenth century, the Plains were threatened with famine. . . .

Source: William Manchester, *The Glory and the Dream*, Little Brown, 1974

6 According to William Manchester, what is *one* way climate affected farming on the Great Plains?

Score of 1:

- States a way climate affected farming on the Great Plains according to William Manchester
Examples: before the Depression, abnormally high rainfall encouraged the expansion of farming into normally dry areas; the area generally had fewer than twenty inches of rain a year making farming difficult; conditions during the Dust Bowl destroyed 35 million acres of arable land/removed the soil of about 125 million acres of land/doomed about another 100 million acres

Score of 0:

- Incorrect response
Examples: millions of bison roamed the Great Plains; the Great Plains generally had heavy rainfall; there was arable land in 756 counties in 19 states
- Vague response
Examples: it was like Ireland and the Ukraine; the Plains were threatened
- No response

Document 7a



Source: Bailey and Kennedy, *The American Pageant*, D.C. Heath and Co.

Document 7b

. . . There are many among us who closed their eyes, from lack of interest or lack of knowledge; honestly and sincerely thinking that the many hundreds of miles of salt water made the American Hemisphere so remote that the people of North and Central and South America could go on living in the midst of their vast resources without reference to, or danger from, other Continents of the world.

There are some among us who were persuaded by minority groups that we could maintain our physical safety by retiring within our continental boundaries—the Atlantic on the east, the Pacific on the west, Canada on the north and Mexico on the south. I illustrated the futility—the impossibility—of that idea in my Message to the Congress last week. Obviously, a defense policy based on that is merely to invite future attack. . . .

Source: Franklin D. Roosevelt, Fireside Chat, "On National Defense," May 26, 1940, FDR Library

7 Based on these documents, what is *one* way that the geographic location of the United States affected its foreign policy before World War II?

Score of 1:

- States a way that the geographic location of the United States affected its foreign policy before World War II based on these documents

Examples: many Americans believed that the ocean protected them from the problems of Europe/some Americans were persuaded that the continental boundaries would keep the United States from harm; it was difficult for Roosevelt to convince Americans that a defense policy that relied on the remote location of the United States from Europe was dangerous; the traditional attitude had been that the people of the United States could go on living in the midst of their vast resources without danger from other continents of the world because of its location; the Atlantic Ocean was a buffer between the United States and the conflicts in Europe; FDR/Uncle Sam realized that the protection provided by the oceans was no longer adequate; the "shrinking" of the world undermined the policy of protectionism

Score of 0:

- Incorrect response

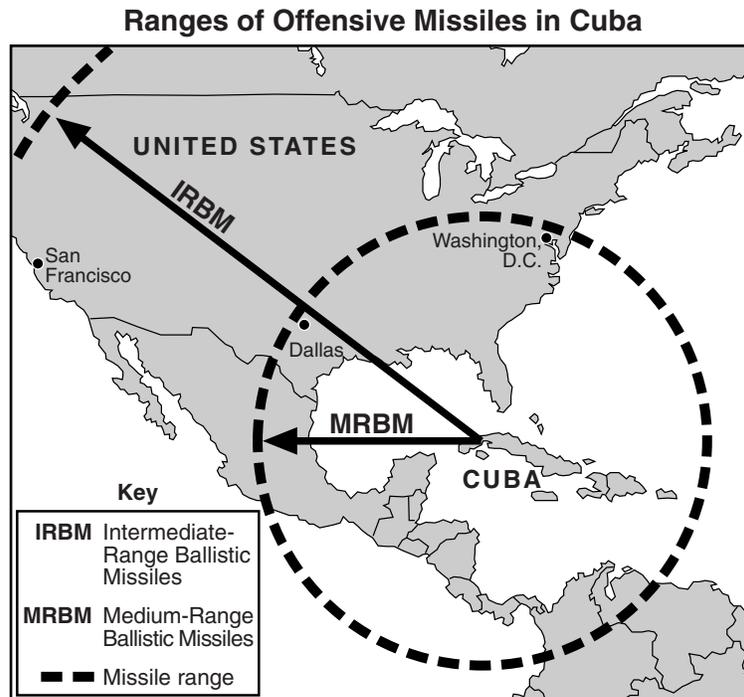
Examples: the remote location made it possible to stay isolated from Central and South America; the United States would continue to be involved in Europe's wars; few Americans favored retiring within our continental boundaries

- Vague response

Examples: they believed it was narrow; they honestly/sincerely thought; they supported Franklin D. Roosevelt

- No response

Document 8



Source: James H. Hansen, "Soviet Deception in the Cuban Missile Crisis," *Studies in Intelligence: Journal of the American Intelligence Professional*, 2002 (adapted)

8 Based on this map, how did the location of Cuba influence the Cuban missile crisis?

Score of 1:

- States the influence the location of Cuba had on the Cuban missile crisis based on this map
Examples: the proximity of Cuba to the United States made the presence of Soviet missiles threatening; the continental United States was not safe from Soviet missiles based in Cuba; the nation's capital/Washington D.C., was vulnerable to attack by Soviet Medium-Range Ballistic Missiles/IRBMs; Soviet missiles based in Cuba could reach most areas of the United States; offensive weapons in Cuba were within range of major United States cities; Cuba was too close to ignore the missiles

Score of 0:

- Incorrect response
Examples: Soviet missiles could not reach the United States; Washington, D.C., was out of the range of MRBMs; Cuba belonged to the United States; the United States has a naval base in Cuba
- Vague response
Examples: there were major United States cities; missiles had a range; it was a crisis
- No response

Document 9

We're getting a painful lesson in economic geography. What Wall Street is to money, or Hollywood is to entertainment, the Gulf Coast is to energy. It's a vast assemblage of refineries, production platforms, storage tanks and pipelines—and the petroleum engineers, energy consultants and roustabouts [oil field workers] who make them run. Consider the concentration of energy activity. Oil production in the Gulf of Mexico accounts for nearly 30 percent of the U.S. total. Natural-gas production is roughly 20 percent. About 60 percent of the nation's oil imports arrive at Gulf ports. Nearly half of all U.S. oil refineries are there. [Hurricane] Katrina hit this immense system hard. The shock wave to the U.S. and world economies—which could vary from a temporary run-up in prices to a full-blown global recession—depends on how quickly America's energy-industrial complex repairs itself. . . .

Source: Robert J. Samuelson, "Hitting the Economy," *Newsweek*, September 12, 2005

9 According to Robert J. Samuelson, what is *one* reason the Gulf Coast is important to the economy of the United States?

Score of 1:

- States a reason the Gulf Coast is important to the economy of the United States according to Robert J. Samuelson

Examples: the Gulf Coast accounts for nearly 30 percent of United States oil production; about 60 percent of oil imports arrive at Gulf ports; nearly half of all United States oil refineries are on the Gulf Coast; the Gulf Coast is to energy as Wall Street is to money/Hollywood is to entertainment; disruption of Gulf Coast energy production could lead to a full-blown global recession/higher gasoline prices

Note: This question focuses on information contained in this document. While current information about the 2010 oil spill in the Gulf of Mexico may be used as outside information in the essay, the answers to this question must be related to this document.

Score of 0:

- Incorrect response
Examples: oil refineries are spread throughout the country; 60 percent of the United States energy production comes from the Gulf Coast; Gulf ports were not affected by Hurricane Katrina; BP oil has leaked and stopped fishermen from earning a living
- Vague response
Examples: it is a painful lesson; it is a vast assemblage; energy is concentrated
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
August 2010

Historical Context: Geographic factors such as size, location, climate, and natural resources have played a critical role in the development of the United States. They have had both positive and negative effects on the United States throughout its history.

Task: Discuss the positive *and/or* negative effects of geography on the development of the United States

Scoring Notes:

1. The response should discuss *at least two* positive *and/or* negative effects of geography on the development of the United States. However, to incorporate the minimum number of documents, most responses will discuss more than two effects of geography.
2. The discussion should be directly related to the effects of geography on the development of the United States, e.g., the relationship of the Louisiana Purchase and improved access to New Orleans and world markets, *not* the relationship between the Louisiana Purchase and the issue of loose versus strict interpretation of Constitution.
3. The classification of effects as positive or negative does not need to be specifically identified as long as it is implied in the discussion.
4. The discussion of the effects of geography may focus on one particular time period (the 19th or 20th centuries) *or* on the effects of geography over several time periods.
5. Additional geographic factors that are not specifically mentioned in the documents may be used in the discussion in support of the topic.
6. The response may discuss the effects of geography from differing perspectives as long as the positions taken are supported by accurate historical facts and examples.
7. For the purposes of meeting the criteria of using *at least five* documents in the response, documents 4a, 4b, 4c, 7a, and 7b, may be considered as separate documents *if* the response uses specific separate facts from each document.

Score of 5:

- Thoroughly develops the task evenly and in depth by discussing the positive and/or negative effects of geography on the development of the United States
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., connects the Lewis and Clark exploration of the northern Louisiana Territory with opening the way to settlement of the West despite difficulties of traveling overland routes to transportation improvements and the availability of natural resources that encouraged further migration and eventual challenges to the environment; connects the isolationist influence of the Atlantic Ocean with the announcement of the Neutrality Proclamation and the Farewell Address to the reasons for the reassessment of the ocean's effectiveness as a basis for our policies prior to World War I and World War II and the threat of Soviet nuclear weapons during the Cold War in nearby Cuba
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the effects of geography on the development of the United States (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., isolationism; Oregon Trail; Manifest Destiny; transportation revolution; Atlantic Ocean; Neutrality Acts; Fidel Castro; Bay of Pigs; Cuban missile crisis; long-range missile sites; naval quarantine; blockade
- 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 the task by discussing the positive and/or negative effects of geography on the development of the United States but may do so somewhat unevenly by discussing some effects of geography more thoroughly than other effects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., discusses the interest in westward settlement generated by the Louisiana Purchase, the difficulties experienced by settlers traveling overland trails to the Pacific, and the improvement of transportation that facilitated increased access to natural resources that encouraged further migration; discusses the influence of the Atlantic Ocean on the development of successful isolation policies and the inability of the ocean to protect the United States from involvement in World War I and World War II and in keeping the Soviet Union out of the Western Hemisphere
- 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 the task with little depth by discussing positive and/or negative effects of geography on the development of the United States
- 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 the task by discussing positive and/or negative effects of geography on the development of the United States
- 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 the task by mentioning positive and/or negative effects of geography on the development of the United States
- 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.

