

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, January 23, 2018 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

Part I

Answer all questions in this part.

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

- 1 During the colonial period in British North America, the major geographic barrier to westward expansion was the
 - (1) Ohio River
 - (2) Great Plains
 - (3) Rocky Mountains
 - (4) Appalachian Mountains
- 2 The United States purchase of the Louisiana Territory in 1803 was geographically important because it
 - (1) assured sole ownership of the Great Lakes
 - (2) ended Spanish control of the Southwest
 - (3) provided full access to the Mississippi River
 - (4) allowed completion of the first railroad in California
- 3 The Mayflower Compact (1620) and the Virginia House of Burgesses (1619) are early examples of
 - (1) restrictions on religious freedom
 - (2) steps toward representative government
 - (3) resistance to British rule
 - (4) economic systems in the colonies
- 4 In writing the Declaration of Independence, Thomas Jefferson was most directly influenced by the social contract theory of
 - (1) Benjamin Franklin
 - (2) James Madison
 - (3) John Locke
 - (4) Baron de Montesquieu
- 5 One way in which the Declaration of Independence (1776) and the original United States Constitution (1789) are similar is that both documents
 - (1) include a specific bill of rights
 - (2) guarantee voting rights to all persons
 - (3) list grievances against the British monarchy
 - (4) state that government receives its power from the people

- 6 One way the original Constitution of the United States addressed the issue of congressional representation was by
 - (1) not counting women as part of a state's population for representation
 - (2) counting three-fifths of the enslaved population when determining representation
 - (3) setting a four-year term of office for all members of Congress
 - (4) giving every state the same number of representatives in the House

Base your answer to question 7 on the passage below and on your knowledge of social studies.

To what expedient [method], then, shall we finally resort, for maintaining in practice the necessary partition of power among the several departments, as laid down in the Constitution? The only answer that can be given is, that as all these exterior provisions are found to be inadequate, the defect must be supplied, by so contriving the interior structure of the government as that its several constituent parts may, by their mutual relations, be the means of keeping each other in their proper places. . . .

— *The Federalist No. 51*, 1788

- 7 Which principle of the United States Constitution is most directly described in this passage?
 - (1) States rights
 - (2) checks and balances
 - (3) the elastic clause
 - (4) concurrent powers
- 8 Most of the amendments to the United States Constitution have dealt with
 - (1) expanding the powers of the presidency
 - (2) setting immigration restrictions
 - (3) strengthening the authority of state governments
 - (4) guaranteeing civil and political rights

- 9 Which statement is a fact rather than an opinion?
- (1) The power of judicial review was established by a Supreme Court decision.
 - (2) Supreme Court Justices should have a mandatory retirement age.
 - (3) The Supreme Court achieved its greatest accomplishments under the leadership of Chief Justice John Marshall.
 - (4) The Supreme Court's decision in *Roe v. Wade* is its most controversial decision.
- 10 An example of the unwritten constitution is the
- (1) impeachment process
 - (2) two-house legislature
 - (3) presidential veto power
 - (4) formation of political parties
- 11 Alexander Hamilton believed that creation of the Bank of the United States would help the nation's economy by
- (1) loaning money to monopolies
 - (2) prohibiting foreign investment in United States businesses
 - (3) reducing tariffs on foreign imports
 - (4) providing for a stable currency
- 12 A major goal of the Monroe Doctrine (1823) was to
- (1) encourage immigration from Latin American nations
 - (2) strengthen the national commitment to Manifest Destiny
 - (3) prevent further European colonization in the Western Hemisphere
 - (4) improve trade opportunities with Asian nations
- 13 Which event most directly contributed to the growth of New York City as the nation's leading trade center?
- (1) use of steamboats on the Mississippi River
 - (2) opening of the Erie Canal
 - (3) construction of the National Road
 - (4) passage of the Pacific Railway Act

- 14 Which statement was included in the Declaration of Sentiments written at Seneca Falls in 1848?
- (1) "... We hold these truths to be self-evident: that all men and women are created equal; ..."
 - (2) "... I know not what course others may take; but as for me, give me liberty or give me death!"
 - (3) "Four score and seven years ago our fathers brought forth upon this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. ..."
 - (4) "... I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. ..."
- 15 What was one result of the Supreme Court's decision in *Dred Scott v. Sanford* (1857)?
- (1) Sectional tension increased.
 - (2) The slave trade was abolished.
 - (3) Northern states were more willing to compromise.
 - (4) Southern states immediately seceded from the Union.
- 16 Which situation was a direct result of the Civil War?
- (1) emergence of the United States as a world power
 - (2) rapid growth of industry in the North
 - (3) elimination of all Jim Crow laws
 - (4) end of the sharecropping system
- 17 Which heading best completes the partial outline below?
- I. _____

A. Protective tariffs

B. Railroad subsidies

C. Use of troops to end strikes
- (1) The New South
 - (2) Government Support of Big Business
 - (3) Technology of the Industrial Revolution
 - (4) Use of Collective Bargaining

- 18 In the late 1800s, major industrialists formed trusts as a way to
- (1) secure government loans
 - (2) negotiate more effectively with labor unions
 - (3) influence lawmakers to lower taxes
 - (4) limit competition
- 19 One way the “new immigrants” of the late 1800s differed from the “old immigrants” of the early 1800s was that the “new immigrants”
- (1) were generally better educated
 - (2) settled on Midwestern farms
 - (3) came from southern and eastern Europe
 - (4) adopted American culture more quickly
- 20 During the late 19th century, labor union members generally believed that immigrants would
- (1) help workers achieve higher wages
 - (2) provide necessary skills for the labor force
 - (3) create a threat to their job security
 - (4) refuse to become United States citizens
- 21 Which action by the federal government would Progressive reformers be most likely to support?
- (1) regulating business practices to protect consumers and workers
 - (2) ending federal regulation of the banking system
 - (3) passing high tariffs to protect domestic industries from foreign competition
 - (4) authorizing tax breaks for large corporations
- 22 What was the major reason that African Americans migrated to northern cities during and after World War I?
- (1) A surplus of cotton led to widespread farm foreclosures in the South.
 - (2) Discrimination had been eliminated in the North.
 - (3) Political opportunities had expanded in the South.
 - (4) Industrial jobs were available in the North.

- 23 What was a goal of Progressive Era reforms such as recall, referendum, and the direct primary?
- (1) supporting third-party candidates
 - (2) increasing citizens’ control of their government
 - (3) establishing term limits for congressmen
 - (4) reducing campaign spending

- 24 One major goal of President Woodrow Wilson’s Fourteen Points (1918) was to
- (1) collect war reparations for the United States
 - (2) maintain United States naval superiority
 - (3) punish the nations that started World War I
 - (4) create a League of Nations to prevent future wars

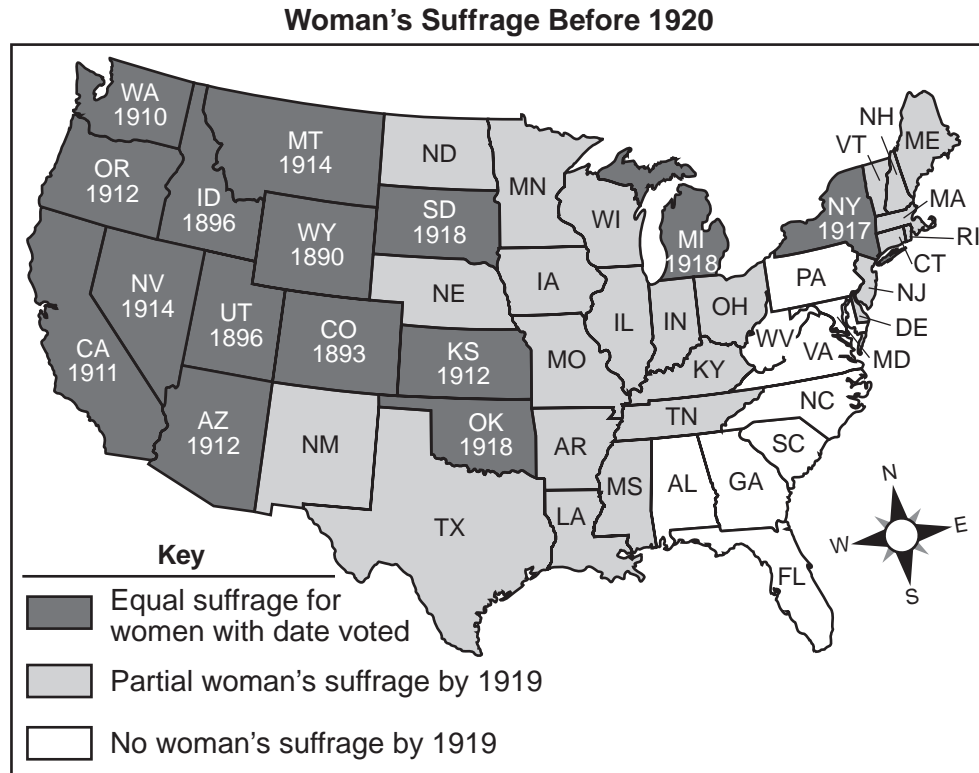
Base your answers to questions 25 and 26 on the passage below and on your knowledge of social studies.

. . . It has been impossible in so short a space to review the entire menace of the internal revolution in this country as I know it, but this may serve to arouse the American citizen to its reality, its danger, and the great need of united effort to stamp it out, under our feet, if needs be. It is being done. The Department of Justice will pursue the attack of these “Reds” upon the Government of the United States with vigilance, and no alien, advocating the overthrow of existing law and order in this country, shall escape arrest and prompt deportation. . . .

— Attorney General A. Mitchell Palmer,
“The Case Against the ‘Reds’,” 1920

- 25 Based on this passage, in 1920 the Attorney General of the United States advocated the deportation of
- (1) communist and anarchist immigrants
 - (2) men who avoided the draft in World War I
 - (3) citizens who criticized the government
 - (4) wartime workers from Latin America
- 26 The alleged danger referred to in this passage contributed to the
- (1) elimination of the military draft
 - (2) ratification of the Treaty of Versailles
 - (3) changing of United States immigration policy
 - (4) failure of the American Federation of Labor

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



Source: Sandra Opdycke, *The Routledge Historical Atlas of Women in America*, Routledge (adapted)

- 27 Which statement is accurate about the information contained in the map?
- (1) Before 1920, many states allowed women some voting privileges.
 - (2) Before 1920, southern states allowed women full voting rights.
 - (3) Western states lagged behind other states in granting women voting rights.
 - (4) Suffrage was not sought by American women until 1920.

28 During the 1920s, the Scopes trial and the dispute over Prohibition showed the clash between

- (1) rich people and poor people
- (2) traditional values and modernism
- (3) business owners and labor unions
- (4) the national government and state governments

29 Which economic condition of the 1920s was a major cause of the Great Depression?

- (1) Farm prices rose dramatically.
- (2) Industry overproduced consumer goods.
- (3) Banks were reluctant to lend money.
- (4) Demand increased faster than supply.

30 President Franklin D. Roosevelt's New Deal reflected his belief that during a depression the federal government should

- (1) assume ownership of failed corporations
- (2) return to laissez-faire capitalistic principles
- (3) take a leadership role in economic recovery
- (4) help farmers instead of industrial workers

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



Source: Library of Congress

- 31 The conditions shown in this 1936 photograph were caused mainly by
- (1) periods of widespread flooding
 - (2) deforestation and overgrazing
 - (3) global warming
 - (4) drought and poor farming techniques
-

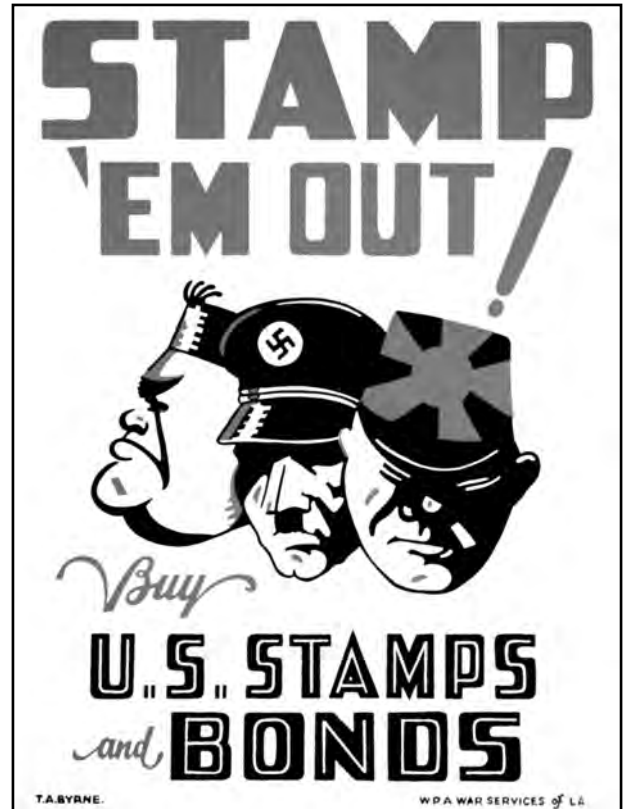
Base your answer to question 32 on the passage below and on your knowledge of social studies.

... There are many such interventionists in America, but there are more people among us of a different type. That is why you and I are assembled here tonight. There is a policy open to this nation that will lead to success—a policy that leaves us free to follow our own way of life, and to develop our own civilization. It is not a new and untried idea. It was advocated by Washington. It was incorporated in the Monroe Doctrine. . . .

— Charles Lindbergh, April 23, 1941

- 32 In this 1941 passage, Charles Lindbergh is supporting the idea that the United States should
- (1) isolate itself from the war
 - (2) decrease its military spending
 - (3) commit to the defense of East Asia
 - (4) enter the war on the side of the democratic nations
-

Base your answer to question 33 on the poster below and on your knowledge of social studies.



Source: Library of Congress

- 33 The primary goal of this World War II poster was to convince the American public to
- (1) register for the draft
 - (2) provide financial support for the war
 - (3) support the internment of Italian Americans
 - (4) defeat congressmen who voted to go to war
-
- 34 In what way did the traditional role of many women change during World War II?
- (1) They won leadership roles in Congress.
 - (2) They accepted high-level management positions in war industries.
 - (3) They were assigned to combat positions in the armed forces.
 - (4) They took jobs in support of the war effort.

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

**“I THOUGHT WE LANDED AT RHEIN MAIN
TO PICK UP PASSENGERS!!”**



Source: Jake Schuffert, *The Task Force Times*, 1949 (adapted)

35 Which Soviet Union action led to the situation shown in this cartoon?

- (1) blockade of Berlin
- (2) creation of the Warsaw Pact
- (3) reunification of Germany
- (4) construction of the Berlin Wall

36 A goal of the Supreme Court decision in *Brown v. Board of Education of Topeka* (1954) and the Civil Rights Act of 1964 was to

- (1) eliminate discrimination in housing
- (2) implement job-training programs
- (3) increase equal rights for African Americans
- (4) end barriers to voting faced by African Americans

37 Which two issues led to protests and riots in many American cities during the 1960s?

- (1) space exploration and environmental pollution
- (2) the Vietnam War and racial injustice
- (3) inadequate health care and women's liberation
- (4) gasoline shortages and illegal immigration

Base your answers to questions 38 and 39 on the cartoon below and on your knowledge of social studies.

**“HOW MUCH DO YOU FIGURE
THIS ONE WOULD COST?”**



Source: Herblock, *Washington Post*, September 12, 1950 (adapted)

38 What is the main idea of this cartoon?

- (1) Special interest groups often influence elections.
- (2) Lobbyists have limited influence on candidates.
- (3) Candidates seeking reelection are harmed by campaign restrictions.
- (4) Federal laws have banned private interests from lobbying Congress.

39 After the Watergate scandal of the 1970s, Congress made an effort to deal with the problem shown in this cartoon by

- (1) banning wealthy individuals from financing their own campaigns
- (2) requiring that all elections be financed by the federal government
- (3) limiting donations to campaigns by individuals and political action committees
- (4) requiring all candidates to spend the same amount on campaigns

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

“KINDLY MOVE OVER A LITTLE, GENTLEMEN”



Source: Herblock, *Washington Post*, January 26, 1965
(adapted)

40 Which statement regarding Lyndon B. Johnson's presidency is best supported by the information in this cartoon?

- (1) Domestic programs had been the main priority in previous budgets.
- (2) Domestic programs were eliminated during the 1960s.
- (3) Military spending had negatively affected domestic programs.
- (4) Military spending was completely eliminated to fund domestic programs.

- 41 The terms *brinkmanship*, *peaceful coexistence*, and *détente* are most closely associated with
 - (1) periodic border disputes between Canada and the United States
 - (2) problems the United States experienced with Germany prior to its reunification
 - (3) techniques used by terrorists to intimidate United States citizens
 - (4) Cold War relations between the United States and the Soviet Union

- 42 The Supreme Court ruling in *United States v. Nixon* (1974) upheld the principle that the president
 - (1) is not above the law
 - (2) can be allowed greater powers during national emergencies
 - (3) must accept limits on his veto power
 - (4) can freely dismiss members of his cabinet

- 43 Which development has resulted from the creation of the North American Free Trade Agreement (NAFTA) and the World Trade Organization (WTO) in the 1990s?
 - (1) growth in membership of labor unions in the United States
 - (2) greater global economic interdependence
 - (3) fewer industries leaving the United States
 - (4) more protective tariffs between the member nations

- 44 Which United States foreign policy action best illustrates the concept of containment?
 - (1) adopting the Truman Doctrine in 1947
 - (2) ratifying the Nuclear Test Ban Treaty in 1963
 - (3) returning control of the Panama Canal to Panama in 1978
 - (4) granting diplomatic recognition to the People's Republic of China in 1979

Base your answer to question 45 on the cartoon below and on your knowledge of social studies.



Source: Mike Keefe, *The Denver Post*, November 8, 2003

- 45 Which statement most accurately expresses the point of view of the cartoonist?
- (1) Middle Eastern leaders favor isolationism over international cooperation.
 - (2) Middle Eastern leaders prefer representative government to military dictatorship.
 - (3) The peoples of the Middle East are well prepared for democratic rule.
 - (4) The United States version of government is unlikely to work in the Middle East.

46 Which constitutional issue was tested by President Abraham Lincoln's suspension of habeas corpus and the Supreme Court case *Korematsu v. United States* (1944)?

- (1) restriction of civil liberties during wartime
- (2) supremacy of federal laws over state laws
- (3) use of military tribunals during wartime
- (4) limits on antiwar protests

47 Before entry into World War I and before entry into World War II, the United States adopted foreign policies that

- (1) stopped the spread of European aggression
- (2) supported peace efforts of international organizations
- (3) favored democratic nations but were officially neutral
- (4) encouraged war by signing collective security treaties

48 "... They call it a 'negotiated peace.' Nonsense! Is it a negotiated peace if a gang of outlaws surrounds your community and on threat of extermination makes you pay tribute to save your own skins? ..."

— President Franklin D. Roosevelt, Fireside Chat, December 29, 1940

In this quotation, the expression "gang of outlaws" was meant to apply to the

- (1) Maoist rebels in China
- (2) fascist dictators in Europe
- (3) communist revolutionaries in Poland
- (4) North Korean invaders of South Korea

49 Samuel Gompers, John L. Lewis, and Cesar Chavez are best known for their efforts to

- (1) create a universal health-care system
- (2) ensure the profits of farm owners
- (3) expand the rights of workers
- (4) promote the development of big business

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

Final Election Returns

Election of 1876	Popular Vote		Electoral College Vote
	Total	Percentage	
Hayes*	4,033,497	47.95	185
Tilden	4,288,191	50.98	184
Cooper	78,501	0.90	—
Election of 1888	Popular Vote		Electoral College Vote
	Total	Percentage	
Harrison*	5,449,825	47.82	233
Cleveland	5,539,118	48.61	168
Fisk	249,492	2.19	—
Streeter	146,602	1.29	—
Election of 2000	Popular Vote		Electoral College Vote
	Total	Percentage	
George W. Bush*	50,456,062	47.89	271
Albert Gore	50,996,582	48.40	266
Ralph Nader	2,858,843	2.71	—

*Elected by Electoral College

Source: 1876 and 1888, *Presidential Elections, 1789–2000*, CQ Press, 2002;
2000, “Historical Election Results,” U.S. Electoral College, National Archives (adapted)

50 Which conclusion most accurately explains the election results found on this table?

- (1) A candidate can win the popular vote and lose the election.
- (2) Candidates who won the popular vote won the presidency.
- (3) The House of Representatives chose the winner in each of these elections.
- (4) The Supreme Court determined the outcome of each of these elections.

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

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

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

PART II

THEMATIC ESSAY QUESTION

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

Theme: United States Government Actions

At various times in United States history, actions taken by the federal government have had effects beyond their original intent. These effects have been both positive and negative.

Task:

Identify **two** actions taken by the federal government and for **each**

- Describe the historical circumstances that led to the action
- Discuss the *positive and/or negative* effects of the action

You may use any action taken by the federal government from your study of United States history. Some suggestions you might wish to consider include passage of the whiskey excise tax (1791), purchase of the Louisiana Territory (1803), passage of the Indian Removal Act (1830), passage of the Kansas-Nebraska Act (1854), adoption of the 14th amendment (1868), ratification of the Prohibition amendment (1919), passage of the Social Security Act (1935), dropping atomic bombs on Hiroshima and Nagasaki (1945), invasion of Cuba at the Bay of Pigs (1961), and intervention in South Vietnam (1965–1975).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

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

This page left blank intentionally.

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

The United States expanded its territory on the North American continent in the 1840s and then expanded its territory overseas between 1890 and 1917. These periods of expansion had positive and negative effects on the United States and on other peoples.

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 on territorial expansion.

For territorial expansion in the 1840s *and* for territorial expansion between 1890 and 1917

- Describe the historical circumstances surrounding *each* period of expansion
- Discuss positive *and/or* negative effects of *each* period of United States expansion

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

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

Part A

Short-Answer Questions

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

Document 1

... Although the United States had no shortage of unoccupied lands, expansionists [in the 1840s] argued that the republic must continue to grow in order to survive. Echoing the political philosophy of Thomas Jefferson, they viewed an abundance of land as the mainstay of a prosperous republic, and warned against the concentration of political and economic power. Troubled by creeping urbanization and a rising tide of immigrants from Germany and Ireland, expansionists viewed Manifest Destiny as a means to obtain a new, long-term lease on the Jeffersonian ideal. Far from weakening the republic, they argued, territorial growth would actually serve to strengthen it, providing unlimited economic opportunities for future generations.

Expansionists were also motivated by more immediate, practical considerations. Southerners anxious to enlarge the slave empire were among the most ardent champions of the crusade for more territory. New slave states would enhance the South's political power in Washington and, equally important, serve as an outlet for its growing slave population. For American commercial interests, expansion offered greater access to lucrative foreign markets. Washington policymakers, anxious to compete with Great Britain for the Asia trade, had long been convinced of the strategic and commercial advantages of San Francisco and other ports on the Pacific coastline of Mexican-owned California. The disastrous Panic of 1837, which had resulted in huge surpluses and depressed prices for American farm products, also focused attention on the need to develop new foreign markets. . . .

Source: Sam W. Haynes, "Manifest Destiny," *U.S.–Mexican War, 1846–1848*, pbs.org

1 According to Sam W. Haynes, what were **two** reasons for United States expansion in the 1840s? [2]

(1) _____

Score

(2) _____

Score

Document 2

... Advocates of Manifest Destiny included Oregon on their list. Sentiment in the old northwestern states, such as Michigan, Ohio, Indiana, and Illinois, was strongly disposed toward [in favor of] the acquisition of Oregon—perhaps all of Oregon. Political leaders in Congress from those states were quite insistent upon expanding to the Pacific Northwest. They and others of like mind felt a strong affinity [attraction] for that region, partly because they perceived of the Oregon country as fertile soil for the nation's agricultural development and for future markets for the farm surpluses of the northwestern states. Many exponents [supporters] of the Oregon crusade also shared a common hatred or hostility toward Great Britain; they looked for opportunities to cause trouble for the British and to acquire economic advantages over them. . . .

Source: Harold Faber, *From Sea to Sea: The Growth of the United States*, Farrar, Straus and Giroux, 1967 (adapted)

2 According to Harold Faber, what was **one** reason for interest in the Oregon Territory? [1]

Score

Document 3

. . . The expansionist spree was not to pass without a sobering aftermath. For two decades before the Mexican War the spectre [threat] of sectional conflict increasingly haunted the United States as North and South drifted apart over the slavery issue; now the Treaty of Guadalupe Hidalgo brought the American people face to face with the whole terrifying question. What should happen to the lands acquired from Mexico? Should they be thrown open to slavery, or should Congress ban the southern institution there? Should they be divided into slave states to bolster the waning political strength of the South, or made into free states to increase the North's congressional supremacy? Four years [1846–1850] of bitter debate, four years of frayed nerves and flaring tempers that brought the nation close to war, were needed before those pressing queries were temporarily answered. . . .