Effects of Geography on the Development of the United States

| Key Ideas from the Documents | Relevant Outside Information (This list is not all-inclusive) |
|---|---|
| <p>Doc 1 Separation but not complete isolation from Europe by 3,000-mile ocean Partial success of policy of nonentanglement during most of the 19th century because of geographic separation</p> | <p>Influence of Atlantic Ocean on colonial economic and political independence Influence on domestic and foreign policy (Hamilton’s financial plan, Neutrality Proclamation of 1793, Washington’s Farewell Address, Monroe Doctrine) Atlantic coastal cities as mercantile centers as result of United States trade with Europe Precedence of isolationism on 20th-century foreign policy decisions (neutrality before World War I and World War II, decision not to join the League of Nations)</p> |
| <p>Doc 2 Access to one of world’s potentially richest trading areas with annexation of Louisiana Territory Goods carried into Mississippi River and down to New Orleans by Missouri, Kansas, Arkansas, and Red rivers Settlement of hundreds of thousands of Americans along Mississippi River Access to world markets and imports via port of New Orleans</p> | <p>Expansion of nation’s borders and opening of trans-Mississippi West with annexation of Louisiana Territory Proven viability of overland trail to Pacific (Lewis and Clark expedition) Louisiana Purchase as a step toward continental nation reaching Pacific Ocean (Manifest Destiny) Encouragement of westward migration with availability of abundant farmland Expansion of cotton kingdom and slavery as a result of climate and soil conditions</p> |
| <p>Doc 3 Difficulty of western travel because of weather conditions and physical landscape</p> | <p>Attraction of settlers to Oregon Territory (fertile soil, abundant rainfall) Lengthy and dangerous trip from Independence, Missouri to western destinations (Oregon Trail, Mormon Trail, Santa Fe Trail)</p> |
| <p>Doc 4 Transportation revolution in the United States between 1800 and 1850 Transportation connections between Atlantic Coast and Mississippi River shortening travel time</p> | <p>High cost and lower profits in shipping products over expansive territory Creation of sectional interdependence by regional economic specialization and transportation linking and unifying the nation Reinforcement of ties between South and West with steamboats and East and West with railroads and canals; facilitation of travel and trade from Maryland to Ohio with the National Road Linking the Great Lakes to New York City with Erie Canal (moving settlers to the frontier and grain from west to European markets, lower shipping charges and building of more canals; making some farmers less dependent on Mississippi River-New Orleans route) Westward expansion beyond Mississippi River on transcontinental railroads</p> |

| | |
|---|---|
| <p>Doc 5 Discovery of gold and silver in western part of United States Development of copper mines in both east and west Lack of timber on Great Plains Location of steel and iron mills east of the Mississippi River close to coal mines</p> | <p>Development of natural resources as a base for economic expansion (Southern plantation crops, Industrial Revolution, growth of cities) Use of barbed wire on treeless Great Plains Connection of steel to industrial production (railroad building, farm equipment, bridges, skyscrapers, automobiles) Contribution of gold, silver, and copper mining to westward population movement Lumber production providing job opportunities and population growth in western territories Improved standard of living with expansion of economy</p> |
| <p>Doc 6 Fewer than 20 inches of rain a year west of 100th meridian Labeling of frontier beyond Missouri as “Great American Desert” by early explorers Creation and expansion of Dust Bowl in Great Plains as result of overgrazing and overplowing</p> | <p>Ignored warnings of impossibility of agriculture without irrigation beyond 100th meridian Use of dry farming in drought conditions Results of sod busting (overexpansion, falling crop prices, soil exhaustion, soil erosion) Causes of dust storms (cyclical droughts, strong winds, drifting soil) Effect of dust from Great Plains on East Coast cities Movement of farmers and sharecroppers for economic opportunity (Dust Bowl in 1930s, Resettlement Act)</p> |
| <p>Doc 7 Narrowing of Atlantic Ocean by transportation innovations Former belief in remoteness of Western Hemisphere by hundreds of miles of water Former belief in ability to maintain United States physical safety by retiring within the continental boundaries</p> | <p>Threat to trade and national security with possible Axis victory and control of North Atlantic (shift from United States neutrality policy) Undeclared war with Germany as a result of German U-boat activity in North Atlantic Threat to American trade, security, and international peace by Japanese conquests in East Asia (economic sanctions) United States declaration of war as a result of Japanese attack on Pearl Harbor in Pacific Reassessment of isolationism as a result of changes in strategic, economic, and political circumstances (World War I, World War II) Changes in transportation (steamships, airplanes, submarines)</p> |
| <p>Doc 8 Proximity of Cuba to Florida Capability of missiles in Cuba to reach most of United States Washington, D.C., in missile range</p> | <p>Long-term interest of United States in Cuba for strategic and economic reasons (Spanish-American War, Bay of Pigs invasion) Naval quarantine of Cuba as a result of Soviet missile sites 90 miles from Florida</p> |
| <p>Doc 9 Production of large share of United States energy needs on Gulf Coast Location of almost half of United States refineries on Gulf Coast Arrival of about 60 percent of nation’s oil imports at Gulf ports Unpredictable weather conditions resulting in decreased production of energy products, increased prices, and slower economic growth (Katrina)</p> | <p>Development of energy sources essential because of United States economic reliance on supply of oil and gas (Alaska, Rocky Mountains, offshore oil fields) Vulnerability of Gulf Coast to erosion and susceptible to flooding as result of overdevelopment Contribution of Gulf Coast weather conditions/climate to unpredictable access to energy sources Details of Katrina’s impact on the Gulf Coast Environmental risk of offshore oil drilling along Gulf Coast (BP oil spill, fragile ecosystem) Impact of BP oil spill on production, prices, fishing/shrimp/tourist industry Negative impact of oil spills on the continuation of offshore drilling</p> |

Since the dawn of humanity people have been effected by their surroundings. This is certainly true where the development of the United States of America is concerned. The geography of the US has not caused singularly good or bad effects, but a mix. The geography of this nation has influenced its politics, as well as its development economically and socially. Hardships and struggles for the nation have also been the result of the United State's setting. For better or worse though one thing can not be denied; this nation has been shaped by its geography.

The politics of the USA have long been influenced by the land it claims and the oceans that border it. One could even say that the geography helped give birth to this nation. Our separation from Europe by the Atlantic ocean has time and time again influenced foreign policy, even from the beginning. The colonists, because of their geographic separation from Europe, began to feel less like citizens of Britain and more like Americans as time passed. This individual identity born of geographical separation would help contribute to the desire for independence. Even in the war itself geography aided the colonists. The British did not know this land, but the colonists did. The knowledge of local geography would aid the Revolutionaries in battle. After independence was won the physical separation between the USA and Europe allowed for the policy of noninvolvement to work. (doc1). We were far enough away from Europe that we could interact with them if we chose. However, Washington's Proclamation and Farewell Address would shape these interactions for generations to come. As time passed, the idea of our nation expanding

to the Pacific, "Manifest Destiny," gripped the nation and effected many laws passed during the time. With so much land to farm in the West, the government wanted to encourage settlement there and Congress passed the Homestead Act. The desire to spread from "sea to shining sea" was something that lived in the hearts of many Americans, and wave after wave of pioneers traveled westward to build communities. The geography of this land had enticed them. Later when World War Two had gripped Europe, the United States had once again been influenced in their foreign policy by the Atlantic Ocean. Many believed that separated from Europe as we were, we did not need to get involved in their conflicts (doc 7a). Congress passed Neutrality Acts in the 1930s but gradually moved away from strict neutrality because of the situation in Europe. The USA saw threats to our security even though the ocean separated us by 3,000 miles. Though we did eventually enter WWII our separation from Europe left us almost completely unscathed on the homefront, where as Europe's land had been torn apart by the fighting and bombings. Our geographical separation in this instance contributed to the USA becoming a global superpower when we emerged from the war with more money and prestige.

The geography of the US did not just aid in the good parts of history though. This land has time and again tested her inhabitants through hardship. long before the colonists ever thought of revolution this land tested their will to live. Hard winters, and wild untamed wilderness is what met the men and women who first came to this country. Some

did not make it, in fact the first colonists attempt to settle on the east coast in Roanoke failed. They disappeared without a trace, swallowed up by the land they attempted to call their own. The pioneers who traveled westward into the Louisiana Territory, California, and Oregon faced problems similar to those of their colonial ancestors. The journey westward was not an easy one. The settlers were met by howling winds, hail, electrical storms, too little grass for their animals, and waterless deserts. (doc 3). The tragic story of the Donner party is well known, and these settlers had been brought to their knees by the harsh weather conditions and mountain ranges. Even once settled the land wasn't done with them. During the 1920s and 1930s the farmers of the Great Plains, who had had some good luck with the land, were faced with starvation. The combination of drought and harsh winds (as well as their own faults of overplowing and overproduction) turned the Plains into an unfarmable "Dust Bowl" forcing farmers off the land. Mother nature has not always been kind to us testing again and again our will to survive.

In addition to shaping this country politically, and forging us through the fires of hardship geography has influenced us economically and socially in our development. The United States is a land rich in natural resources. From coal to iron ore to Timber there are many things to aid the industry of the USA (doc 5). These natural resources have helped us to advance technologically, but also our geography has been part of the incentive to achieve that advancement. As the US has grown in size so has it grown in its ability to transport its citizens.

When local, state and federal governments invested in roads and canals. Where once it would take four weeks to reach New Orleans from New York City just sixty years later one could take that same amount of time and reach the Pacific (doc 4). Through the use of railroads (powered by the coal found in different regions of our country) one could more easily transport goods and people across longer distances even to the Pacific Ocean. Depending on their locations, different types of specialized economies developed and transportation improvements led to regional interdependence. The Plains has farming, the Northeast had industrial factories, and the South for a very long time had the production of cash crops like cotton and tobacco. In this way, geography has influenced how people live and how they make their livings.