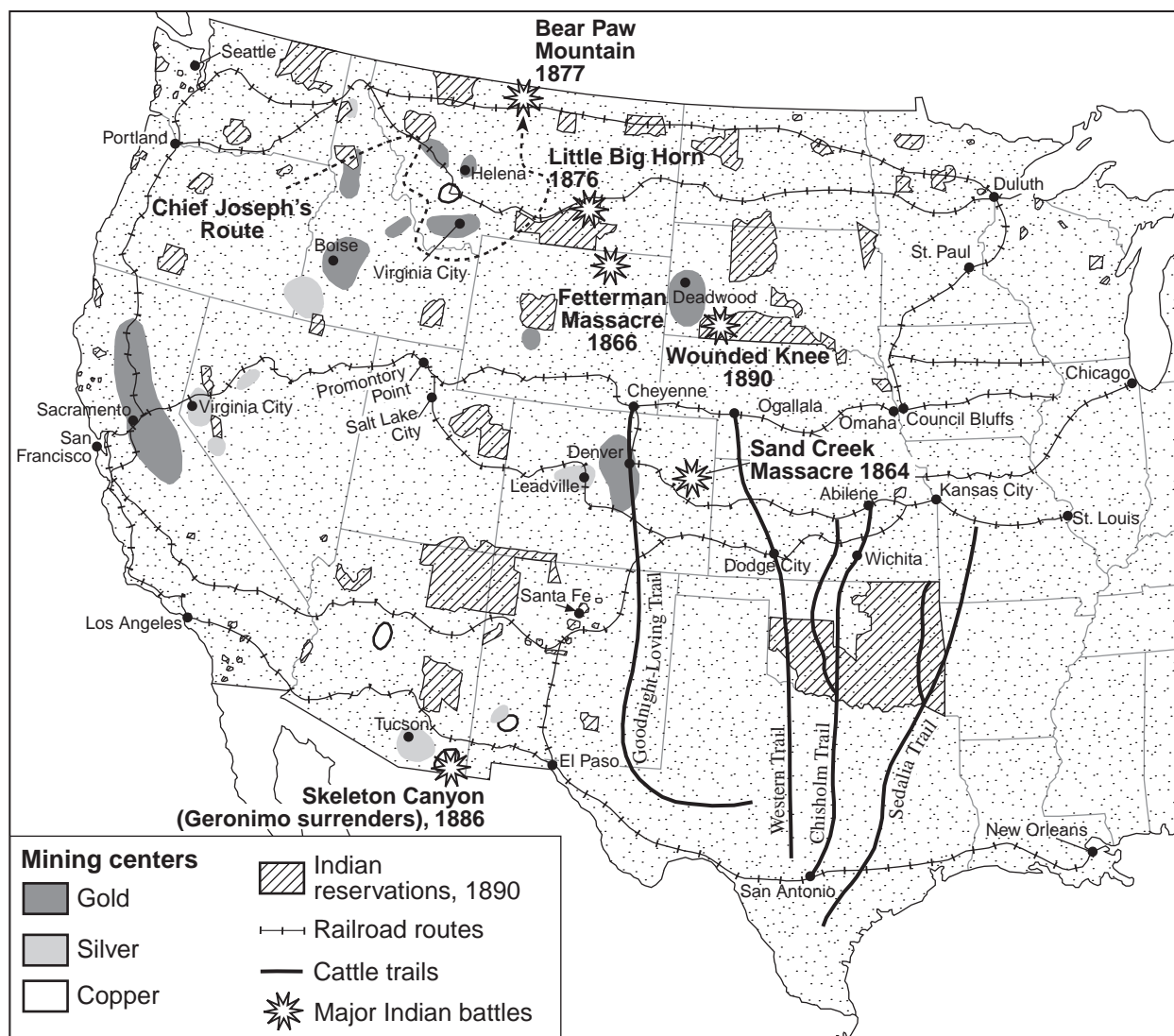
Source: Ray Allen Billington, *Westward Expansion: A History of the American Frontier*, The Macmillan Company, 1960

- 3 According to Ray Allen Billington, what was **one** effect of the Mexican-American War on the United States?
[1]

Score

Document 4

The American West, 1860–1890



Source: Mary Beth Norton et al., *A People and a Nation*, Houghton Mifflin and Robert A. Divine et al., *America: Past and Present*, HarperCollins (adapted)

4 Based on this map, what were **two** effects of westward expansion on the United States? [2]

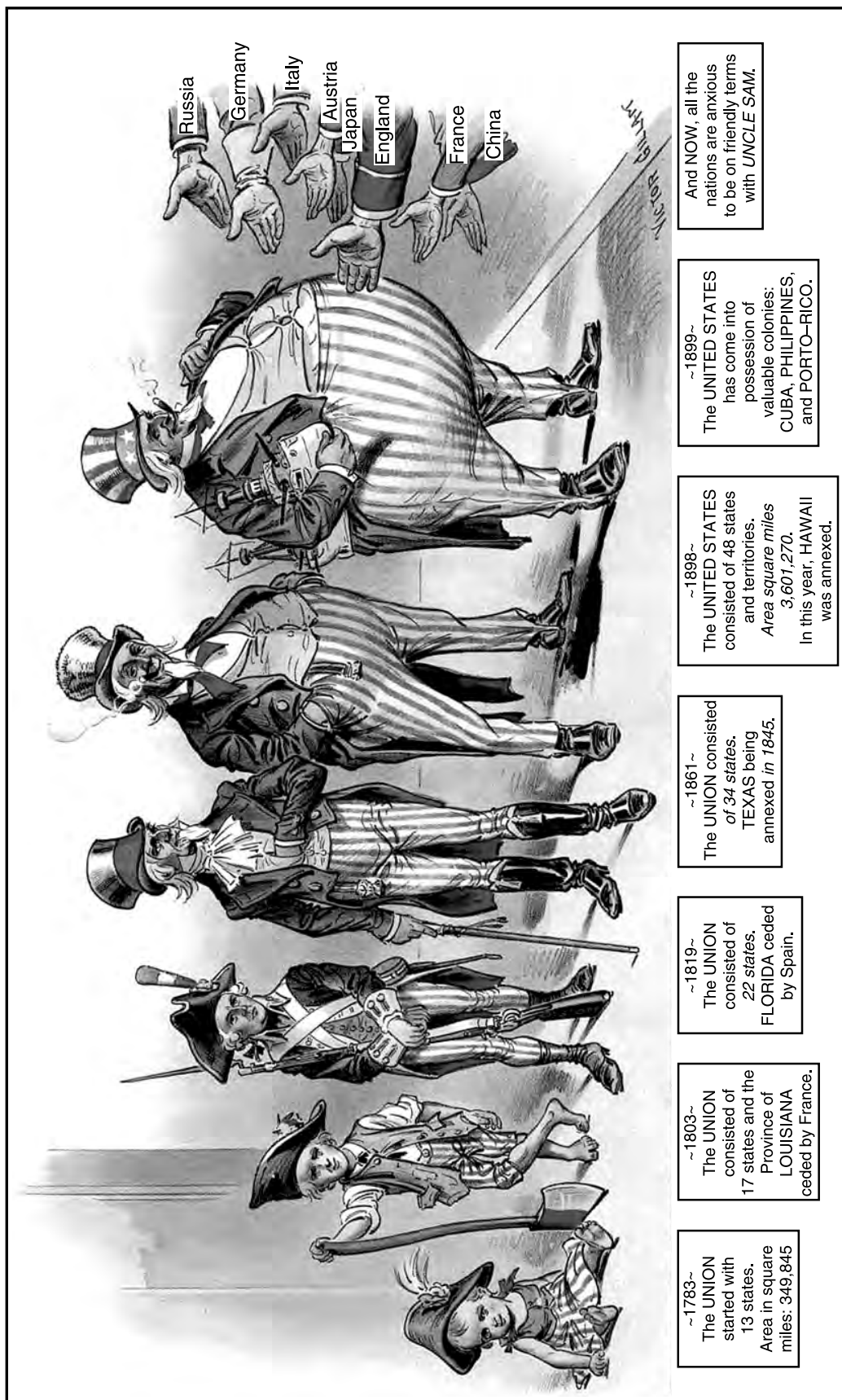
(1) _____

Score

(2) _____

Score

“A LESSON FOR ANTI-EXPANSIONISTS.”
 “Showing how Uncle Sam has been an expansionist first, last, and all the time.”



Source: Victor Gillam, *Judge*, 1899 (adapted)

Document 5b

As the nineteenth century neared its sunset, potent new forces were astir that finally prodded America onto the global stage as a major world power. Isolationism had served the nation well during most of its formative years, for citizens remembered the warning in Washington's Farewell Address against "permanent alliances" and Jefferson's counsel in 1801 against "entangling alliances." But the nation was filling up, and conditions were changing. In 1890—a red-letter year—the Superintendent of the Census could announce that a frontier line could no longer be traced, although there were still large undeveloped areas. Energies that had once been funneled into reconstruction were now being diverted to the West and to the great industrial centers of the East. By 1898 America, with its bulging warehouses, was a major producer of steel and other manufactured goods that were crying for overseas markets. "Expand or explode" is a fundamental law of economic physics—and Americans would not calmly choose explosion. . . .

Source: Thomas A. Bailey, *Voices of America: The Nation's Story in Slogans, Sayings, and Songs*, The Free Press, 1976

5 Based on these documents, state **two** reasons for United States expansion overseas in the 1890s. [2]

(1) _____

Score

(2) _____

Score

Document 6

. . . The Hawaiian group consists of eight inhabited and a few uninhabited islands lying within the tropics at a distance from San Francisco of about two thousand miles. In the aggregate [sum total] their area is nearly equal to that of Massachusetts. Agriculturally they have not begun to be developed. They are situated in the most fertile part of the world, with a climate simply perfect, and are capable of producing all the sugar and coffee which this country can consume, to say nothing of rice and all kinds of tropical fruits. They would provide us with three excellent harbors for commerce and coaling stations, and would control the cable communication of the Western [Pacific] Ocean, besides aiding our shipping by giving the carrying trade to American vessels. . . .

Source: Arthur Curtiss James, "Advantages of Hawaiian Annexation," *The North American Review*, December 1897

6 According to Arthur Curtiss James, what was **one** reason to annex Hawaii in the 1890s? [1]

Score

Document 7

. . . When I [President McKinley] next realized that the Philippines had dropped into our laps I confess I did not know what to do with them. I sought counsel from all sides—Democrats as well as Republicans—but got little help. I thought first we would take only Manila; then Luzon; then other islands perhaps also. I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed Almighty God for light and guidance more than one night. And one night late it came to me this way—I don't know how it was, but it came: (1) That we could not give them back to Spain—that would be cowardly and dishonorable; (2) that we could not turn them over to France and Germany—our commercial rivals in the Orient—that would be bad business and discreditable; (3) that we could not leave them to themselves—they were unfit for self-government—and they would soon have anarchy and misrule over there worse than Spain's was; and (4) that there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them, and by God's grace do the very best we could by them, as our fellow-men for whom Christ also died. And then I went to bed, and went to sleep, and slept soundly, and the next morning I sent for the chief engineer of the War Department (our map-maker), and I told him to put the Philippines on the map of the United States (pointing to a large map on the wall of his office), and there they are, and there they will stay while I am President! . . .

Source: General James Rusling, "Interview with President William McKinley," November 21, 1899, published in *The Christian Advocate*, January 22, 1903

7 According to President William McKinley, what is **one** reason the United States should annex the Philippines? [1]

Score

Document 8

The following is an excerpt from Brian Lamb's interview of diplomat Warren Zimmermann about his book, *First Great Triumph: How Five Americans Made Their Country A World Power*. Zimmermann was explaining why the United States sent additional troops after annexing the Philippines.

... **LAMB:** Why 130,000 troops?

ZIMMERMANN: The Philippines is over 7,000 islands, so it was an enormously difficult country to pacify. Once we had gotten the Spanish out, we then had to deal with the Philippine revolutionaries, who had been revolting against Spain. They wanted to be independent, and they thought they had guarantees from the United States that they could be independent. They were probably wrong. I don't think they got any guarantees, but maybe some of the American military officers and diplomats around Asia were giving Emilio Aguinaldo, the Filipino leader, some intimations and some implications that, "If you help us, we'll help you get independence." There may have been some promises made.

In any case, he felt very disappointed when we cut him out of the surrender ceremony, when the Spanish surrendered to us. They didn't surrender to the Filipino revolutionaries. War broke out very soon after that, in February 1899, a war between Aguinaldo and his revolutionaries and the United States Army. The army had to be very quickly reinforced to deal with this war, which quickly devolved into a guerrilla war, with all the atrocities that go with guerrilla wars. We committed a lot, and the Filipinos committed a lot, as well. It was a very dirty war, and it lasted three years before we won it.

LAMB: How many casualties did we have?

ZIMMERMANN: Nobody knows entirely. It was a lot more than we lost in Cuba, which was a very short war. The Filipinos lost more. Probably most [of the] people who died in that war died of disease—the estimates for that go as high as 200,000 Filipinos dead of disease during the war. . . .

Source: Interview of Warren Zimmermann by Brian Lamb, *C-SPAN Booknotes*, program aired January 19, 2003 (adapted)

8 According to Warren Zimmermann, what was **one** effect of the United States annexation of the Philippines? [1]

Score

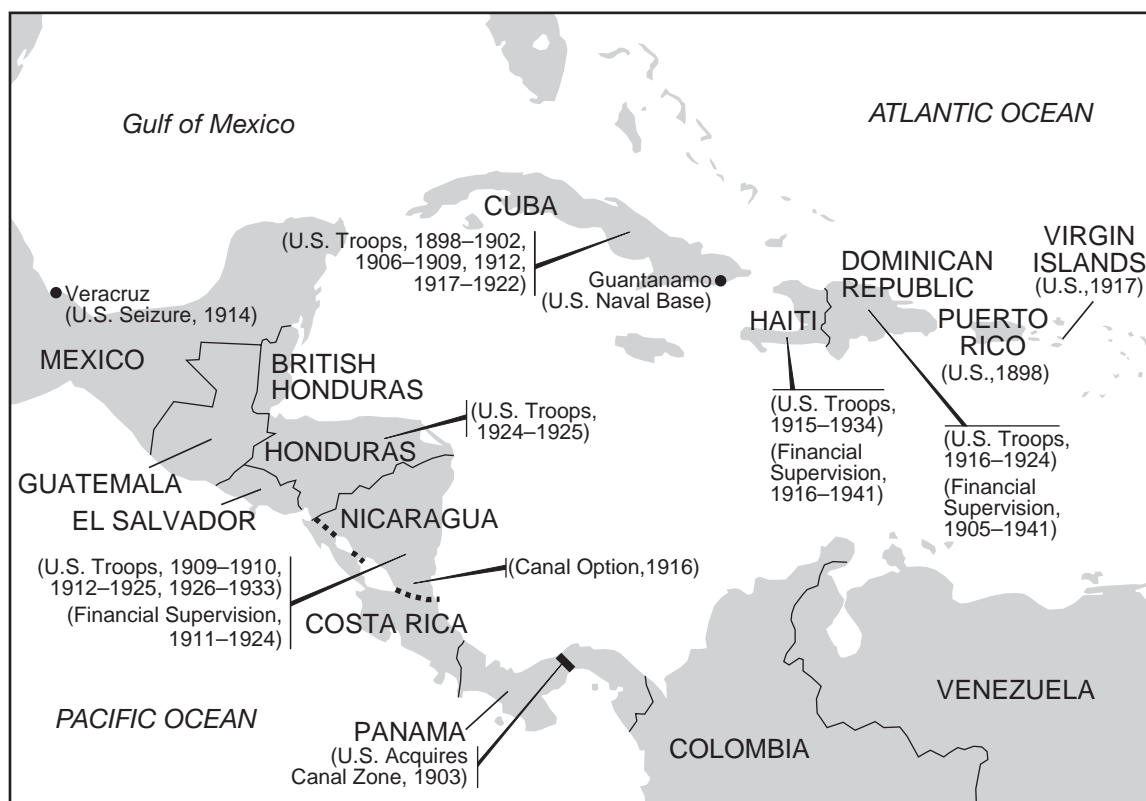
Document 9a

... The [Spanish-American] war was a turning point in the history of American foreign policy. From that time on Americans could no longer look merely inward. The United States had established undisputed dominance of the Caribbean and had extended its influence to the shores of Asia. It had become a recognized world power through its own inherent strength, and that strength affected the international politics of all the great powers of the world. Even if it wanted to, the United States in the new century could no longer remain aloof from the politics of the rest of the world.

Source: Alexander DeConde, *A History of American Foreign Policy*, Charles Scribner's Sons, 1963

Document 9b

United States Interventions in the Caribbean



Source: Thomas G. Paterson et al., *American Foreign Policy: A History, 1900 to Present*, D. C. Heath, 1991 (adapted)

9 Based on these documents, what were **two** effects of the United States expansion of the 1890s? [2]

(1) _____

Score

(2) _____

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:

The United States expanded its territory on the North American continent in the 1840s and then expanded its territory overseas between 1890 and 1917. These periods of expansion had positive and negative effects on the United States and on other peoples.

Task: Using the information from the documents and your knowledge of United States history, write an essay on territorial expansion.

For territorial expansion in the 1840s **and** for territorial expansion between 1890 and 1917

- Describe the historical circumstances surrounding **each** period of expansion
- Discuss positive **and/or** negative effects of **each** period of United States expansion

Guidelines:

In your essay, be sure to

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

FOR TEACHERS ONLY

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

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, January 23, 2018 — 9:15 a.m. to 12:15 p.m., only

VOLUME
1 OF **2**
MC & THEMATIC

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

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

Scoring the Part I Multiple-Choice Questions

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

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay
January 2018

Theme: United States Government Actions

At various times in United States history, actions taken by the federal government have had effects beyond their original intent. These effects have been both positive and negative.

Task: Identify *two* actions taken by the federal government and for *each*

- Describe the historical circumstances that led to the action
- Discuss the *positive and/or negative* effects of the action

You may use any action taken by the federal government from your study of United States history. Some suggestions you might wish to consider include passage of the whiskey excise tax (1791), purchase of the Louisiana Territory (1803), passage of the Indian Removal Act (1830), passage of the Kansas-Nebraska Act (1854), adoption of the 14th amendment (1868), ratification of the Prohibition amendment (1919), passage of the Social Security Act (1935), dropping atomic bombs on Hiroshima and Nagasaki (1945), invasion of Cuba at the Bay of Pigs (1961), and intervention in South Vietnam (1965–1975).

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (for *each* of *two* actions taken by the federal government, discussing the historical circumstances that led to the action and *at least two* positive and/or negative effects of *each* action).
2. The historical circumstances that led to the action taken by the federal government may be discussed from a broad or narrow perspective as long as they are supported by relevant facts, examples, or details, e.g., discussing intervention in South Vietnam as the exercise of containment policy or as a response to the Gulf of Tonkin incident.
3. The historical circumstances that led to each action may be similar as long as separate and distinct information is included for each action.
4. The effects of the actions may be similar as long as separate and distinct information is included for each.
5. Any combination of positive and/or negative effects may be used to address the task.
6. The discussion of the positive and/or negative effects may focus on either the United States or on other countries.
7. The positive and/or negative effects of the action may be immediate or long term.
8. The response does not have to identify the effect of the action as positive or negative as long as it is implied in the discussion.
9. The response may or may not discuss a distinction between the original intent of the action and the effects of the action.
10. The effects of the actions may be discussed from any perspective as long as the position taken is supported by accurate facts and examples.
11. If more than two actions are discussed, only the first two actions may be scored.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** actions taken by the federal government by discussing the historical circumstances that led to the action and **at least two** positive and/or negative effects of the action
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *purchase of the Louisiana Territory*: connects the demand of western farmers for unrestricted access to the port of New Orleans and President Jefferson's agrarian vision to the purchase of the entire Louisiana Territory from Napoleon which doubled the country's size with vast farmland but destroyed the nomadic culture of the Plains Indians and increased sectional tension over the expansion of slavery, contributing to the outbreak of the Civil War; *dropping atomic bombs on Hiroshima and Nagasaki*: connects Japan's surprise attack on Pearl Harbor, its refusal to surrender, and the possibility of a large number of American military casualties in an invasion of Japan to President Truman's decision to use the atomic bomb which resulted in over 100,000 innocent civilian deaths, United States occupation of Japan, and the unintended and ongoing danger of nuclear war
- Richly supports the theme with many relevant facts, examples, and details, e.g., *purchase of the Louisiana Territory*: Mississippi River; right of deposit; Gulf of Mexico; domestic and European trade; slave uprising in Haiti; strict vs. loose construction; \$15 million; Mississippi River to Rocky Mountains; near extinction of the buffalo; Sioux and Cheyenne; cavalry; reservations; congressional representation; Missouri Compromise; Kansas-Nebraska Act; Civil War; *dropping atomic bombs on Hiroshima and Nagasaki*: history of racism against Asians; World War II; Manhattan Project; avoiding land invasion; unconditional surrender; 80,000 killed immediately in Hiroshima; more than 40,000 dead in Nagasaki; radiation; birth defects; General MacArthur; demilitarization of Japan; democratic constitution; arms race with Soviets; Soviet nuclear test in 1949; nuclear weapons in the hands of rogue nations; North Korean missile threat
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one action taken by the federal government more thoroughly than for the second action *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *purchase of the Louisiana Territory*: discusses how western farmers' demand for access to the port of New Orleans and Napoleon's offer to sell the entire territory resulted in the immense Louisiana Purchase which led to the destruction of the Plains Indians' lifestyle and increased sectional tension over the expansion of slavery; *dropping atomic bombs on Hiroshima and Nagasaki*: discusses how the surprise attack on Pearl Harbor and Japan's refusal to surrender led to President Truman's decision to use the atomic bomb which killed tens of thousands of innocent Japanese civilians and started an arms race that threatens world peace
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 1:

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

Score of 0:

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

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

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

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

The federal government of the United States is born from and maintained by the people. The people created a governmental system designed to represent their interests and safeguard their political power and security. They created a government capable of lapses and mistakes. The decision to enter the Mexican-American War and the passage of the Social Security Act are characteristic of fed gov. actions with implications, both positive and negative, beyond their original intent.

The decision to engage Mexico in the Mexican-American War during the mid nineteenth century was born from the expansionistic fever of the age. Americans acted to extend their borders and acquire new lands for agriculture and commercial development. The term, "manifest destiny," has come to embody this idea of an American, divine mission to overtake the American continent and reach the Pacific. The Mexican-American War was waged for this reason; President Polk, an avid expansionist, and congressional representatives from the South and West were determined to acquire new territories. Polk used a border dispute as an opportunity to provoke war with a much weaker neighbor. These political officials saw Mexico's vulnerable North American territories, including California and New Mexico, as a means to pursue the vision of Manifest destiny.

Although the United States was victorious in the Mexican American War, securing vast swaths of land by the Mexican Cession of the Treaty of Guadalupe Hidalgo, the decision to wage the Mexican-American War came to haunt the fledgling nation. Indeed, the Mexican-American War paved the way for increased sectional conflict as the North and South debated the future of slavery in the Mexican

Cession. The defeat of Wilmot's Proviso, an attempt by a Democratic Congressman to resolve the issue of slavery in the newly acquired territories, led to Henry Clay's final and most controversial compromise. The Compromise of 1850 ultimately inflamed sectional tension by strengthening the Fugitive Slave Act and ending the balance between slave and free states in the Senate. Thus the grand vision of Manifest Destiny would eventually help create a bloody Civil War. However, despite the negative implications of the federal government's decision to engage in the Mexican-American War, the American people did gain access to new territory for agricultural development, mineral resources, and commercial use. California's fertile land provided the nation with a wealth of agricultural products sold across the nation. The discovery of gold pulled a rush of people into California from all over the world. And Pacific ports allowed the nation to open trade routes with distant and exotic Asian nations. Despite increased sectional tension, the Mexican Cession opened up new acreage for American settlement and fulfilled many of the dreams of those who believed in the ideals of manifest destiny.

The Social Security Act was passed in the midst of the Great Depression as widespread employment and financial crisis allowed President Franklin Delano Roosevelt to engage in the New Deal, comprised of social and legislative experimentation. The Social Security Act was originally passed to aid America's aged citizens who had been especially hurt by bank failures and lost savings. The act was also born from FDR's desire to rob partisan support from his left-leaning opponents. The popularity of Huey Long's "Share the Wealth" proposal and Francis Townsend's radical pension program prompted

FDR to call for action. Born from the uncertainty of an age of fiscal insecurity, Social Security has become one of the federal government's most lasting, and debated, legacies. Social Security created a safety net for the nation's most vulnerable citizens, certainly a positive development. Indeed, Social Security has even stimulated the American economy by providing the unemployed, infirm, and elderly with the purchasing power to remain participating consumers. Social security reformed the nation's economy and is part of the reason the United States has not experienced another "great" depression. However, the Social Security Act has reached the realm of unsustainability; FDR and his congressional allies did not foresee America's population explosion with the post World War II Baby Boom, a generation overtaxing social security and poised to destroy it. Indeed, Social Security programs may run out of funding as the Federal government works desperately to allocate and find money to ensure its survival. Some conservatives have called for privatization or increasing the age of eligibility but Congress has been reluctant to alienate such a large voting bloc. The present situation has only served to compound the nation's debt and steepen the federal deficit.

The course of history has shown that no government, or people, can completely foresee the consequences of its actions. Policy makers can only hope to resolve the nation's immediate woes and put in place steps and actions for the future. Ultimately, both the decision to enter the Mexican-American war and the passage of the Social Security Act are examples of Federal government actions leaving positive and negative implications beyond the action's original intent.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for entering the Mexican-American War and for passage of the Social Security Act
- Is more analytical than descriptive (*Mexican-American War*: decision to engage Mexico in the Mexican-American War during the mid-nineteenth century was born from the expansionist fever of the age; Polk used a border dispute as an opportunity to provoke war with a much weaker neighbor; political officials saw Mexico's vulnerable North American territories, including California and New Mexico, as a means to pursue the vision of Manifest Destiny; paved the way for increased sectional conflict as the North and South debated the future of slavery in the Mexican Cession; led to Henry Clay's final and most controversial compromise; grand vision of Manifest Destiny would eventually help create a bloody civil war; California's fertile land provided the nation with a wealth of agricultural products; discovery of gold pulled a rush of people into California from all over the world; *Social Security*: widespread employment and financial crisis allowed President Franklin Delano Roosevelt to engage in the New Deal, comprised of social and legislative experimentation; originally passed to aid America's aged citizens who had been especially hurt by bank failures and lost savings; born from Roosevelt's desire to rob partisan support from his left-leaning opponents; created a safety net for the nation's most vulnerable citizens, certainly a positive development; reformed the nation's economy and is part of the reason the United States has not experienced another Great Depression; may run out of funding as the federal government works desperately to allocate and find money to ensure its survival; some conservatives have called for privatization or increasing the age of eligibility but Congress has been reluctant to alienate such a large voting bloc)
- Richly supports the theme with many relevant facts, examples, and details (*Mexican-American War*: divine mission; representatives from the South and West; Treaty of Guadalupe Hidalgo; Wilmot's Proviso; Democratic Congressman; Compromise of 1850; Fugitive Slave Act; balance among slave and free states in the Senate; Pacific ports; open trade routes; distant and exotic Asian nations; *Social Security*: Huey Long; "Share the Wealth"; Francis Townsend; radical pension program; unemployed, infirm, and elderly; purchasing power; participating consumers; post-World War II baby boom; federal deficit)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes although the government was designed to represent the interests of the people its actions have had both positive and negative effects, and a conclusion that states no government can completely foresee the consequences of its actions

Conclusion: Overall, the response fits the criteria for Level 5. The response employs strong analysis to explore both the historical circumstances and the social, economic, and especially political aspects of each action.