Anchor Level 5-A

The response:

- Thoroughly develops the task evenly and in depth by discussing positive and negative effects of geography on the development of the United States
- Is more analytical than descriptive (politics of the United States has long been influenced by the land it claims and by the oceans that border it; after independence, physical separation between the United States and Europe allowed for policy of noninvolvement to work; desire to spread from “sea to shining sea” was something that lived in the hearts of many Americans; hard winters and wild untamed wilderness met men and women who first came to this country; pioneers who traveled westward faced problems similar to their colonial ancestors; natural resources helped us to advance technologically)
- Incorporates relevant information from documents 1 through 7
- Incorporates substantial relevant outside information (colonists, because of their geographic separation from Europe, began to feel less and less like citizens of Britain and more like Americans; geography aided colonists because the British did not know the land and the colonists did; we were far enough away from Europe that we could interact with them if we chose; Washington’s Proclamation and Farewell Address would shape those interactions for generations to come; the idea of our nation expanding to the Pacific, Manifest Destiny, gripped the nation and affected many laws; with so much land to farm in the West, Congress passed the Homestead Act; although we did eventually enter World War II, our separation from Europe left us almost completely unscathed on the home front; our geographical separation in World War II contributed to the United States becoming a global superpower)
- Richly supports the theme with many relevant facts, examples, and details (many Americans believed separation from Europe meant we did not have to get involved in their conflicts; the United States saw threats to our security even though the ocean separated us by 3,000 miles; settlers of the tragic Donner party had been brought to their knees by the harsh weather conditions and mountain ranges; a combination of drought and harsh winds, overflowing and overproduction turned the Plains into a “Dust Bowl”; once it would take four weeks to reach New Orleans from New York City, just sixty years later one could take the same amount of time to reach the Pacific)
- Demonstrates a logical and clear plan of organization; includes an introduction that offers the premise that the effects of the geography of the United States is mixed and a brief conclusion that offers some hints on the specialized economies of different regions

Conclusion: Overall, the response fits the criteria for Level 5. A strong understanding of how geographic separation from Europe influenced United States development is illustrated by the inclusion of outside historical information ranging from the colonial period to the United States becoming a global power. Citing the Roanoke colony as an East Coast precedent for challenging geographic conditions establishes a backdrop for effective document analysis regarding the westward movement.

Both positive and negative effects have been manifested in the United States as a result of geography. The positive effects outweigh the negative ones because of the resources and opportunities supplied by the geography. Politics and the economy are both greatly affected by geography. It gives the U.S. protection with natural boundaries and also provides it with natural resources that are vital to the progress of the nation. But, like most countries, the geography can produce some adverse effects such as weather that can be harmful to the nation. Both positive and negative effects are important to the United States.

The geography of the U.S. has contributed greatly not only to the development of U.S. foreign policy, but also to economic growth. In 1796, George Washington addressed the nation in his Farewell Address and warned about entangling the U.S. in foreign affairs. The U.S. had declared its neutrality when England and France were fighting in 1793 and now they wanted to stay isolated. The nation has two natural boundaries (the Atlantic and Pacific Oceans) that provide a degree of protection from foreign threats. For many belligerent nations in Europe the U.S. was far away and difficult to reach so the U.S. was safer with these ocean boundaries in place. This allowed us to concentrate on the growth of the economy. (Document 1). Domestically, the geography has had a positive effect on the economic growth of the United States. The greatest effect is the supply of resources which are plentiful. As shown in Document 5, the resources vary by region and positively affect the economic growth of the U.S. While the U.S. expanded westward with the Louisiana Territory and the

Mexican Cession, the discovery of more natural resources led to increased national wealth. The addition of more land to the U.S. boosted the transportation sector. Different forms of transportation evolved because the size of the nation required that people and resources move across large geographic areas. Canals, roads, and railroads started to spring up across the country connecting markets and adding to the size of adjacent towns and cities. This transportation revolution (Document 4) decreased traveling time across the country and also made travel easier and safer. As more land became accessible, new trading areas and businesses emerged (Document 2), and with the varied geography, came the ~~dis~~ production of diversified products. Another sector of the economy that was positively affected by geography is energy. Early oil discoveries in Pennsylvania set the stage for John D. Rockefeller's investments in the oil industry. His Standard Oil Company relied on the availability of oil to become a major force in the economic development of the United States after the Civil War. Later the Gulf Coast became vital for our energy requirements (Document 9) because it provides a location for oil refineries, and also is a key area for oil production in the United States. These positive effects of geography on the United States economy outweigh many of the negative consequences.

One of the most adverse negative effects of geography on the United States is in its areas of extreme climatic conditions. As with any country, the U.S. possesses its fair share of terrible weather conditions. While the West was being settled, travelers faced many serious weather conditions that they had to overcome (Document 3). They had to persevere through

the "howling wind, hail and electrical storms, lack of sufficient grass for the oxen, and wagon breakdowns" to reach their destination. Some, like many members of the Donner Party, became trapped in the Sierra Nevada during severe winter snowstorms and did not reach their destination. Another adverse weather effect is drought. Drought has plagued many areas of our country. And during the Dust Bowl years, there was a negligible amount of rain. Howling winds ~~that~~ devastated the Great Plains. Land was destroyed as soil blew away leaving the farmers with little hope for the future (Document 6). This created a horrible time period for farmers as some looked farther west to start over. During the 1930s, some farmers in the Dust Bowl regions packed up their families to move to California. The federal government responded to Dust Bowl conditions by including resettlement aid in New Deal programs.

Much later some negative effects of the Cold War had an impact on the U.S. because of geography. In the post-WWII time period countries were either an ally or a communist enemy. In the 1960s, Russia placed missiles in Cuba (Document 8) These missiles could hit virtually anywhere in the continental United States because they were so close. This situation put the world on the brink of a nuclear war. It also demonstrated that ^{reliance on} natural boundaries such as oceans might not protect the United States. Technology basically nullified these boundaries but Americans still psychologically relied on them. Since 9/11 the world has changed dramatically as the threat of global terrorism has increased. Americans have finally realized the world is a much smaller place and that our natural

boundaries are no longer as effective in keeping us safe.

Both positive and negative consequences have resulted in the United States because of geography. Both political and economic results have manifested themselves throughout our history. For the most part, the U.S. has persevered through the challenges and has taken advantage of the gifts that the geography has presented to them.

Anchor Level 5-B

The response:

- Thoroughly develops the task evenly and in depth by discussing positive and negative effects of geography on the development of the United States
- Is more analytical than descriptive (natural resources are vital to the progress of the nation; the United States was safer with ocean boundaries in place; different forms of transportation evolved because the size of the nation required people and resources to move across large geographic areas; with the varied geography came diversified products; one of the most adverse negative effects of geography on the United States is its areas of extreme climatic conditions; land was destroyed as soil blew away, leaving the farmers with little hope for the future; missiles in Cuba demonstrated that the reliance on natural boundaries such as oceans might not protect the United States; technology nullified boundaries, but Americans still psychologically relied on them)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (for many belligerent nations in Europe, the United States was far away and difficult to reach; canals, roads, and railroads started to spring up across the country connecting markets and adding to the size of adjacent towns and cities; early oil discoveries in Pennsylvania set the stage for John D. Rockefeller's investments in the oil industry; Rockefeller's Standard Oil Company relied on the availability of oil to become a major force in the economic development of the United States after the Civil War; during the 1930s, some of the farmers in the Dust Bowl regions packed up their families to move to California; federal government responded to Dust Bowl conditions by including resettlement aid in New Deal programs; since 9/11, Americans have finally realized the world is a much smaller place and that our natural boundaries are no longer as effective in keeping us safe)
- Richly supports the theme with many relevant facts, examples, and details (the nation has two natural boundaries—the Atlantic and Pacific Oceans—that provide a degree of protection from foreign threats; the transportation revolution decreased traveling time across the country and also made travel easier and safer; the Gulf Coast became vital for our energy requirements because it provides a location for oil refineries and is a key area for oil production in the United States; while the West was being settled, travelers faced many serious weather conditions that they had to overcome; during the Dust Bowl years, there was a negligible amount of rain; howling winds devastated the Great Plains; Russia placed missiles in Cuba which could hit virtually anywhere in the continental United States)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions positive and negative effects of geography and a conclusion that mentions the United States has had challenges and gifts from geography

Conclusion: Overall, the response fits the criteria for Level 5. Sophisticated document analysis and integration of economic and foreign policy specifics that cross time periods highlight the combined impact of both positive and negative effects of geography on the United States. Insightful conclusions about technology and American attitudes characterize a thoughtful evaluation of political effects of natural boundaries.

The United States could be completely different with just slight changes in geography. We often overlook the relevance let alone importance of climate, location, size, and natural resources on our nation's history as well as our nation today.

Our geography has been known to benefit us in the past. When the United States was in its early stage of development, our distance from Europe inhibited British involvement in the colonies (Document 1). When America was still controlled by Britain, the British government had treated us with a policy of salutary neglect partly because of the geographic distance. In other words, they did not heavily enforce the navigation laws and we became more independent. Because the colonies were far away, it also took awhile for Britain to realize the amount of resistance colonists had to acts such as the Stamp Act, Sugar Act, and Quartering Act. Britain could not easily regulate the colonies from a distance. After we declared our independence our geography benefited us in the Revolutionary War since British troops were unfamiliar with the terrain and supplies took awhile to reach the colonies. Later when Thomas Jefferson was president he was wise to purchase the Louisiana Territory since it doubled the size of the U.S. and allowed access to important trading rivers like the Mississippi. (Document 2). It also fueled the notion of manifest destiny. Immigrants rapidly came into the

U.S. during the 1800s. Some settled in cities to work in factories and others moved westward to farm. As the U.S. grew in size, better means of transportation for both people and goods was called for. The Cumberland or National Road was constructed and united eastern parts with western products. Steamboats and railroads lessened travel time and were also cheaper. America was able to industrially advance in part because of natural resources and the developments in transportation. (Document 4)

Although our economy was able to prosper immensely through geography, our climate has been detrimental to our country in several ways. Unbearably dry deserts as well as horrific storms made westward movement difficult to endure. Many people lost their lives to the terrible climatic conditions on the way to western territories. (Document 3)

Long trips by foot or wagon were torture to settlers for decades. The fact that climate vastly differentiates all over the nation has also divided ~~our~~ our country in history. A particular example is the differences between the northeastern U.S. and southeastern U.S. In New England, since soil was not as sustainable for crops, access to the Atlantic Ocean and fast moving rivers influenced the development of factories since they at first required water power. Since the South had fertile soil and a longer growing season they grew crops like tobacco

and cotton. The difference in climate started the gap between the North and South that would eventually lead to the Civil War. With different economies, the North and South often disagreed on economic issues. Southern economy relied on slavery and since the Northern economy did not it was easier for Northerners to oppose slavery. Perhaps the Civil War could have been avoided if northern and southern climate was the same.

Our location seemed to be generally helpful to the U.S. until the twentieth century when communism had become a threat close to home. The Soviet Union, who was our enemy during the Cold War, had missiles stationed in nearby Cuba. This was frightening to the U.S. because if Cuba was to set off a missile, large areas of the U.S. could be obliterated. (Document 8) After the Cuban missile crisis, location would never again be enough to keep us safe.

Geography has always affected, if not been the reason for, many of the events that take place in that area. If we look at other countries like Japan and Greece, their size, location, climate, and resources have also had major effects throughout their historic backgrounds. Our geography really inspires the path we take and we must not for a moment take that fact for granted.

Anchor Level 4-A

The response:

- Develops the task by discussing positive and negative effects of geography on the development of the United States
- Is both descriptive and analytical (when Thomas Jefferson was president he was wise to purchase the Louisiana Territory since it doubled the size of the United States and allowed access to important trading rivers such as the Mississippi; as the United States grew in size, better means of transportation for both people and goods was called for; America was able to advance industrially in part because of natural resources and the developments in transportation; vast differences in climate all over the nation has divided our country; location seemed to be generally helpful to the United States until the 20th century when communism became a threat close to home; if Cuba was to set off a missile, large areas of the United States could be obliterated; after the Cuban missile crisis, location would never again be enough to keep us safe)
- Incorporates relevant information from documents 1, 2, 3, 4, and 8
- Incorporates relevant outside information (when the United States was in its early stage of development, our distance from Europe inhibited British involvement in the colonies; when America was still controlled by Britain, the British government had treated us with salutary neglect partly because of the geographic distance; because the colonies were far away, it took awhile for Britain to realize the amount of resistance colonists had to acts such as the Stamp Act, Sugar Act, and Quartering Act; after we declared our independence, our geography benefited us in the Revolutionary War since British troops were unfamiliar with the terrain and supplies took awhile to reach the colonies; the Cumberland or National Road was constructed and united eastern ports with western products; in New England since soil was not as sustainable for crops, access to the Atlantic Ocean and fast moving rivers influenced the development of factories since they at first required water power; since the South had fertile soil and a longer growing season, they grew crops such as tobacco and cotton; the gap between the North and the South would eventually lead to the Civil War)
- Supports the theme with relevant facts, examples, and details (steamboats and railroads lessened travel time and were also cheaper; dry deserts as well as horrific storms made westward movement difficult; long trips by foot or wagon were torture to settlers for decades; the Soviet Union had missiles stationed in nearby Cuba)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the United States could be completely different with just slight changes in geography and a conclusion that states geography inspires the path taken and must not be taken for granted

Conclusion: Overall, the response fits the criteria for Level 4. Although good historical facts are used to enhance document information regarding the benefits of geography, explanation of their impact on national development is limited. The connection made between the divisive effect of climate and the Civil War is a good application of 19th-century history regarding the effects of geography on the United States.

The effect the United States' geography has on its policies and government prove to be substantial. The geography produces many positives like providing fertile land and natural resources for further production and prosperity, but it also contains negatives that hurt the economy like draught conditions on the Great Plains and mountains that made travel difficult and dangerous. Land in the mid West and West provided opportunities to grow crops and mine rich ores. Geography in general has had a great influence on the development of our country as a whole.

A positive geographic factor linked to the country's success was the effect the Atlantic Ocean had on the United States policy of noninvolvement. (Doc 1). Just like England did have to maintain a standing army due to the English channel, the United States early in its history did not have to be involved with many foreign affairs because of the Atlantic Ocean. However, in the 20th century the United States could not just stand and watch Europe fall apart, because of the isolation the ocean allowed. (Doc 7a). Neutrality before World War I and World War II did not save us from involvement. The ocean actually helped draw us into both wars because of trade and travel.

Another positive effect geography had on the United States was the Louisiana Purchase. Although the purchase was hotly debated due to the loose and strict interpretation of the constitution, the purchase in the end doubled the size of the United States and made it more prosperous. The Louisiana territory stretched from the Mississippi

to the Rocky Mountains and had some of the most fertile and richest trading land. A foreign country could no longer stop farmers from shipping their goods down the Mississippi to New Orleans. As the amount of land in the purchase became better understood after the Lewis and Clark expedition, better transportation was going to become necessary for people to travel and settle in the West. (Doc 2) The amount of time ^{took} it to travel across the U.S. decreased because of the new technologies. (Doc 4a, b, c). The natural resources found in different parts of the U.S. also made the economy boom because raw materials could be shipped to factories. (Doc 5).

Along with the many positives there were also some negatives the geography played against the U.S. Although the west was a "safety valve" according to Frederick Jackson Turner, getting there was hard because of deserts and rugged mountains. The Nevada desert resulted in forty miles of waterless land, making it extremely difficult for men and oxen (Doc 3). Stories about the long Oregon Trail and experiences of pioneers showed that many sickened and died. The Great Plains also made it hard for many farmers who moved west to "make-it". The lack of rain along with overgrazing and overplowing made the farmers land even less fertile, creating hardships and environmental disasters for many farmers out west. (Doc 6). The expansion westward due to the open land was not only a challenge to farmers, but it also destroyed the culture of native peoples who lived there and led to many being moved to reservations.

Overall the geography of the United States played a huge role

on the American society and the U.S. foreign policy. The United States became successful in developing its own country while remaining non-involved and isolated from foreign wars and policies. The Louisiana purchase provided land for new states and farms, while it also increased the amount of trade on the Mississippi. The geography also had ~~a~~ negative effects because the climate of the U.S. caused waterless land or deserts that interfered with the success of farmers in different times in history. The geography of any country plays a major role of the development of that society and on the country itself.

Anchor Level 4-B

The response:

- Develops the task by discussing positive and negative effects of geography on the development of the United States
- Is both descriptive and analytical (drought conditions on the Great Plains hurt the economy; early in its history, the United States did not have to be involved with many foreign affairs because of the Atlantic Ocean; in the 20th century, the United States could not just stand and watch Europe fall apart because of the isolation the ocean allowed; the Louisiana Purchase doubled the size of the United States and made it more prosperous; as the amount of land in the Purchase became better understood after the Lewis and Clark expedition, better transportation was going to become necessary for people to travel and settle in the West)
- Incorporates relevant information from documents 1 through 7
- Incorporates relevant outside information (neutrality before World War I and World War II did not save us from involvement; the ocean actually helped draw us into both wars because of trade and travel; the Louisiana Purchase meant that a foreign country could no longer stop farmers from shipping their goods down the Mississippi to New Orleans; although the West was a safety valve according to Frederick Jackson Turner, getting there was hard because of deserts and rugged mountains; stories about the long Oregon Trail and experiences of pioneers showed that many sickened and died; expansion westward destroyed the culture of native peoples who lived there and led to many being moved to reservations)
- Supports the theme with relevant facts, examples, and details (the Atlantic Ocean had an effect on the United States policy of noninvolvement; Louisiana Territory stretched from the Mississippi to the Rocky Mountains and had some of the most fertile and richest trading land; the amount of time it took to travel across the United States decreased because of the new technologies; natural resources found in different parts of the United States made the economy boom because raw materials could be shipped to factories; the Nevada desert resulted in forty miles of waterless land, making it extremely difficult for men and oxen; lack of rain in the Great Plains along with overgrazing and overplowing made the farmers' land even less fertile creating hardships and environmental disasters for many farmers)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that uses the documents to summarize the positive and negative effects of geography on the development of the United States

Conclusion: Overall, the response fits the criteria for Level 4. Analytical conclusions regarding the evaluation of geographic factors demonstrate an understanding of important historical concepts and their connection to the development of the United States. Although the reference to Frederick Jackson Turner's safety valve theory is good, it is followed by a limited, primarily document-based discussion about the geography of the West.

Geography has played an important role in the economic, social, and political aspects of the United States. The effects, ^{being} both positive and negative, have shaped and defined foreign policy and the economy. From climate to location and natural resources, the United States stands as a country molded by its geography as well as its ability to adapt and react to obstacles posed by geographic factors.

The size and environment of the United States has affected its economic growth in positive and negative ways. Early in the country's history, the nation was based primarily along the eastern coastline, however the annexation of the Louisiana Purchase brought forth great expansionist and economic opportunities. Louisiana would allow the U.S. to begin to propel itself westward to the Pacific Ocean. As stated in Document #2, many rivers were acquired through the Louisiana Purchase. The rivers increased the flow of goods and transportation of people throughout the West. However the big prize was the Mississippi River and the Port of New Orleans which had served as a substantial trading port for the French. With the U.S. now in control of the Mississippi and New Orleans they increased their activities in the global market. Also from the Louisiana purchase, as well as other land we acquired like California and Texas, came a vast area filled

with resources, as seen in Document #5. The increase in availability and supply of oil and of iron ore and coal to make steel led to the creation of many big businesses such as the Standard Oil Company and Carnegie Steel Company. This increase in big business paved the way for other industries and a great expansion of the economy. While increased expansion into the West was favorable, not all aspects were easy. The harsh terrain of the area west of the Mississippi, combined with climate, was damaging to those families who faced a difficult trip out and possible agriculture failures, in Document #6. Climate and soil limited their success in farming and their crop yield. During the Dust Bowl years, there would not even be enough to feed their families. However, mitigation programs and conservation projects eventually transformed the Great Plains into a successful agricultural region.

The Atlantic Ocean has served as a barrier allowing for continued political and economic growth without much foreign influence. However as time passed, and transportation improved, the barrier grew smaller and smaller. As stated in Document #1, the distance between US and Europe had allowed for the United States to remain uninvolved in foreign affairs, early in their time as a nation. It was a military buffer for the

United States. The United States hoped to maintain neutrality during WW2, however, economically they were tied to the Allies and the transportation of goods and people on the Atlantic made the distance smaller, as seen in Document #7. It also shaped our policy during that war, because our ties to the allies made us so close we had to adapt a policy of neutrality. In the end, the ocean could not keep us isolated or out of war.

Geography has shaped the United States tremendously throughout history. Geographic factors served as a economic push that helped advance the country into the global market, as a political barrier that allowed for its undisturbed growth.

Anchor Level 4-C

The response:

- Develops the task by discussing positive and negative effects of geography on the development of the United States
- Is both descriptive and analytical (rivers increased the flow of goods and transportation of people throughout the West; control of the Mississippi and New Orleans increased our activity in the global market; Louisiana Purchase, California, and Texas brought the United States a vast area filled with resources; climate limited success in farming)
- Incorporates relevant information from documents 1, 2, 5, 6, and 7
- Incorporates relevant outside information (early in the country's history, the nation was based primarily along the eastern coastline; Louisiana would allow the United States to begin to propel itself westward to the Pacific Ocean; a big prize was the Mississippi River and the port of New Orleans which had served as a substantial trading port for the French; increase in availability and supply of oil and of iron ore and coal led to the creation of many big businesses such as the Standard Oil Company and Carnegie Steel Company; irrigation programs and conservation projects eventually transformed the Great Plains into a successful agricultural region; the Atlantic Ocean was a military buffer for the United States; during World War II, the United States was economically tied to the Allies and the transportation of goods and people on the Atlantic made the distance smaller; ocean could not keep us isolated or out of war)
- Supports the theme with relevant facts, examples, and details (many rivers were acquired through the Louisiana Purchase as well as the port of New Orleans; harsh terrain of the area west of the Mississippi combined with climate was damaging to those families who faced a difficult trip out and possible agricultural failure; as time passed and transportation improved, the ocean barrier grew smaller and smaller; distance between the United States and Europe had allowed for the United States to remain uninvolved in foreign affairs early in their time as a nation)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the United States stands as a country molded by its geography and a conclusion that summarizes the economic and political effects of geography on the nation

Conclusion: Overall, the response fits the criteria for Level 4. Document interpretation and analysis is complemented by historical references that demonstrate a good understanding of the relationship of geography to economics and foreign policy.