The federal government of the United States has taken steps to end wars, aid the economy, and support societal changes. However, the unforeseen repercussions that stem from decisions—such as dropping the first atomic bomb on Japan and the ratification of the Prohibition amendment—have had some devastating effects.

In 1945, the war in Europe was coming to an end, but the war in the Pacific continued to claim hundreds of soldiers' lives every week as Japan steadfastly refused to surrender. President Truman was given a choice to continue the grueling military strategy of "island hopping" to reach Japan, or to drop the nuclear weapon developed by the Manhattan Project. It might have been a more difficult decision if Germany was the target, but Japan had started the war with their attack on Pearl Harbor and Truman did not hesitate to use the new weapon. The expenditure of a million or more American soldiers' lives was avoided because Truman decided to release the 2 nuclear bombs on Hiroshima and Nagasaki. The destruction and death toll in two cities alone convinced Emperor Hirohito to admit defeat, ending the Second World War. However, at the conclusion of the World War, another war would begin.

Remaining as the two most powerful countries at the end of the war, the Soviet Union and the United States nervously recognized the other's potential to influence war-torn countries that were rebuilding. America had released an incredibly decisive weapon, and the Soviets paralleled their nuclear strength in only 4 years. The Cold War's arms race had begun. Foreign policy changed in the United States, as a rush to stay ahead of the USSR in nuclear might, long-range missiles, and space exploration began. Both countries rushed to

stockpile enough nuclear weapons to annihilate each other and the planet. The U.S. government reacted quickly when the USSR launched Sputnik, the first space satellite, in 1957. Acts like the National Defense Education Act of 1958 were passed to educate students in science-related fields, all attempting to match and surpass Soviet education. Intense competition with the Soviet Union lasted until 1990, when the USSR broke up and the tension between the superpowers seemed to disappear. In recent years, however, strongman Vladimir Putin has attempted to regain Russia's strength and territory and the competition over arms and foreign policy has reintensified. Calls for increased military spending and still tense relations demonstrate the long lasting effect of Truman's decision.

Within domestic policy of the early 1900s, the United State's national government was becoming more involved in the societal affairs of its citizens. The Progressive movement emerged as a result of concerns about problems related to rapid industrialization and urbanization. Some women reformers around the nation were calling for change in one specific area of evil: liquor. Pointing blame at the consumption of alcohol for domestic abuse, crime, and poverty, temperance leaders grew strong and loud in their protests. The most "colorful" temperance leader was Carrie Nation who vandalized saloons with her famous hatchet. Responding to this persuasive minority group, the 18th amendment—the Prohibition amendment—was passed in 1919. This amendment banned the manufacture, sale, or transportation of alcohol across the United States, and had negative effects on American society.

Because of the traditional presence alcohol had in America's social

life, attempts to acquire the now-banned beverage caused organized crime to begin. Taking root in former saloons that had closed down and left many jobless, speakeasies, or secret clubs, were formed. To get a drink, one would only have to slip in a secret door or room. Storage of alcohol became an art; hidden in grain barrels, wagons, milk jugs, the average city-dweller was not being greatly hindered, and organized crime flourished. Gangsters like Al Capone controlled the “secret” distribution of alcohol through corruption and violence in major cities like Chicago. Even after the Prohibition amendment was repealed, the organized crime rings remained, peddling drugs and other illegal substances into American society to the present-day. The one time war on alcohol has now become a war on drugs, and while we often say that morality cannot be legislated, illegal drugs are much more dangerous than drinking alcohol. So in the 1990s, the federal government passed a sweeping crime bill aimed at ending the use of illegal drugs. Thousands were arrested for non-violent drug possession and the prison population skyrocketed. But like Prohibition, this war on drugs failed. Drugs like heroin are still easy to buy on the streets of every town in America. Every day, more Americans are dying from illegal drug use than ever.

The actions that the United States Federal Government have taken in foreign and domestic areas have led to significant repercussions. Affecting American society and nations globally, unforeseen results have sometimes been notoriously negative as in the bombing of Japan in World War II, and the passage of the Prohibition Amendment.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for dropping atomic bombs on Hiroshima and Nagasaki and for ratification of the Prohibition amendment
- Is more analytical than descriptive (*atomic bombs*: in 1945 the war in Europe was coming to an end, but the war in the Pacific continued to claim hundreds of soldiers' lives every week as Japan steadfastly refused to surrender; President Truman was given a choice to continue the grueling military strategy of island hopping to reach Japan or to drop the nuclear weapon developed by the Manhattan Project; might have been a more difficult decision if Germany was the target but Japan had started the war with their attack on Pearl Harbor and Truman did not hesitate to use the new weapon; Soviet Union and the United States nervously recognized the other's potential to influence war-torn countries that were rebuilding; both countries rushed to stockpile enough nuclear weapons to annihilate each other and the planet; United States government reacted quickly when the USSR launched *Sputnik*, the first space satellite, in 1957; calls for increased military spending and still tense relations demonstrate the long-lasting effect of Truman's decision; *Prohibition*: Progressive movement emerged as a result of concerns about problems related to rapid industrialization and urbanization; pointing blame at the consumption of alcohol for domestic abuse, crime, and poverty, temperance leaders grew strong and loud in their protests; because of the traditional presence alcohol had in America's social life, attempts to acquire the now-banned beverage caused organized crime to begin; gangsters like Al Capone controlled the secret distribution of alcohol through corruption and violence in major cities like Chicago; war on alcohol has now become a war on drugs, and while we often say that morality cannot be legislated, illegal drugs are much more dangerous than drinking alcohol; thousands were arrested for non-violent drug possession and the prison population skyrocketed)
- Richly supports the theme with many relevant facts, examples, and details (*atomic bombs*: Emperor Hirohito; Second World War; Cold War's arms race; long-range missiles; space exploration; National Defense Education Act of 1958; USSR broke up; Vladimir Putin; *Prohibition*: women reformers; Carrie Nation; vandalized saloons; speakeasies; sweeping crime bill; heroin)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that point out that some unintended effects have been notoriously negative

Conclusion: Overall, the response fits the criteria for Level 5. The response uses insightful analysis and rich detail to show clear understanding of both the immediate and long-term effects of each action.

Throughout history, politicians have made difficult choices; inevitably with these decisions, there are unforeseen consequences. The United States government is not an exception. Both the purchase of the Louisiana Territory and the ratification of Prohibition had unexpected results.

When Thomas Jefferson purchased the Louisiana Territory in 1803, it was shocking to many. Jefferson had claimed a belief in strict construction, he claimed that the government was limited to the specific power expressly stated in the Constitution. However, this purchase aligned with Jefferson's goal of an agrarian society where the United States would be a population of mostly small farmers. He thought this would best ensure freedom, people could be more independent and less reliant on the changing economy. Jefferson was interested in expanding the U.S to facilitate this goal; in order for every man to be an independent farmer, there needed to be more land. The Louisiana Territory had previously been controlled by the French under Napoleon. This represented a great threat as France was a powerful nation, unlike Spain which had owned Louisiana in the past. French control of New Orleans could close the Mississippi River and hurt Western farmers. In the past, there was great competition among European powers to acquire land in the New World, but Napoleon was no longer interested. Haiti had recently revolted and gained independence; Napoleon was wary of governing overseas territory. Additionally, Napoleon was busy trying to expand in Europe. He needed money to finance his wars. Selling the Louisiana Territory was an ideal solution. In selling the territory, France gave up its land and influence in North America and the United States had one less

foreign rival on its border. When Jefferson purchased the territory, there were precedents set. Jefferson's actions contradicted his beliefs in strict construction and set a precedent for expanded executive power. The American Constitution does not specifically give the president the ability to buy land on the behalf of the U.S. This action weakened the argument for strict construction; the main advocate, Jefferson, had acted against it. While the Constitution did allow the president to make treaties, Jefferson used that provision in a different way. Jefferson's Louisiana Purchase set the precedent for future territorial acquisitions and the completion of Manifest Destiny.

While the 18th Amendment was ratified in 1919, the discussion of Prohibition started much earlier. Before the Civil War, local temperance societies with ties to religious groups urged a ban on alcohol. Maine even banned alcohol statewide. Many Americans, particularly women, were concerned about alcohol consumption. Alcohol abuse was seen as a major social issue. At the time, people were concerned about alcohol abuse by mostly men; fathers and husbands who abused alcohol were unable to sufficiently provide for their wives and families and domestic abuse was common. Reformers saw this as an increasingly relevant issue. Eventually they gained enough support and the 18th Amendment was ratified in 1919. However, there were some unexpected consequences. While alcohol consumption did decrease, it was not eliminated. Most Americans were able to acquire alcohol regardless. Private clubs, known as Speakeasies opened in most towns and cities in America. In rural areas people often made "moonshine". Clearly, the government was unable to regulate consumption of alcohol. Average Americans were breaking the law with increasing regularity,

consequently, there was a decrease in respect for the law. Despite Prohibition, alcohol was still accessible. It was even served at the White House to President Harding and his friends. Another terrible unforeseen outcome was that Prohibition provoked the expansion of organized crime. With the new demand for illegal alcohol, systems of acquiring and selling it gave rise to organized criminal groups who were willing to fulfill this need. Additionally, ingestion of alcohol available during Prohibition could be dangerous because the government was unable to regulate this activity to ensure safety.

Every decision had unintended results. The significance of the consequences varies with the choice made. Both the Louisiana Purchase and Prohibition had results unforeseen by the government.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the purchase of the Louisiana Territory more thoroughly than the ratification of the Prohibition amendment
- Is both descriptive and analytical (*Louisiana Territory*: aligned with Jefferson's goal of an agrarian society where the United States would be a population of mostly small farmers; represented a great threat as France was a powerful nation; French control of New Orleans could close the Mississippi River and hurt Western farmers; in the past, there was great competition among European powers to acquire land in the New World, but Napoleon was no longer interested; in selling the territory, France gave up its land and influence in North America and the United States had one less foreign rival on its border; Jefferson's actions contradicted his beliefs in strict construction and set a precedent for expanded executive power; Constitution does not specifically give the president the ability to buy land on behalf of the United States; *Prohibition*: before the Civil War, local temperance societies with ties to religious groups urged a ban on alcohol; fathers and husbands who abused alcohol were unable to sufficiently provide for their wives and families and domestic abuse was common; private clubs known as speakeasies opened in most towns and cities in America; average Americans were breaking the law with increasing regularity; with the new demand for illegal alcohol, systems of acquiring and selling it gave rise to organized criminal groups who were willing to fulfill this need)
- Supports the theme with relevant facts, examples, and details (*Louisiana Territory*: Spain; Haiti; finance his wars; make treaties; Manifest Destiny; *Prohibition*: 18th amendment; Maine; moonshine; served at the White House; President Harding; unable to regulate; to ensure safety)
- Demonstrates a logical and clear plan of organization; includes a brief introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The response shows good understanding of the theme by discussing the unforeseen effects of the Louisiana Purchase and Prohibition. The discussion of the Louisiana Purchase is more analytical and provides stronger factual understanding, while the discussion of Prohibition is cast in more general terms.

When the Federal government takes action, it's hard to foresee the exact results. Throughout American history, the government has made decisions that result in effects beyond their original intent. Two examples of this are the dropping of the atomic bomb on Hiroshima and Nagasaki in 1945 and intervention in South Vietnam starting in 1965. Both of these examples had longlasting political and economic effects on the United States for years to come.

Dropping the atomic bomb on Hiroshima and Nagasaki was intended to finally end World War II (which it did), but it also is seen as the beginning of the Cold War. In 1945, no matter what efforts the US was making, Japan was not willing to surrender because of their pride and absolute loyalty to the emperor. The US military was preparing for the invasion of the Japanese home islands and projected deaths and casualties in the hundreds of thousands. As a result, President Truman decided in order to save American military lives that the best solution would be to drop the atomic bomb, a weapon recently invented by "Manhattan Project" Scientists. One was dropped on Hiroshima but Japan would not surrender. When a second bomb on Nagasaki was dropped, Japan recognized the determination and power of the United States and the goal of saving American lives was achieved. Japan surrendered soon after. However, the US was not aware of the medical effects of the bomb, like radiation, that affected the Japanese people for years to come. Additionally, the dropping of the atomic bomb helped set off the Cold War. The US and USSR had been disagreeing on how to deal with the European land conquered from Germany, so by showing its great power, the US threatened the USSR. Everybody saw how destructive the bomb was, but in a few

years both the USSR and the US had the bomb and they both tried to make more bombs than the other, creating a dangerous arms race. And the danger also spread to other countries getting nuclear weapons and missiles. Some, like North Korea are rogue and unpredictable countries, who now have terrible destructive power. No one could foresee this when celebrating victory in World War II.