In the history of the United States, geography was a very influential factor in the development of the country. Though the people who lived in and worked the land may have gotten lucky and profited from the geography of the area, others had to traverse long ^{harsh} distances in order to achieve their goal. Whether it was the settlement of the land, exploration for a new cause, or the cultivation of it, the ~~great~~ varying geography of the United States led to different developments and issues.

Due to the location of the United States and its resources, ~~the~~ the political and economic viewpoint of the country developed differently than that of other countries across the seas. With the United States surrounded on two sides by vast oceans, many individuals like Alexander Hamilton felt that the US should follow a policy of isolationism. ^(as mentioned in Document 2) George Washington, as well, emphasized that the US should not be involved in ~~any~~ international affairs in his Farewell Address. Because of the great distance of the US from any other nation due to the oceans, many also felt that they did not have to worry about external affairs or attacks (in Document 7b). In order for the country to develop thoroughly, Jefferson believed that the Louisiana Territory was necessary and profitable (Document 2). For what representatives were sent to France to buy a small piece of land, the Louisiana purchase would instead be a large gift and blessing to the US. Not only would it provide more economic support but it would also double the size of the country. The rivers in the area could be used as a transport system and more land would

be available to farming and other methods. ~~Even~~ Even though there was a large amount of land in between different areas of the US, it led to the need to improve forms of transport (as mentioned in Document 4). The steam engine was used to power boats and push them further against rivers that could not be traveled against. Railroads were built and more people were able to travel across the country ~~in~~ in faster time than it took back then. With the unique geography of the United States, it was able to develop into a worldwide power.

In order for the country to develop into a powerful nation, there were also many problems that people had to face. When exploring the Western Frontier, many settlers faced harsh conditions (as mentioned in Document 3). The dry heat led to thirst among the travelers and their animals, high distances had to be climbed and crossed in order to be able to reach the West Coast. Many seeking a new way of life and adventure were met with challenging conditions that were never advertised. With heavy rains on the Great Plains, many farmers believed it was a good sign for farming (Document 6). Due to their overplowing and overgrazing of the land, much of it turned to infertile and dry land, causing the Dust Bowl. Many farmers became poor, animals starved and the nation was hit hard by the less amount of food that was not produced. With the passing of hurricane Katrina, many oil refineries in the Gulf of Mexico were also hit hard. ^(Document 9) Major suppliers of energy, refineries were a crucial part to the American economy, and the

Anchor Paper – Document–Based Essay—Level 3 – A

damage to these refineries caused many problems for the country.
Not only was Katrina a disaster to the areas that it had
hit, but it had also caused much displacement for families.
Destroyed cities and towns led people to dry and find
new residences, many were left with nothing. Though the United
States developed into a great power...

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

- Develops the task with little depth by discussing positive and negative effects of geography on the development of the United States
- Is more descriptive than analytical (because of the great distance of the United States from other nations due to the oceans, many felt that they did not have to worry about external affairs or attacks; for the country to develop thoroughly, Jefferson believed that the Louisiana Territory was necessary and profitable; rivers in the Louisiana Territory could be used as a transport system; the large amount of land in the United States led to the need to improve forms of transportation; railroads were built and more people were able to travel across the country in faster time; with heavy rains on the Great Plains, many farmers believed it was a good place for farming; in the Dust Bowl, many farmers became poor, animals starved, and the nation was hit hard by the less amount of food that was produced; refineries were a crucial part of the American economy and the damage to these refineries caused many problems for the country); includes weak application (Alexander Hamilton felt that the United States should follow a policy of isolationism)
- Incorporates some relevant information from documents 1, 2, 3, 4, 6, 7, and 9
- Incorporates some relevant outside information (due to the location of the United States and its resources, the political and economic viewpoint of the country developed differently than that of other countries across the seas; George Washington emphasized that the United States should not be involved in international affairs in his Farewell Address; the Louisiana Purchase would not only provide economic support, but it would also double the size of the country)
- Includes some relevant facts, examples, and details (when exploring the western frontier, many settlers faced harsh conditions; dry heat led to thirst among travelers and their animals; high distances had to be climbed and crossed to reach the West Coast; due to overplowing and overgrazing of the land, much of it turned to unfertile and dry land causing the Dust Bowl; with the passing of Hurricane Katrina, many oil refineries in the Gulf of Mexico were hit hard)
- Demonstrates a satisfactory plan of organization; includes an introduction that states the varying geography of the United States led to different developments and issues and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Document information provides the basis for the discussion of the negative effects of geography and the information regarding Hurricane Katrina is generalized and not sufficiently focused on United States development. Good document analysis and outside historical references are used to attribute distance from Europe and the purchase of Louisiana as factors promoting viewpoints different from other nations.

The United States is a large territory with a wide range of geographic features. Its location, resources, size, and climate have changed the path of United States history. Due to its geographic factors, the nation has been influenced positively, impacting political policy, ~~the~~ economic influence, and cultural change, but negatively as well with death from and fear of disaster.

US geography has influenced history positively, as it impacted political policy, economic influences, and cultural change. The location of the United States between the Pacific and Atlantic Oceans had allowed for easily keeping an almost isolationist policy. As the US did trade with foreign nations, it easily kept a policy of neutrality because it was separated from the ~~western~~ ^{European} ~~hemisphere~~ countries (1). The US kept to Washington's ideals at first, as he called for avoiding "entangling alliances" in his Farewell Address. Resources have also influenced the US, as they influenced the trade ~~at~~ inside and outside the United States. The aquirance of the Mississippi River allowed for the opening of many markets (2). The United States gained the port of New Orleans, and ~~was~~ saw a great economic influence by newfound trade. Lastly, the size of the United States influenced cultural change through the transportation revolution (4). As the

United States is such a vast territory, the US developed to meet the size of the country. Trains, steam boats, and more cut transportation from weeks to just days (4). Thus, the industrial revolution could develop as well.

Geography also had negative effects on the United States by the deaths from and the fear of disaster. The climate in the United States varies, but it can be brutal at times. The westward movement of settlers was hindered because of this, and many died due to the weather and starvation when travelling across the country (3). Climate also impacts the eligibility of land for farmers in the West. When the Great plains were first discovered they thrived as more and more people settled there. However, the soil became dry as it was overworked and the Great plains became incapable for farming and even living⁽³⁾. This "Dust Bowl" influenced America greatly as the "bread basket" of the US could not go on. Books were even written about the hardships of living in the "Dust Bowl," such as Grapes of Wrath. Lastly, the location of the US near central and Latin America also led to disaster due to the close proximity of Cuba. This allowed for the Cuban Missile Crisis, where Cuba was pointing nuclear weapons directly at the US that could impact most of the US (8). Disaster could be seen, and fear was

rampant across the country.

US geography has caused ~~an~~ a political policy of neutrality, ~~the~~ economic prosperity through trade, and cultural change with the transportation revolution. Yet, its harsh climate and location have also led to deaths, hardship, and fear of disaster. Therefore, United States geography has had both positive and negative effects on the development of the nation.

Anchor Level 3-B

The response:

- Develops the task with little depth by discussing positive and negative effects of geography on the development of the United States
- Is more descriptive than analytical (as the United States traded with foreign nations, it easily kept a policy of neutrality because it was separated from the European countries; the United States gained the port of New Orleans and saw a great economic influence with newfound trade; the size of the United States influenced cultural change through the transportation revolution; climate in the United States varies but can be brutal at times; nuclear weapons pointed directly at the United States from Cuba could impact most of the United States)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 8
- Incorporates some relevant outside information (the location of the United States between the Pacific and Atlantic oceans allowed it to keep an almost isolationist policy; the United States kept to Washington's ideals at first, as he called for avoiding entangling alliances in his Farewell Address; the transportation revolution helped the Industrial Revolution develop; books were written about the hardships of living in the Dust Bowl such as *Grapes of Wrath*)
- Includes some relevant facts, examples, and details (resources influence the trade inside and outside the United States; the acquiring of the Mississippi River allowed for the opening of many markets; trains and steamboats cut transportation across the vast territory of the United States from weeks to days; westward movement of settlers was hindered because of climate and many died due to the weather and starvation)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that summarize how the geographic features of the United States have had both positive and negative effects on the nation

Conclusion: Overall, the response fits the criteria for Level 3. The attempt to link political policy and cultural change using outside information and document interpretation is weak because the connections established are tenuous and only briefly addressed. Nevertheless, the response demonstrates a general understanding of the effects of geography on the United States.

Geography has ~~play~~^{been} a major factor in the development of the United States. It has served as a benefit and a roadblock to prosperity. Ever since the first English colonization in the 17th century, America has been admired and feared for its varying geography. It is certain that this geography has ~~shaped~~ shaped the United States into what it is today.

The location of the United States in relation to Europe was thought of as a benefit since the country's inception. Patriots had the ^{upper} hand on British soldiers who did not know American geography. "Geographical separation" helped the United States to grow without interference from Europe (Document 1). It has also bred a deep sense of nationalism and a rejection of European meddling in the Western Hemisphere, as seen by the Monroe Doctrine.

The bountiful natural resources have also contributed to American prosperity. As Walter Lafayette wrote, "If annexed, these ^{of the Louisiana Purchase} 825,000 ^{square miles} would give the new nation access to one of the world's potentially richest trading areas" (Document 2). The Louisiana Purchase was a pivotal point in geography's role in the United States. With this addition of land, the size of the country doubled and

~~there was~~ complete access to the Mississippi River became available. As the Industrial Revolution began, America's large supply of resources became hugely important in the prosperity of industry. Large amounts of coal and oil allowed steel mills to prosper (Document 5). These quantities of resources allowed America to develop into a leading industrial nation.

However, geography has not always played a positive role in America's history. This is evidenced by the tough conditions that pioneers had to deal with during their trek West. The "hot, shimmering desert... [and]... rugged mountains" (Document 3), made the journey almost impossible. Settlers learned how to cope with the threatening surroundings.

In modern times, geography also has been a negative factor in United States policy. Only several decades ago, in the 1960s, the Cuban Missile Crisis was evidence of what geography could do. As a communist nation, Cuba allowed the Soviet Union to bring missiles to Cuba. These missiles, if launched, could reach almost anywhere in the United States (Document 8). Only the blockade of Cuba by American ships prevented missiles from reaching Cuba. The close proximity of Cuba to the United States served as a large threat to the United States.

Geography is a very important aspect in American history. It has contributed to success, such as through protection from Europe, numerous resources, and a river which allows trade. It has also deterred development, as in the tough ~~land~~^{landscape} of the West and the proximity of ~~the~~ threatening nations. Truly, geography will continue to be one of the most critical factors in American history.

Anchor Level 3-C

The response:

- Develops the task with little depth by discussing positive and negative effects of geography on the development of the United States
- Is more descriptive than analytical (geography was seen as a benefit and a roadblock to prosperity; location of the United States in relation to Europe was thought of as a benefit since the country's inception; bountiful natural resources have contributed to American prosperity; complete access to the Mississippi River became available with the Louisiana Purchase; settlers learned to cope with threatening surroundings; as a communist nation, Cuba allowed the Soviet Union to bring missiles to Cuba that if launched could reach almost anywhere in the United States)
- Incorporates some relevant information from documents 1, 2, 3, 5, and 8
- Incorporates some relevant outside information (Patriots had the upper hand on British soldiers who did not know American geography; geography has also bred a deep sense of nationalism and a rejection of European meddling in the Western Hemisphere as seen by the Monroe Doctrine; as the Industrial Revolution began, America's large supply of resources became hugely important in the prosperity of industry; resources allowed America to develop into a leading industrial nation)
- Includes some relevant facts, examples, and details (the size of the country doubled with the Louisiana Purchase; coal and oil allowed steel mills to prosper; pioneers had to deal with tough conditions during their trek west; desert and rugged mountains made the journey almost impossible)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss how geography has and continues to play a critical role in the development of the United States

Conclusion: Overall, the response fits the criteria for Level 3. Although historical conclusions drawn from document information offer good connections to the positive effects of geographic factors, supporting details are lacking. The limited discussion of the negative impact of western geographic factors is document reliant and less factually developed than the discussion of the Cuban missile crisis.

There have been many positive effects of geography in reference to the United States. ~~Whether~~^{Although} these effects have been acquired, or just natural. Conversely, there are also negative effects to the mixed climate throughout the country, and also the United State's positioning in the world.

Alexander Hamilton observed that because of the "ocean moat" generally separating the United States from Europe, it helped us keep a policy of noninvolvement, and there wasn't a need to keep a military there to defend the country at all times, as stated in Document 4. This helped the country during its times where they separated from Britain and gained independence, this geographical trait could help the United States remain that way. During the presidency of Thomas Jefferson, he made the Louisiana Purchase^{from France}, which made the country double its size. In acquiring this land, Jefferson opened the country up to new trading opportunities due to the Mississippi River, as stated in Document 2. Also, as shown in Documents 4 and 5, the country's great size made way for opportunities of transportation and the discovery of many profitable resources throughout the nation.

→ Despite all the good that the country has received, there have been many negative effects caused by the geography of the country. The positioning of the United States has unfortunately made it inevitable to stay out of foreign affairs, as proclaimed advised by George Washington in his 1789 Farewell address. As said in Document 7, in President Roosevelt's public radio show "fireside chats," a policy of noninvolvement and neutrality isn't a realistic one due to the relationships and trade routes the United States has with other countries. Also, as shown in Document 8, the Cuban missile crisis created great upheaval because of where the U.S. is located. Fidel Castro and Nikita Khrushchev harbored missiles in Cuba during the Cold War, and because of the United States' close proximity to Cuba (less than 100 miles), the missiles threatened to hit the country. The crisis was averted.

Because of these factors, the United States has maintained a difficulty in staying out of foreign affairs, but have reaped great rewards from its climate and resources.

Anchor Level 2-A

The response:

- Minimally develops the task by discussing positive and negative effects of geography on the development of the United States
- Is primarily descriptive (the ocean could help the United States remain independent; President Jefferson made the Louisiana Purchase, which made the country double its size; the country's great size opened opportunities for transportation and the discovery of many profitable resources; Cuban missile crisis created great upheaval because of where the United States is located); includes faulty and weak application (wasn't a need to keep a military there to defend the country at all times)
- Incorporates limited relevant information from documents 1, 2, 4, 5, 7, and 8
- Presents some relevant outside information (President Roosevelt suggested that a policy of noninvolvement and neutrality is not realistic due to the relationships and trade routes the United States has with other countries; missiles harbored in Cuba during the Cold War by Fidel Castro and Nikita Khrushchev threatened the United States because it was less than 100 miles from Cuba)
- Includes few relevant facts, examples, and details (ocean moat generally separated the United States from Europe; the ocean helped the United States keep a policy of noninvolvement; Jefferson opened the country up to new trading opportunities due to the Mississippi River); includes an inaccuracy (Washington's 1789 Farewell Address)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a little beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. A confusing interpretation of document information regarding nonentanglement limits the response. Although specific historical facts are referred to in the discussion, connections to the ideas are weak.

The United States has been both positively and negatively effected by it geographic location. It has been protected and harmed by its geography. ~~but~~ ~~neessary~~ People have had to change their way of life due to where they live, but the U.S. still prospers and develops each day.

In document one the United States geography ~~helped~~ helped it maintain the policy of noninvolvement. The United States did not want to get involved with foreign affairs and did not want to bring any wars home with them. Since the U.S. was seperated by two oceans and two neighboring countries it remained seperate but not isolated.

Document two gives credit to the United States for purchasing the Louisiana Territory. The United States benefited greatly from that purchase. ~~as~~ such as getting the Mississippi River. The Mississippi carried goods, minerals, and raw materials

and the people of the U.S. could use them for their own good.

The territory also opened up new world markets of trade which were sometimes essential for everyday ways of life.

In document five it shows a map of natural resources and industries in the United States that allowed for good living conditions and good geography. The symbols are spread out across the map and show the variations in geographical features that could possibly be there. These natural resources and industries help jump start the economy and give new job opportunities to those who want them.

Document seven shows a cartoon of Uncle Sam, ~~and~~ the U.S., and foreign countries. It gives you the message that the U.S. is protected and not at such a high risk of invasion. The U.S. tried to stay out of World War II as much as possible, but the bombing

on Pearl Harbor brought us in. Not only did we jump in but while our troops were at war the remaining citizens tried everything to conserve for the war effort. The United States Geography helped it from being ~~to~~ destroyed like the European Countries were. It was so far away from the fighting it was barely harmed.

In document nine, the paragraph explains all about how rich and great the Gulf Coast is for the United States. The Gulf Coast is so energy efficient. It has refineries, production platforms, storage tanks and pipelines, and energy consultants and routeabouts who control them. The U.S. receives a bunch of its energy from them along with oil and natural gases. The U.S. is close to the Gulf Coast making transportation and delivery easier and faster.

People take the United States geography

for granite, but it has effected
the United States in some big
positive ways. If the United States
was located somewhere else we
could be in a whole other economic
situation than we are already in.
The United States geography not
only protects us and supports the
way we live, but also helps with
economic growth.

Anchor Level 2-B

The response:

- Minimally develops the task by discussing positive and negative effects of geography on the development of the United States
- Is primarily descriptive (the United States benefited greatly from the Louisiana Purchase by getting the Mississippi River; the Louisiana Territory opened up new world markets of trade which were sometimes essential; natural resources and industries in the United States allowed for good living conditions)
- Incorporates limited relevant information from documents 2, 5, and 9; misinterprets documents 1 and 7
- Presents some relevant outside information (natural resources and industries helped jump start the economy and give new job opportunities; the United States tried to stay out of World War II as much as possible, but the bombing of Pearl Harbor brought us in; United States geography helped us from being destroyed like the European countries in World War II)
- Includes few relevant facts, examples, and details (United States geography helped it maintain the policy of noninvolvement; the Mississippi River carried goods, minerals, and raw materials; natural resources are spread throughout the United States; the Gulf Coast has refineries, production platforms, and storage tanks; the United States receives energy from the Gulf Coast such as oil and natural gas); includes an inaccuracy (the United States was separated by two oceans and two neighboring countries)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state the geography of the United States not only protects us and supports the way we live but also helps with economic growth

Conclusion: Overall, the response fits the criteria for Level 2. An attempt is made to incorporate outside geographical and historical references following the explanation of individual documents. A description of the effects of geography on the Gulf Coast mixes accurate document information with an ambiguous statement about its location.

Geographic factors such as size, location, climate, and natural resources have played a critical role in the development of the United States. They had both positive and negative effects on the United States throughout its history.

There are many positive effects of geographic factors on the United States. Because the United States is so large, it industrialized and developed new forms of technology. Document 4a states how the inventions of the steamboat and railroads gave way to a transportation revolution. The location of the United States made it possible to be separate from other countries, but not isolated. Document 5 shows how abundant the United States is in natural resources and Document 1 states how important the Gulf Coast is to the United States because of its natural resources. The location

of the United States also makes it possible to trade with other leading nations.

There are many negative ~~effects~~ effects of geographic ~~and~~ factors on the United States. Even ~~there~~ though the United States is separated from most countries, it is ~~highly~~ affected by world affairs and has a hard time remaining neutral. Document 3 states how difficult the westward movement was because of the dry ~~and~~ climate. It states that travelling was difficult because of the stormy weather and lack of shelter. Document 56 states how ~~the~~ the Great Plains almost suffered a famine because the dry land made it impossible to farm.

The United States is greatly affect by its geography. The geographic factors of size, location, climate, and natural resources had both a positive and negative effect on ~~the~~ United States history.

Anchor Level 2-C

The response:

- Minimally develops the task by discussing positive and negative effects of geography on the development of the United States
- Is primarily descriptive (the location of the United States made it possible to be separate from other countries but not isolated; there was almost a famine because the dry land of the Great Plains made it impossible to farm)
- Incorporates limited relevant information from documents 1, 3, 4, 5, 6, and 9
- Presents little relevant outside information (even though the United States is separated from most countries, it is affected by world affairs and has a hard time remaining neutral)
- Includes few relevant facts, examples, and details (the inventions of the steamboat and railroads gave way to a transportation revolution; the United States is abundant in natural resources; the Gulf Coast is important to the United States because of its natural resources; location of the United States makes it possible to trade with other leading nations; traveling west was difficult because of stormy weather and lack of shelter)
- 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 links between geography and its effects on the development of the United States are weak and inadequately explained. Document information is used to offer ideas without integrated connections.