US involvement in Vietnam was initially to contain communism without taking massive military action, however the US ended up becoming involved in a very unpopular war. Ho Chi Minh, the leader of the Vietnamese communists, was first and foremost a nationalist who sought to free his country from France's colonial rule over Vietnam. The US helped France in this struggle, but remained there even after France had been defeated and Vietnam became a divided country. Gradually, US presidents increased US involvement, aiding the anti-communists in the South. But American aid never made South Vietnam able to stand on its own. Instead South Vietnam became weaker as the Viet Cong became stronger. In 1965, under president Lyndon Johnson the US sent hundreds of thousands of combat troops to South Vietnam. The US exhausted its economy by spending on this war, shifting money from social programs to the military. It also exhausted American lives as more and more young men died. As the years went on, and it became clear that the US was not winning the war, the American public became more disillusioned with it. College campuses had never experienced as much unrest as during the war. Overall, this led to a greater distrust of government, which can be considered positive. No longer did Americans blindly follow their leaders, now they questioned them highly.

In conclusion, the U.S. government has often taken actions that resulted in unintended effects. The dropping of the atomic bomb and the Vietnam War are examples of this.

Anchor Level 4-B

The response:

- Develops all aspects of the task for dropping atomic bombs on Hiroshima and Nagasaki and for intervention in South Vietnam
- Is both descriptive and analytical (*atomic bombs*: intended to finally end World War II; Japan was not willing to surrender because of their pride and absolute loyalty to the emperor; United States military was preparing for the invasion of the Japanese home islands and projected deaths and casualties in the hundreds of thousands; President Truman decided in order to save American military lives that the best solution would be to drop the atomic bomb; not aware of the medical effects of the bomb, like radiation, that affected the Japanese people for years to come; by showing its great power, the United States threatened the USSR; both tried to make more bombs than the other, creating a dangerous arms race; danger also spread to other countries getting nuclear weapons and missiles; no one could foresee this when celebrating victory in World War II; *Vietnam*: involvement in Vietnam was initially to contain communism without taking massive military action; Ho Chi Minh, the leader of the Vietnamese communists, was first and foremost a nationalist who fought to free his country from France's colonial rule; United States helped France in this struggle but remained there even after France had been defeated and Vietnam became a divided country; American aid never made South Vietnam able to stand on its own; South Vietnam became weaker as the Viet Cong became stronger; United States exhausted its economy by spending on this war, shifting money from social programs to the military; as the years went on and it became clear that the United States was not winning the war, the American public became more disillusioned; college campuses had never experienced as much unrest as during the war; led to a greater distrust of government)
- Supports the theme with relevant facts, examples, and details (*atomic bombs*: Cold War; invented by Manhattan Project scientists; land conquered from Germany; North Korea; *Vietnam*: unpopular war; President Lyndon Johnson; hundreds of thousands of combat troops; more and more young men died)
- Demonstrates a logical and clear plan of organization; includes an introduction that points to long-lasting political and economic effects of the actions and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response shows a good understanding of the actions and their effects but lacks the depth of analysis and level of detail found in a Level 5 paper.

Throughout the history of the United States, the government has made decisions or taken actions that yielded unintended results. Sometimes the results are positive, but more often than not, there are negative outcomes.

In the early 1900's alcohol was becoming a real issue in society. Husbands would take their paycheck (which usually served as the family's only source of income) and spent it at the bars, getting stupidly drunk. They would then come home and cause problems in the household. Rage, domestic abuse, and a general negative attitude seemed to be caused by alcohol consumption. Religious reformers started to push the government to outlaw alcohol. They were mostly women that were sick of being mistreated by their drunk husbands and powerless in the eyes of the law. The Women's Christian's Temperance Union (WCTU) had a big role in this fight, prompting Congress to create legislation for the banning of alcohol. After enough support was rallied, the 18th amendment was drafted, which called for a ban on the sale, manufacturing, and distribution of alcohol. In 1919 during the Progressive Movement, the amendment was ratified and put into place. The intent of this law was to reduce crime and violence in the nation. The actual outcome was quite the opposite. Since people could not legally get the alcohol that they loved so dearly, they turned to illegal methods. Bootleggers smuggled alcohol into the country and turned it over to distributors who discreetly got people what they wanted. Organized crime systems became rich and powerful, with Al Capone being perhaps the most famous kingpin in organized crime of the time. Speakeasies, illegal bars, formed to serve alcohol throughout Prohibition. The 18th amendment was so difficult

to enforce because most of the population that drank before were still drinking alcohol. But now people had lost their jobs and the money for alcohol went to smugglers and criminals instead of legitimate businesses. When FDR was elected he promised to create jobs by repealing the 18th amendment. Support for Prohibition had nearly bottomed out and the 18th amendment was repealed by the 21st amendment, which ended Prohibition.

Until the 1800s, the United States of America consisted of only of land east of the Mississippi River. Spain owned much of the land between the Mississippi and the Rocky Mountains. Spain withdrew United States access to the port of New Orleans, preventing western farmers from selling their crops abroad. When France got the land back, Napoleon needed money to fund his war in Europe, so he offered the whole territory to the U.S. that would roughly double the size of the country. This land, known as the Louisiana Territory, was purchased by the United States in 1803 at a very low price. One intention of the Louisiana Purchase was to simply have more land that was available for settlement, farming, and resources. While the original goal was to gain the right of deposit at New Orleans, the actual treaty gave the United States total control of the Mississippi River. By acquiring all of Louisiana, trade between western farmers and the rest of the world was secured forever. The purchase was not totally positive. Explorers and settlers were faced with thousands of angry Native Americans on the Great Plains who didn't want their hunting grounds taken away from them. Lots of conflict ensued and many lives were lost. Eventually, when it became enough of a problem, Native Americans were forced onto reservations. The Native Americans pleaded that they

were there first, so the land belonged to them. Due to superior technology and military strength in numbers, the Native Americans were forced to comply.

Government actions don't always go as planned. In fact, they rarely ever do. The government can hurt the nation when it's only intent was to help it.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing ratification of the Prohibition amendment more thoroughly than purchase of the Louisiana Territory
- Is both descriptive and analytical (*Prohibition*: women who were sick of being mistreated by their drunk husbands and powerless in the eyes of the law; Women's Christian Temperance Union had a big role in this fight, prompting Congress to create legislation; called for a ban on the sale, manufacturing, and distribution of alcohol; bootleggers smuggled alcohol into the country and turned it over to distributors; organized crime systems became rich and powerful, with Al Capone being perhaps the most famous kingpin; people had lost their jobs and money for alcohol went to smugglers and criminals instead of legitimate businesses; when Roosevelt was elected he promised to create jobs by repealing the 18th amendment; *Louisiana Territory*: when France got the land back, Napoleon needed money to fund his war in Europe so he offered the whole territory to the United States; one intention of the Louisiana Purchase was to simply have more land that was available for settlement, farming, and resources; original goal was to gain the right of deposit at New Orleans; by acquiring all of Louisiana, trade between western farmers and the rest of the world was secured forever; explorers and settlers were faced with thousands of angry Native Americans on the Great Plains who did not want their hunting grounds taken away; when it became enough of a problem, Native Americans were forced onto reservations; due to superior technology and military strength in numbers, the Native Americans were forced to comply); includes weak analysis (*Louisiana Territory*: the Native Americans pleaded that they were there first, so the land belonged to them)
- Supports the theme with relevant facts, examples, and details (*Prohibition*: domestic abuse; 18th amendment; Progressive movement; illegal methods; speakeasies; difficult to enforce; 21st amendment; *Louisiana Territory*: Spain; double the size of the country; total control of the Mississippi River; conflict ensued and many lives were lost)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that points out government actions can hurt the nation when they were intended to help it

Conclusion: Overall, the response fits the criteria for Level 4. The response includes a good discussion of Prohibition, including its negative effects. The discussion the Louisiana Purchase could be strengthened with additional detail and explanation.

At various times in U.S. history, actions taken by the federal government have had effects beyond their original intent. These effects have been both positive and negative. Two examples of such events include the end of Reconstruction after the Civil War and the Imperialist policies of President Theodore Roosevelt. While these two events/policies took place during different times in history, both had significant effects.

After the American Civil War, the South was a disaster, politically, economically, and physically. The Confederate States of America had attempted to create its own government under Jefferson Davis, but it was very disorganized. The war also took a physical and economic toll on the South since much of the land was damaged and they were in debt. The United States government then began Reconstruction, a plan to fix the South and return it to the Union. The federal government sent in troops to help this complete change in the South. Northerners would often come to take government positions in the South to enforce policies enacted in Washington such as the 13th, 14th, and 15th Amendments which gave voting rights to all Americans, including former slaves. Blacks gained rights and were soon able to vote and hold political office. However, when conflict over presidential election results arose, the North and South compromised such that the Republican candidate would win the presidential election as long as Reconstruction would end and troops would leave. Following the compromise, the "Redeemer" governments in the South would again ignore Washington's bills for civil rights for blacks. In short, southern whites took over the southern government and created more laws that supported prejudice against blacks. This included

grandfather clauses to prevent black voting and Jim Crow laws to create segregation. Tenant farming or sharecropping was also implemented to prevent blacks from owning land. This was not the original plan of the U.S. government in ending Reconstruction.

A second example of effects beyond their intent in government policy was the imperialist policies of Theodor Roosevelt. In the late 1800s, American explorers and settlers had reached the west and this closed the American frontier. As Frederick Jackson Turner put it, the safety valve of American expansion had shut. Manifest Destiny however, would have American interests to continue expanding. This happened during the Spanish-American War in 1898, which started over conditions in Cuba. Cuba was invaded, Puerto Rico and Guam became U.S. protectorates, and the U.S. helped the Philippines in their revolt from Spanish rule. Theodore Roosevelt became president in 1901 and in a corollary to the Monroe Doctrine, Roosevelt stated that the U.S. would protect and fight for the Latin American Countries from European Powers. Unfortunately, Roosevelt's policy of Big-Stick diplomacy went too far. The policies of Roosevelt ended in the U.S. acquiring more power for itself. We would intervene many dozens of times to protect our interests. This was not the original plan of course, since the original plan was to keep Europe out, not to drive the U.S. in.

In conclusion, it is safe to say that actions taken by the federal government have had effects beyond their intent. While the end of Reconstruction was negative, and the imperialist policies of Theodore Roosevelt both positive and negative, both had unintentional effects of U.S. history.

Anchor Level 3-A

The response:

- Develops all aspects of the task in some depth for ending Reconstruction and for issuing the Roosevelt Corollary to the Monroe Doctrine
- Is more descriptive than analytical (*Reconstruction*: war also took a physical and economic toll on the South since much of the land was damaged and they were in debt; federal government sent in troops to help this complete change in the South; Northerners would often come to take government positions in the South to enforce policies enacted in Washington; when conflict over presidential election results arose, the North and South compromised such that the Republican candidate would win the presidential election as long as Reconstruction would end and troops would leave; Redeemer governments in the South would again ignore Washington's bills for civil rights for blacks; Southern whites took over the Southern government and created more laws that supported prejudice against blacks; tenant farming or sharecropping was also implemented to prevent blacks from owning land; *Roosevelt Corollary*: explorers and settlers had reached the West and this closed the American frontier; Manifest Destiny would have American interests to continue expanding; this happened during the Spanish-American War in 1898, which started over conditions in Cuba; Cuba was invaded, Puerto Rico and Guam became United States protectorates, and the United States helped the Philippines in their revolt from Spanish rule; Roosevelt stated that the United States would protect and fight for the Latin American countries from European powers; unfortunately, Roosevelt's policy of Big Stick diplomacy went too far; we would intervene many dozens of times to protect our interests)
- Includes some relevant facts, examples, and details (*Reconstruction*: Civil War; Confederate States of America; Jefferson Davis; Union; 13th, 14th, and 15th amendments; voting rights; former slaves; grandfather clauses; Jim Crow laws; *Roosevelt Corollary*: imperialist policies; Frederick Jackson Turner; safety valve; 1901)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that states the effects of ending Reconstruction were negative and the imperialist policies of Theodore Roosevelt were both positive and negative

Conclusion: Overall, the response fits the criteria for Level 3. The response provides a good discussion of the end of Reconstruction with well-chosen facts and some analysis. While the historical circumstances for the Roosevelt Corollary to the Monroe Doctrine are well done, the effects are only mentioned and could be strengthened with additional facts and explanation.

Throughout the history of the United States, the federal government has taken actions that have had effects against the original intent. Both the purchase of the Louisiana Territory (1803) and the United States involvement in World War II have proven the consequences and benefits of the actions taken by the United States Government. Both of these actions still affect the United States today.