Geography has played Major role in the development of the U.S. Geography has also had many negative and positive affects on the U.S.

few negative impacts of geography is that when Americans started to move west they faced many problems. For example food and water shortages which killed many. Also the weather was brutal because of the heat during the day and cold at night. (Doc 3). The farmers also had problem because of the weather, which cause drought.

Some positive effect are the isolation from the rest of the world. For example it separate the U.S. from Europe during WWI & WWII. This gave American the edge after both wars and made the U.S. a "power house." After WWII America went through 25 years of prosperity.

Geographic factors such as location, climate and size played a critical role in the development of the U.S.

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

This are a few positive and negative impacts of geography.

Anchor Level 1-A

The response:

- Minimally develops the task by mentioning positive and negative effects of geography on the development of the United States
- Is descriptive (when Americans started to move west they faced many problems; farmers had many problems because of the weather which caused drought)
- Includes minimum information from documents 3, 6, and 7
- Presents little relevant outside information (geographic separation from Europe during World War I and World War II gave Americans the edge after both wars and made the United States a powerhouse)
- Includes few relevant facts, examples, and details (food and water shortages killed many moving West; the weather was brutal because of the heat during the day and the cold at night)
- Demonstrates a general plan of organization; contains a digression (29 years of prosperity); includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. Simplistic interpretations of document information are organized into positive and negative effects of geography. The recognition that the geographic location of the United States gave it an edge after both world wars is accurate but is not explained.

The ~~ge~~ geography in the United States has both a positive and a negative effect on us. Some things are good the expansion where we have gained a lot and some things are bad like the weather in some parts of the U.S. In Document 3 and Document ~~4~~² they tell you the pros and cons of the U.S.

Document 3 explains that if you were traveling, how difficult it was. Some places were waterless and hot. The blowing wind and the battering hail and electrical storms were some things they had to face. Other places were freezing cold and had deep snows.

Document ~~4~~² explains that with buying the Louisiana Territory we've gotten more land, and more was of transportation. We got the Mississippi River which was a great help with transportation. 825,000 square miles of rich trading areas.

Both Documents give good ~~to~~ bad effects of the U.S. We got an expansion, but we have weather that we may not like too much.

Anchor Level 1-B

The response:

- Minimally develops the task by mentioning positive and negative effects of geography on the development of the United States
- Is descriptive (buying the Louisiana Territory gave us more land; the Mississippi River was a great help with transportation)
- Includes minimum information from documents 2 and 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (some places were waterless and hot; people had to face blowing wind, battering hail, and electrical storms; people had to face freezing cold and deep snows; the Louisiana Territory had 825,000 square miles of rich trading areas)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. Brief statements taken from the documents accurately identify some positive and negative effects of geography on the development of the United States, but these effects are not developed.

be lulled into a false sense of security when dictators such as Hitler threatened the peace in the Western Hemisphere. This was also recognized during the Cuban missile crisis. (Doc 8) Communism had reached an island just off the southern tip of Florida. Before that containment had been used primarily in Europe and Asia to prevent a domino effect of communist nations. Once communism reached Cuba and technology advanced for nuclear weapons the United States was not so isolated anymore and faced danger from Soviet missiles.

Other geographic factors that have shaped the U.S. both positively and negatively have been climate and size. The Southern climate and long growing seasons allowed for cotton and tobacco plantations to thrive but as plantations grew in colonial America so did the need for slaves. As the size of America increased western settlement rapidly increased, as to fulfill John O'Sullivan's term "Manifest Destiny." First, the Louisiana Purchase increased trading and allowed for access to world markets through New Orleans ~~Orleans~~ on the Gulf Coast. (Doc 2) Later the Mexican Cession and other western lands allowed for settlement of the prairies. Both geographic areas allowed for the expansion of slavery beyond the South. Difficult weather on the prairies such as howling winds and storms perturbed settlers who

had a difficult journey and when they got there (Doc 3) "overplowing and overgrazing" created a future catastrophe for farmers and led to the "Dust Bowl" (Doc 6) The farmers struggled with ~~the~~ geographic conditions on the plains during the 1930s was illustrated in John Steinbeck's The Grapes of Wrath. Today, however, the aquifer provides water for irrigation and this geographic region has become an important part of the agricultural economy.

It is the natural resources of the country that made western expansion so profitable. The flowing rivers provide outlets for trade. The gold found in the west spurred Gold rushes. Coal mining in the north supplied energy to factories which created more jobs and a strong economy. (Doc 5) These abundant natural resources had to be shipped to industrial areas and spurred a need for quicker transportation. There was a "transportation revolution." (Doc 4) Traveling from NYC to the Southeastern Gulf Coast was cut down to 1 week of travel time in 1860 from 5 weeks in 1800. During the 20th century the Gulf Coast became important for its energy production. After Hurricane Katrina the economic impact was felt throughout the US and the world. (Doc 9)

Size, location, climate, and natural resources may have some negative effects the positive outweigh the negatives.

Document-Based Essay—Practice Paper – A

Location has facilitated non-entanglement, size has provided land ^{for} settlement filled with natural resources and although climate may vary, agriculture still remains an important part of the American economy.

Document-Based Essay—Practice Paper – B

The U.S. is affected by geography, by some mountains and oceans [Doc 3]. Once it was hit by a big hurricane [Doc 9]. There was a destruction of Louisiana. It was hurricane Katrina. That was bad. There aren't no resources in Louisiana [Doc 5]. Not even a tree. Probably because of the hurricane, Abraham Lincoln was born in Kentucky in a log cabin. Not Missouri. The U.S. didn't want to go in the WWII because the ocean was big.

Document-Based Essay—Practice Paper – C

The geography of the United States is very different spreading from coast to coast that lead to its development. The other factors being the size, location and climate have also played their roles in the development.

The location helped the United States stay protected showing in document # 1 that the vast oceans surrounding the United States kept out foreign influence and conflict. It is also known that the Louisiana purchase made by Thomas Jefferson stating in document # 2 this was a great deal for the United States that set up major ports on the Mississippi river that helped trade. There were also negative effects of the geography sighted in document # 3 as travelers had to face extremely hot deserts and tall mountains that kept them contained and the climate causing natural disasters and harsh conditions for travelers.

Also the horrible climate on the Great Plains showing in document # 6 that many

Document-Based Essay—Practice Paper – C

Farmers settled there and received little rain each year, then they had the dust bowl which destroyed crops and cause for a famine. The relatively closeness of Cuba caused for a scare to the United States because of the spread of communism with their leader Fidel Castro that threatened the United States with missiles during the cold war.

The development of the United States has been positively and negatively affected by the size, location, climate and natural resources that have changed ideas that have developed the United States.

During the development of the U.S. there were many things that contributed to its growth. One major one was geography.

One of the effects that geography had was it was the reason people were moving. There was lots of unsettled land in the west and the population was growing.

One other way geography affected the growth of the United States was there was lots of farm land. So people moved west for work. There was a promise of free land for people to farm it.

One last geographical effect was the mountains. The mountains made it hard to travel through. And another thing was water. There was a lot of times where there was little water for a long period of time.

These are just some ways geography affected the expansion of the U.S.

Geography is most often the key component of a nation's success. The United States is a notable example of this ideology. Over the course of its development the United States has been influenced most greatly by its geography, in terms of location, size, and natural resources. These geographic factors had both positive and negative impacts on the development of the nation.

The birth of the United States of America was a result of its location. The colonies of America were separated from their mother country by thousands of miles making it extremely difficult for the English crown to rule sufficiently. The colonies were able to unite and declare their independence. Their declaration was successful because when Britain tried to fight back during the Revolutionary War it was very difficult for orders and supplies to be sent from England. This was the first instance where U.S. geography proved to be favorable for its development.

The location of the United States also made it possible to follow a policy of non-entanglement during most of the 19th century. (Doc 1) America was not totally isolated but separated enough where they could stay out of European affairs when it would be non-beneficial. For example, though the United States was greatly affected by the European wars, in terms of trade, they were able to stay out of entanglements based on a policy of neutrality. The United States did not want to be involved in the war but with the changing times of technology, it seemed that the ocean was not what it had once been (Doc 7) As a result of this, the United States joined the side of the Allies in the European Wars. Another positive aspect of United States location during these wars is that the war was not fought on the American homefront. The United States, therefore, was not left in complete shambles like the rest of the world after the wars had ended. One example

When United States location proved to have a negative effect was during the Cuban Missile Crisis. When missiles had been given to the Cubans they were perfectly capable of being aimed at the United States because the United States was within range. (Doc 8) Over the course of the nation's history location has had both positive and negative effects.

The size of the United States also played a large role in its development with the acquisition of the Louisiana Territory the increase in size created more opportunities for trade, as well as, markets. With the Louisiana Territory came the port of New Orleans, this was an extremely positive effect because that port made world trade easier. (Doc 2) Another way that geography effected U.S development was westward settlement. The sheer size of the country made it difficult to travel from one place to the other. Settlers were faced with many negative circumstances while traveling westward. (Doc 3) Though

This seemed negative, it had a positive outcome. People were forced to come up with faster, easier means of transportation. This resulted with the development of canals and railroads, making travel time much quicker (Doc 4)

Natural resources affected U.S. development by making it more attractive to world trade. The United States was rich in coal, gold, silver, and timber (Doc 5). A great deal of countries were interested in trading for these goods. In addition, the discovery of these resources resulted in many people moving westward to find their fortunes. This was many of the positive effects of natural resources. One of the negative effects was the lack of oil needed to supply the country with oil, therefore, the United States became dependent on foreign oil. (Doc 6)

Geography has the largest effect on how a country develops. All aspects of a nation are derived from geographic factors, including location, size, and natural resources. Many factors create positive outcomes while others create negative ones.