One example of how the United States' federal government has taken actions with effects beyond their original intent was the purchase of the Louisiana Territory of 1803. Prior to the purchase of the Louisiana Territory the United States consisted of states primarily along the eastern coast, but all east of the Mississippi River. The United States was relatively small for the growing population. The president, Thomas Jefferson was seeking to purchase the territory at the mouth of the Mississippi River from the French who occupied and owned the territory. However, President Jefferson did not have the consent of Congress nor the specific authority to purchase the Louisiana Territory. In 1803, Jefferson made one of the most controversial decisions the newly formed United States had witness, purchasing the Louisiana Territory in 1803. Critics said this was directly against the Constitution. Although many thought Jefferson's actions were tyrannical the purchase had brought benefits to the United States that would transform the country forever. The purchase doubled the size of the country instantly, providing new land, resources, and fertile farm land. It gave us complete control of the Mississippi River. However, the Louisiana Purchase also had negative consequences. Due to the expansion of territory many Americans began to settle west of the Appalachian Mountains forcing many Native Americans from their

lands and further increasing the tensions between Native American tribes. The expansion of land paved the way for Andrew Jackson's Indian Removal Act of 1830 removing tens of thousands of Cherokees from their lands in Georgia and relocating them west, where thousands were slaughtered, starved, and killed from disease.

Another example of the United States' federal government conducting actions with effects contradictory to their original intent was the United States' involvement in World War II. Prior to direct warfare with the Axis Powers, the United States was indirectly involved in World War II. The United States was called upon by Winston Churchill to help protect Britain which stood virtually alone in the fight against the Axis Powers. Franklin D. Roosevelt believed that the United States should conduct direct warfare against the Axis Powers, however, Congress and the American public were supporters of isolationism as they had seen the effects of World War I. Roosevelt urged Congress to aid Britain, passing the Lend-Lease Act, the United States provided weapons and supplies to governments of the Allied Powers. Vital to Japan, the United States froze all assets of Japan and cut off all sales of oil between Japan and the United States stopping almost all trade with Japan. Arguably because of this on December 7, 1941, the Japanese launched an attack on Pearl Harbor, a naval base in Hawaii killing thousands. President Franklin D. Roosevelt ask Congress for the declaration of war on Japan on December 8, 1941, the next day Germany declared war on the United States bringing the country directly into World War II. Although the United States was pulled into World War II with countless American casualties, the actions had positive effects. Due to millions of men being sent

Anchor Paper – Thematic Essay—Level 3 – B

overseas, the unemployment rate plummeted and the wartime industry created thousands of jobs for Americans boosting the American economy out of the Great Depression and giving women status in the workplace.

The United States has seen throughout history just how unpredictable actions taken may be. In both cases of the purchase of the Louisiana Territory of 1803 and the United States indirect and direct involvement during World War II the nation suffered both grave consequences and positive benefits that transformed the country forever.

Anchor Level 3-B

The response:

- Develops all aspects of the task in some depth for purchase of the Louisiana Territory and for involvement in World War II
- Is more descriptive than analytical (*Louisiana Territory*: prior to the purchase of the Louisiana Territory the United States consisted of states primarily along the eastern coast but all east of the Mississippi River; President Jefferson did not have the consent of Congress nor the specific authority to purchase the Louisiana Territory; doubled the size of the country instantly, providing new land, resources, and fertile farmland; Americans began to settle west of the Appalachian Mountains, forcing many Native Americans from their lands and further increasing the tensions with Native American tribes; expansion of land paved the way for Andrew Jackson's Indian Removal Act of 1830, removing tens of thousands of Cherokees from their lands in Georgia and relocating them west; *World War II*: United States was called upon by Winston Churchill to help protect Britain, which stood virtually alone in the fight against the Axis powers; Congress and the American public were supporters of isolationism as they had seen the effects of World War I; froze all assets of Japan and cut off all sales of oil between Japan and the United States, stopping almost all trade with Japan; due to millions of men being sent overseas, the unemployment rate plummeted and the wartime industry created thousands of jobs for Americans, boosting the American economy out of the Great Depression and giving women status in the workplace); includes faulty analysis (*Louisiana Territory*: the United States was relatively small for the growing population)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: French; critics said this was directly against the Constitution; complete control of the Mississippi River; *World War II*: Franklin D. Roosevelt; Lend-Lease Act; Allied powers; attack on Pearl Harbor; naval base; declaration of war; December 8, 1941; countless American casualties)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. While the discussion of the Louisiana Purchase and United States involvement in World War II includes all aspects of the task, the response could have been strengthened by additional facts and details. The treatment of the historical circumstances leading to United States involvement in World War II is the strongest part of the discussion and includes some good analytical statements.

Throughout the history of the United States of America, the Federal government has taken actions that have far-reaching effects on the country and the world, either positive or negative. Such actions include the purchase of the Louisiana Territory and the bombings of Hiroshima and Nagasaki.

In 1803, the Louisiana purchase was made by Thomas Jefferson, in which the French sold the Louisiana territory a large expanse of land that more than double the U.S' size, for a bargain price. The reason that France was selling the territory was due to the fact that after the French Revolution war against Britain was occurring, and owning the land would be hard for French management, and selling it would earn them money for the war effort. Thomas Jefferson, though he was a democrat and strictly followed the constitution, bought the land even though most people were unsure if doing so was even constitutional. This stirred up some controversy, and the Louisiana Purchase later had many positive and negative effects.

Some positive effects of the purchase were that it more than doubled the country's size, and the U.S gained full control of the land and rivers in the region. However, negative effects included an increase in conflicts with the Native Americans, as white settlers eager to head west intruded on their lands. These conflicts would lead to battles between the cavalry and Plains Indians. The purchase would also lead to conflicts between the North and South as they struggled to decide if states should be free or slave states, and since a balance needed to be maintained, much controversy arose whenever a new state wanted to join the union. This would lead to the Missouri Compromise and would continue increasing the tensions between the North & South that

would lead to the Civil War.

In 1945, the U.S. dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki. The U.S. feared that an invasion of Japan would lead to an enormous amount of American casualties, and was eager to end World War II. They had been scientifically investigating weapons to attack the Axis powers. One investigation was known as the Manhattan Project, and was the project that culminated with the invention of the atomic bomb. The U.S. was reluctant to use it, and warned Japan to surrender before the U.S. decided to use the bomb on them. Japan believed the U.S. was bluffing however, and the U.S. laid waste to Hiroshima and Nagasaki, destroying the two cities with the atomic bombs.

The positive effects of this action taken was that the war finally ended soon after because of it, Japan surrendered and the Allies won. After the surrender the U.S. sent General MacArthur to occupy and rebuild Japan. However, negatively, the invention of the Atomic Bomb led the Soviet Union to create a bomb as well. Before long, both superpowers contained weapons of mass destruction, which generated much of the tension of the Cold War, and would lead to events like the Cuban Missile crisis. Humanity and warfare was forever changed.

In conclusion, the U.S.' decision can have many adverse and unforeseen consequences. These consequences can often be positive and just as often negative. It's astonishing to think that the decisions of one country can have such far-reaching effects, but it's true, and needs to be taken into account when future decisions are made.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for purchase of the Louisiana Territory and for dropping atomic bombs on Hiroshima and Nagasaki
- Is more descriptive than analytical (*Louisiana Territory*: after the French Revolution, war against Britain was occurring and owning the land would be hard for French management, and selling it would earn them money for the war; bought the land even though most people were unsure if doing so was even constitutional; negative effects included an increase in conflicts with the Native Americans as white settlers eager to head west intruded on their lands; conflicts would lead to battle between the cavalry and Plains Indians; purchase would also lead to conflicts between the North and South as they struggled to decide if states should be free or slave states; since a balance needed to be maintained much controversy arose whenever a new state wanted to join the Union; *atomic bombs*: United States feared that an invasion of Japan would lead to an enormous amount of American casualties and was eager to end World War II; scientifically investigating weapons to attack the Axis powers; United States was reluctant to use it and warned Japan to surrender; sent General MacArthur to occupy and rebuild Japan; invention of the atomic bomb led the Soviet Union to create a bomb as well; both superpowers contained weapons of mass destruction, which generated much of the tension of the Cold War)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: Thomas Jefferson; double the United States size; bargain price; strictly followed the Constitution; rivers in the region; Missouri Compromise; Civil War; *atomic bombs*: Manhattan Project; destroying the two cities; Cuban missile crisis)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that observes the decision of one country can have far-reaching effects

Conclusion: Overall, the response fits the criteria for Level 3. The response exhibits knowledge of the historical circumstances leading to the two actions. While providing correct information about the effects, the response could be strengthened by additional elaboration.

Frequently in United States History has the government taken federal initiative resulting in unpredicted effects. These effects range from being highly destructive to largely beneficial. The ratification of the Prohibition Amendment and the dropping of atomic bombs on Hiroshima and Nagasaki are two examples of government action that have resulted in surprising effects.

The ratification of the 18th amendment came at a time of severe progressive reform in the United States. It was 1919, and many citizens were asking for reform. Movements by groups like the Women's Christian Temperance Union formed to try to remove alcohol from the United States. Groups like this believed that alcohol was the reason for gambling and poor morals in men. With the passage of the prohibition amendment, many unexpected results came. Instead of turning away from alcohol, alcohol became more desirable to citizens after the ratification. Citizens consumed far more alcohol after the ratification of the 18th. Speakeasies popped up around the country, and became the place to go to get alcohol. Bootleggers gained great amounts of wealth in some cases, and the police became corrupt when even they attended speakeasies. Thus, with the ratification of the 18th amendment many unexpected effects arose, mostly negative ones.

The decision to drop atomic bombs on Hiroshima and Nagasaki came at a time when the United States was in major conflict. It was near the end of World War II, and the European front of the war had already been settled. The States' main opponent now was Japan. With the dropping of the atomic bombs, the war was quickly brought to an end. While it is negative that a numerous amount of Japanese were killed, a positive outcome of the atomic bombs was the saving of

possibly millions of American lives. If the United States had not dropped the bombs, the war could have raged on for more years, killing many more Japanese and Americans. A downside to the bombs was the devastation to the environment, a one which people will no longer be able to reside in for a long time. However, with the passage of radical events, the world can learn valuable lessons. The devastation to the Japanese taught other countries just how terrible the effects of these bombs. The severe consequences of dropping devastating bombs began to rest in the back of leaders' minds, and eventually international laws were passed to stop something like this from happening again.

Often times, the United States has taken action that has resulted in unpredictable effects. While the effects of the Prohibition amendment were mostly negative, the dropping of the atomic bombs on Hiroshima and Nagasaki had both negative and positive outcomes. While positive effects are beneficial, negative effects can also sometimes lead to change for the better.

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth for ratification of the Prohibition amendment and for dropping atomic bombs on Hiroshima and Nagasaki
- Is primarily descriptive (*Prohibition*: 18th amendment came at a time of severe progressive reform; movements by groups like the Women's Christian Temperance Union formed to try to remove alcohol from the United States; believed that alcohol was the reason for gambling and poor morals in men; speakeasies popped up around the country and became the place to go to get alcohol; bootleggers gained great amounts of wealth in some cases, and the police became corrupt when even they attended speakeasies; *atomic bombs*: near the end of World War II and the European front of the war had already been settled; main opponent now was Japan; war was quickly brought to an end; negative that a numerous amount of Japanese were killed; devastation to the Japanese taught other countries just how terrible the effects of these bombs); includes faulty and weak analysis (*Prohibition*: citizens consumed far more alcohol after the ratification of the 18th; *atomic bombs*: a positive outcome of the atomic bombs was the saving of possibly millions of American lives; international laws were passed to stop something like this from happening again)
- Includes few relevant facts, examples, and details (*atomic bombs*: devastation to the environment)
- Demonstrates a general plan of organization; includes an introduction and conclusion that state the effects of government actions may be unpredictable

Conclusion: Overall, the response fits the criteria for Level 2. The response shows some knowledge of the historical circumstances leading to each action, but the discussion of the effects of each action is incomplete and uneven.

Throughout our history, the United States government has set forth actions that each resulted in a slew of chain-linked events, much like the domino effect if you will. Every action, no matter how small, has consequences—both positive and negative. Despite the true intentions behind the actions, there's always a consequence that starts a rolling hill of events.

One such action took place in the early 1900s. Groups of women (and some men) who were affected by the effects alcohol had on their friends and family pressed for the government to make alcohol illegal. And they did. The masses opposed this new ban, fighting against Prohibition every chance they got. But what the people can't have, makes them want it even more. Soon, crime rates increased drastically as people did all they could to get their hands on a bottle of beer or a glass of wine. As a solution, speakeasies, "underground" bars, were formed and people flocked towards them—even law enforcement and politicians. After seeing the negative effects of this action, they decided enough was enough and lifted it. Crime rates slowed and violence idled once people could resume their drinking again.

One of the most poignant events in world history (and, of course, ours) was the decision to drop atomic bombs on the Japanese cities of Hiroshima and Nagasaki. The United States wanted to end the war (WWII) before it got even worse and get revenge on the Japanese government who sent in planes to Hawai'i without warning, killing thousands of soldiers and some civilians at Pearl Harbor. This was the U.S' retaliation. And it worked. However, the bombs were a weapon of mass destruction and destructive they were. Along with the lives of

soldiers, tens of thousands and even millions of innocent civilians died that day. Even more due to the effects that the radiations from the atomic bombs left. The effects last even to this day. In addition, the Japanese are wary of the ties that they have with the United States, straining the important relationship.