Practice Paper A—Score Level 4

The response:

- Develops the task by discussing positive and negative effects of geography on the development of the United States
- Is both descriptive and analytical (nation's remote location has made possible the partial success of a policy of nonentanglement; nation cannot rely solely on its location as a means of national defense as it did in its early history; once communism reached Cuba and technology allowed for nuclear weapons, the United States was not so isolated anymore; Louisiana Purchase increased trading and allowed for access to world markets through New Orleans on the Gulf Coast; overplowing and overgrazing created a future catastrophe for farmers and led to the Dust Bowl; natural resources of the country have made western expansion profitable; coal mining in the North supplied energy to factories, which created more jobs; abundant natural resources had to be shipped to industrial areas and spurred a need for quicker transportation; the impact of Hurricane Katrina was felt in the United States and throughout the world)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (the Atlantic Ocean allowed for a period of salutary neglect from England and helped lead to a final break from England; the Atlantic Ocean is one reason the Monroe Doctrine along with the Roosevelt Corollary was successful in achieving its goals; because of improving technology such as airplanes and submarines, the world has become much smaller; southern climate and long growing seasons allowed for cotton and tobacco plantations to thrive; as the size of America increased, western settlement rapidly increased so as to fulfill John O'Sullivan's term "manifest destiny"; the Mexican Cession and other western lands allowed for settlement of the prairies; the farmers' struggle with geographic conditions on the Plains during the 1930s was illustrated in John Steinbeck's *Grapes of Wrath*; the aquifer provides water for irrigation and this geographic region has become an important part of the agricultural economy)
- Supports the theme with relevant facts, examples, and details (size of Atlantic Ocean acted as a giant barrier separating the Americas from other nations in the Eastern Hemisphere; before World War II, Franklin D. Roosevelt thought relying on our location was to invite future attack; difficult weather on the prairies such as howling winds and storms perturbed settlers who had a difficult journey; flowing rivers provide outlets for trade; gold found in the West spurred gold rushes; traveling from New York City to the southeastern Gulf Coast was cut down to one week of travel time in 1860; during the 20th century, the Gulf Coast became important for its energy production)
- Demonstrates a logical and clear plan of organization; includes an introduction that states location lulls the nation into a false sense of security that is only shattered when the nation is on the brink of war and a conclusion that states the positive effects of geography outweigh the negative effects

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the effects of location on United States foreign policy demonstrates a good understanding of historical forces ranging from the colonial period to the 1960s. Although good facts are included throughout the discussion, they sometimes offer only limited linkage to the geographic component of the task.

Practice Paper B—Score Level 0

The response:

Fails to develop the task; refers to the theme in a general way

Conclusion: Overall, the response fits the criteria for Level 0. Most of the response focuses on a simplistic and incorrect interpretation of document 5. Although documents 3, 7, and 9 are cited, the information is not specifically related to the task.

Practice Paper C—Score Level 2

The response:

- Minimally develops the task by discussing positive and negative effects of geography on the development of the United States
- Is primarily descriptive (location helped the United States stay protected; the Louisiana Purchase made by Thomas Jefferson was a great deal for the United States; major ports were set up on the Mississippi River that helped trade; the relative closeness of Cuba caused a scare for the United States)
- Incorporates limited relevant information from documents 1, 2, 3, 6, and 8
- Presents little relevant outside information (Fidel Castro threatened the United States with missiles during the Cold War)
- Includes few relevant facts, examples, and details (westward travelers had to face extremely hot deserts and tall mountains; climate caused natural disasters and harsh conditions for travelers; many farmers settled on the Great Plains and received little rain each year; the Dust Bowl; destroyed crops and caused a famine)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although brief, the presentation of document information demonstrates a basic understanding of the positive and negative effects of geography.

Practice Paper D—Score Level 1

The response:

- Minimally develops the task by mentioning positive and negative effects of geography on the development of the United States
- Is descriptive (lots of unsettled land in the west and the population was growing)
- Includes minimum information from documents 2, 3, and 6
- Presents very little relevant outside information (there was a promise of free land for people to farm)
- Includes few relevant facts, examples, and details (lots of farmland; mountains made it hard to travel; there was little water for a long period of time)
- Demonstrates a general plan of organization; includes a brief introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 1. A basic understanding of the task is demonstrated through the identification of effects of geography on the United States. Limited pieces of information are extracted from documents to address the task.

Practice Paper E—Score Level 3

The response:

- Develops the task with little depth by discussing positive and negative effects of geography on the development of the United States
- Is more descriptive than analytical (America was not totally isolated but separated enough where they could stay out of European affairs when it would be nonbeneficial; the United States did not want to be involved in World War II but with changing technology, it seemed that the ocean was not what it had once been; the missiles given to Cuba were perfectly capable of being aimed at the United States because it was within range; the sheer size of the country made it difficult to travel from one place to another; people were forced to come up with faster, easier means of transportation, which resulted in the development of canals and railroads; natural resources made the United States more attractive to world trade)
- Incorporates some relevant information from documents 1 through 8
- Incorporates relevant outside information (the birth of the United States was a result of its location; colonies were separated from their mother country by thousands of miles, making it extremely difficult for the English Crown to rule; it was very difficult for orders and supplies to be sent from England; although the United States was greatly affected by the European wars in terms of trade, they were able to stay out of entanglements based on a policy of neutrality; as a result of the location of the United States, World War II was not fought on the American homefront, so the United States was not left in complete shambles like the rest of the world; the discovery of natural resources resulted in many people moving westward to find their fortunes; because of the lack of oil needed to supply the country, the United States became dependent on foreign oil)
- Includes some relevant facts, examples, and details (location of the United States made it possible to follow a policy of nonentanglement during most of the 19th century; with the acquisition of the Louisiana Territory, the increase in the size of the United States created more opportunities for trade as well as markets; settlers were faced with many negative circumstances while traveling westward; the United States was rich in coal, gold, silver, and timber)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Outside historical references complement document information in a discussion that demonstrates a satisfactory understanding of the role that location played in colonial history and in the evolution of United States foreign policy. However, the discussion of the influences of size and natural resources relies too much on document information and factual references are not thoroughly explained.

United States History and Government Specifications August 2010

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

| | Theme | STANDARDS |
|----------------------|---|---|
| Thematic Essay | Presidential Decisions and Actions; Government; Foreign Policy | Standards 1, 2, and 5: United States and New York History; World History; Civics, Citizenship, and Government |
| Document-based Essay | Effects of Geography; Presidential Actions; Migration; Places and Regions; Foreign Policy | Standards 1, 2, and 3: United States and New York History; World History; Geography |

Notes:

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

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

The *Chart for Determining the Final Examination Score for the August 2010 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> 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.emsc.nysed.gov/osa/teacher/evaluation.html>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.



Regents Examination in United States History and Government – August 2010

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

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 5 and a total Part I and Part IIIA score of 46 would receive a final examination score of 80.

Total Essay Score

| | | Total Essay Score | | | | | | | | | | |
|----------------------------------|----|-------------------|----|----|----|----|----|----|----|----|----|----|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Total Part I and Part IIIA Score | 0 | 0 | 3 | 6 | 9 | 12 | 16 | 20 | 24 | 28 | 32 | 37 |
| | 1 | 1 | 4 | 7 | 10 | 13 | 17 | 21 | 25 | 29 | 34 | 38 |
| | 2 | 2 | 5 | 8 | 11 | 15 | 18 | 22 | 26 | 31 | 35 | 40 |
| | 3 | 3 | 6 | 9 | 12 | 16 | 20 | 24 | 28 | 32 | 37 | 41 |
| | 4 | 4 | 7 | 10 | 13 | 17 | 21 | 25 | 29 | 34 | 38 | 42 |
| | 5 | 5 | 8 | 11 | 15 | 18 | 22 | 26 | 31 | 35 | 40 | 44 |
| | 6 | 6 | 9 | 12 | 16 | 20 | 24 | 28 | 32 | 37 | 41 | 46 |
| | 7 | 7 | 10 | 13 | 17 | 21 | 25 | 29 | 34 | 38 | 42 | 47 |
| | 8 | 8 | 11 | 15 | 18 | 22 | 26 | 31 | 35 | 40 | 44 | 49 |
| | 9 | 9 | 12 | 16 | 20 | 24 | 28 | 32 | 37 | 41 | 46 | 50 |
| | 10 | 10 | 13 | 17 | 21 | 25 | 29 | 34 | 38 | 42 | 47 | 52 |
| | 11 | 11 | 15 | 18 | 22 | 26 | 31 | 35 | 40 | 44 | 49 | 53 |
| | 12 | 12 | 16 | 20 | 24 | 28 | 32 | 37 | 41 | 46 | 50 | 55 |
| | 13 | 13 | 17 | 21 | 25 | 29 | 34 | 38 | 42 | 47 | 52 | 56 |
| | 14 | 15 | 18 | 22 | 26 | 31 | 35 | 40 | 44 | 49 | 53 | 57 |
| | 15 | 16 | 20 | 24 | 28 | 32 | 37 | 41 | 46 | 50 | 55 | 59 |
| | 16 | 17 | 21 | 25 | 29 | 34 | 38 | 42 | 47 | 52 | 56 | 60 |
| | 17 | 18 | 22 | 26 | 31 | 35 | 40 | 44 | 49 | 53 | 57 | 62 |
| | 18 | 20 | 24 | 28 | 32 | 37 | 41 | 46 | 50 | 55 | 59 | 63 |
| | 19 | 21 | 25 | 29 | 34 | 38 | 42 | 47 | 52 | 56 | 60 | 65 |
| | 20 | 22 | 26 | 31 | 35 | 40 | 44 | 49 | 53 | 57 | 62 | 66 |
| | 21 | 24 | 28 | 32 | 37 | 41 | 46 | 50 | 55 | 59 | 63 | 68 |
| | 22 | 25 | 29 | 34 | 38 | 42 | 47 | 52 | 56 | 60 | 65 | 69 |
| | 23 | 26 | 31 | 35 | 40 | 44 | 49 | 53 | 57 | 62 | 66 | 70 |
| | 24 | 28 | 32 | 37 | 41 | 46 | 50 | 55 | 59 | 63 | 68 | 72 |
| | 25 | 29 | 34 | 38 | 42 | 47 | 52 | 56 | 60 | 65 | 69 | 73 |
| | 26 | 31 | 35 | 40 | 44 | 49 | 53 | 57 | 62 | 66 | 70 | 74 |
| | 27 | 32 | 37 | 41 | 46 | 50 | 55 | 59 | 63 | 68 | 72 | 76 |
| | 28 | 34 | 38 | 42 | 47 | 52 | 56 | 60 | 65 | 69 | 73 | 77 |
| | 29 | 35 | 40 | 44 | 49 | 53 | 57 | 62 | 66 | 70 | 74 | 78 |
| | 30 | 37 | 41 | 46 | 50 | 55 | 59 | 63 | 68 | 72 | 76 | 79 |
| | 31 | 38 | 42 | 47 | 52 | 56 | 60 | 65 | 69 | 73 | 77 | 80 |

Total Essay Score

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