Concluding, every action of the United States has two sides of a story—detailing the positive and negative effects of the action. In instances such as the Prohibition and the dropping of bombs on Hiroshima and Nagasaki, the negatives outweighed the “positive.” The action might have benefitted one side, but the other obtained the full brunt of the negative side. Every action has a positive and negative balance and the United States government’s actions are no exceptions to that.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for ratification of the Prohibition amendment and for dropping atomic bombs on Hiroshima and Nagasaki
- Is primarily descriptive (*Prohibition*: groups of women and some men who were affected by the effects of alcohol on their friends and family pressed for the government to make alcohol illegal; masses opposed this new ban, fighting against Prohibition every chance they got; crime rates increased drastically as people did all they could to get their hands on a bottle of beer or a glass of wine; decided enough was enough and lifted it; *atomic bombs*: United States wanted to end World War II before it got even worse; revenge on the Japanese government who sent in planes to Hawaii without warning; weapons of mass destruction, and destructive they were; even more due to the effects from the radiation that the atomic bombs left); includes faulty and weak analysis (*atomic bombs*: millions of innocent civilians died that day; the Japanese are wary of the ties that they have with the United States, straining the important relationship)
- Includes few relevant facts, examples, and details (*Prohibition*: speakeasies; *atomic bombs*: Pearl Harbor)
- Demonstrates a general plan of organization; includes an introduction that says every government decision results in a chain of events and a conclusion that states the negative effects outweigh the positive effects for Prohibition and for dropping atomic bombs on Japan

Conclusion: Overall, the response fits the criteria for Level 2. The response provides a brief and accurate discussion of the effects of Prohibition and a somewhat analytical overview of the use of atomic bombs on Japan. Additional information for historical circumstances would have strengthened this discussion.

Throughout history, the United States' government has been forced to take extreme actions that completely affected the country as a whole. Two very memorable actions taken by the federal government are the passage of the Indian Removal Act in 1830 and the dropping of the atomic bombs on Hiroshima and Nagasaki in 1945. Both of these events were caused by very different reasons and shocking outcomes.

The passage of the Indian Removal Act in 1830 was a controversial decision in that time period. President Andrew Jackson was in charge at the time and ultimately enforced this act. In the nation, Americans were running out of space to settle in. Therefore, the federal government decided that the best action to take would be forcing the Native Americans to move to reservations. This idea was that it did not matter where the Indians lived as long as American citizens had land to settle on. As a result, these Native Americans were brutally forced to migrate from their homes to reservations. This trail became known as the Trail of Tears. Many Native Americans died on this trail due to exhaustion, starvation, dehydration, or disease. The Indian population was almost completely wiped out. On the other hand, American settlers now had more land in which they could live and farm. Although the Indian Removal Act was horrible for the Native Americans, it truly benefited Americans who took over their land. The federal government did what it had to do to help its citizens live better lives.

In 1945, World War II was occurring throughout the world. Eventually, the war came to a point where the United States had to decide whether to send in troops to Japan or to use the atomic bomb to potentially end the war. President Harry S. Truman had to make this tough decision. If he chose to send in military troops on the ground,

the United States would probably suffer thousands of casualties. However, if Truman decided to drop the atomic bombs on Hiroshima and Nagasaki then Japan would be devastated and no American lives would be lost. In the end, President Truman's decision was to drop the atomic bombs. In this way, the government chose to protect its own citizens. The dropping of the bombs destroyed the Japanese cities of Hiroshima and Nagasaki which forced the Japanese government to surrender and stop fighting in the war. Even though the war was over, millions of Japan's inhabitants were affected for generations including today. Their health and homes may never be the same ever again. However, American lives were saved and none of the countries in the war had to continue fighting.

In conclusion, the actions taken by the federal government are often caused by the necessity to protect the country itself and the people in it. The outcomes may not always be what is expected but the intentions behind the actions are always good.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for passage of the Indian Removal Act and for dropping atomic bombs on Hiroshima and Nagasaki
- Is primarily descriptive (*Indian Removal*: Andrew Jackson was in charge at the time; idea was that it did not matter where the Indians lived as long the American citizens had land to settle on; Native Americans were brutally forced to migrate from their homes; many Native Americans died on this trail due to exhaustion, starvation, dehydration, or disease; American settlers now had more land on which they could live and farm; *atomic bombs*: United States had to decide whether to send in troops to Japan or to use the atomic bomb to potentially end the war; if he chose to send in military troops on the ground, the United States would probably suffer thousands of casualties; destroyed the Japanese cities of Hiroshima and Nagasaki, which forced the Japanese government to surrender and stop fighting in the war; even though the war was over, millions of Japan's inhabitants were affected for generations, including today); includes faulty analysis (*Indian Removal*: ultimately enforced this act; Americans were running out of space to settle in; forcing the Native Americans to move to reservations; the Indian population was almost completely wiped out)
- Includes few relevant facts, examples, and details (*Indian Removal*: Trail of Tears; *atomic bombs*: World War II; President Harry Truman)
- Demonstrates a general plan of organization; includes an introduction that calls some outcomes shocking and a conclusion that says outcomes may be unexpected but the intentions behind the actions are always good

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates some knowledge of the conditions faced by Native American Indians but does not demonstrate understanding of the Indian Removal Act as it provides no specific information related to the actual Native American Indian tribes that were removed. The discussion of the atomic bombing of Japan lacks detail and development.

In the United States the Federal Government has extreme power. In multiple circumstances this power has been utilized to take military action, such as the Vietnam War and the Korean War. The Federal Government entered these conflicts with the intention of containing communism but both wars led to different outcomes. The military action taken by the United States Federal Government during the Vietnam Conflict as well as the Korean conflict have had a negative effect on the American people.

After World War Two the United State's Foreign policy was to stop the spread of communism. This idea was good however, the American people wanted the Government to focus on domestic issues. The Vietnam War started because there was communism that threatened to spread so therefore the government got involved. The war needed more troops & so there was a draft. This angered many Americans who did not want to get involved in another war. So these citizens started to protest war. The action taken by the government to go to war with Vietnam had a negative effect on America due to the amount of protests.

Similiarly, the Korean War also had a negative effect on America. This war started because the American Government decided to get involved when communist North Korea invaded Democratic South Korea. So with the U.S' foreign policy of containment, the US was forced to get involved. The United States people were angered by this, because just as before they wanted to focus on domestic need. Thousands of American men and women died due to this conflict, and therefore the Korean War had a negative effect on the American people.

The United States Government during the period after World War

Anchor Paper – Thematic Essay—Level 1 – A

Two had a foreign policy on communism Containment. This policy led to two wars, one in Vietnam, and the other in Korea. These military conflicts cost many American lives just to stop the spread of communism. These action's that the US Government took ultimately had a negative effect on America.

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

- Minimally develops some aspects of the task for military action in Vietnam and for military action in Korea
- Is descriptive (*Vietnam*: after World War II the United States foreign policy was to stop the spread of communism; needed more troops and so there was a draft; angered many Americans who did not want to get involved in another war; *Korea*: decided to get involved when communist North Korea invaded democratic South Korea; thousands of American men and women died); includes weak and faulty analysis (*Vietnam*: wanted the government to focus on domestic issues; *Korea*: they wanted to focus on domestic need)
- Includes few additional relevant facts, examples, or details (*Korea*: communist North Korea; democratic South Korea)
- Demonstrates a general plan of organization; includes an introduction and conclusion that recognize both actions were based on containing communism

Conclusion: Overall, the response fits the criteria for Level 1. The response is repetitive, and the information for the Korean War is not distinct from that of the Vietnam War, aside from naming the aggressor.

At various times in United States history, actions taken by the federal government have had effects beyond their original intent; both positive and negative. One event that supports this information is the ratification of the Prohibition Act of 1919. The ratification of the Prohibition Act had several impacts on the community. Bars were shut down and people lost their businesses, which meant they were losing money. The demand for alcohol was so great that people started bootlegging it and selling it illegally. The passing of this act was supposed to do good things. Men wouldn't be getting so out of hand coming home from a night full of drinking at the saloon. Obviously, this act was later repealed when the public found out that one of their very own prohibitionists was selling alcohol behind closed doors and had the biggest brewery.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for ratification of the Prohibition amendment
- Is descriptive (*Prohibition*: bars were shut down and people lost their businesses; demand for alcohol was so great that people started bootlegging and selling it illegally; act was later repealed); includes weak application (*Prohibition*: the public found out that one of their very own Prohibitionists was selling alcohol behind closed doors and had the biggest brewery)
- Includes no additional relevant facts, examples, or details
- Demonstrates a weakness in organization; includes a one-sentence introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response consists of a few general statements about Prohibition with no discussion.

Throughout United States history actions have been taken by the Federal government with specific results intended, however the effects have stretched beyond the intentions. These effects have been not only positive but negative as well.

WWII began for the United States after the Japanese bombed Pearl Harbor. This marked the start of the war in the Pacific between the United States and Japan. This war was drawn out and there were heavy losses on both sides.

The United States dropped atomic bombs on Hiroshima and Nagasaki in an effort to get a quick surrender from Japan as opposed to an even longer, more drawn out war. One positive effect that resulted from this was that it led to Japan's unconditional surrender, ultimately ending the war and saving American soldiers. However one effect which was beyond the government's original intent was the spread of knowledge about the atomic bombs. Other countries such as the Soviet Union acquired knowledge of the atom bomb and began working towards producing their own. The atomic bomb is a highly destructive and dangerous weapon, the more people (or countries) who possess it, especially enemies of the United States (North Korea), the higher the risk of nuclear war.

In the 1950's and 60's tensions were high; communism was growing quite abundant and the Cold War was in full effect. In Cuba, communist Fidel Castro had just come to power via a revolution. With Fidel Castro in power United States economic interests were being violated. Cuba seized American owned hotels and investments in these hotels were lost. Sugar companies like Domino that were based in Cuba were lost as well, along with the money which was invested in

these companies. This led to discontent with Castro by the U.S.

In 1961 the United States backed an invasion of Cuba at the Bay of Pigs with the intention of removing Castro from power. The invasion was a complete failure. The failure made President Kennedy and the U.S. look weak and vulnerable. Russia sent nuclear missiles to Cuba as a result of our actions and this led to the Cuban missile crisis. This was negative because not only was Castro still in power but now Cuba was even more aligned with the U.S.S.R. who was building missile sites right off the coast of Florida. Kennedy ordered a blockade of Cuba by the Navy and the U.S.S.R. backed down. It was a very close call.

The United States has taken actions with the specific intent of accomplishing certain things. Sometimes the outcome is positive, sometimes it's negative. When the outcome is negative it is usually b/c things did not go as planned.

Throughout History, the United State's government has taken actions that have caused effects beyond original intent. Sometimes, not thinking of the long term consequences, the federal government has pursued certain paths of decisions and actions, which led to a larger reaction than initially anticipated. The Purchase of the Louisiana Territory originally was intended to expand the size of the United States greatly, but resulted in more tension in the country over slavery in the territories. The U.S.'s intervention in South Vietnam was intended to stop the spread of communism quickly, but instead lead to a very long period of U.S intervention and eventually major protest by much of the American public. Though often the federal government's intentions seem legitimate and the outcome succesful, this is not always the case. Sometimes certain actions by the U.S. government have resulted in a much larger effect than was expected.

The Purchase of the Louisiana Territory in 1803 was intended to expand the size of the nation to help western farmers by getting control of the Mississippi River and the Port of New Orleans. Jefferson's negotiations with France did result in almost doubling the land of the U.S. which meant more resources, area for settlement and in turn economic oppurtunity. These results were all part of the agrarian vision that President Jefferson hoped would benefit the young nation. The vast Louisiana territory would eventually become the breadbasket of the nation with millions of acres of wheat and corn. The farmland on the Great Plains drew settlers from all parts of the world. What was not necessarily expected was the tension the Louisiana Purchase would cause in the nation about whether to allow

slavery in the territories. While the South felt slaves, as property, should be allowed anywhere and that it was not a federal power to deny slavery in the territories, Northerners felt slavery should not be allowed in the new land and the federal government did have power to make such a decision. These sectional disagreements about new territories were the beginning in the arguments and compromises leading up to the Civil War. The Missouri compromise, for example, dealt with some of the tension over the slavery issue in the Louisiana territory. By adding Missouri as a slave state and Maine as a free state, the balance of slave and free states in Congress was kept but it only was successful temporarily. Eventually, no compromise could prevent the Civil War, which was mainly caused by tensions in the nation over the expansion of slavery. This result could have never been anticipated because the U.S. government was simply looking at the great benefits of acquiring more land and did not see the long term conflict it could cause.

U.S. intervention in South Vietnam also caused much larger effects than intended. When the U.S. first started sending supplies and advisors to South Vietnamese forces against the communist guerilla army, the Viet-cong, the government simply thought they would help South Vietnam defeat the communists and contain communism. Americans did not expect the rapid escalation of conflict in Vietnam and when President Johnson decided to send combat troops in 1965, they did not expect the extent to which the amount of American troops, supplies, and time would escalate. This initial intent to contain communism, not only in Europe, but also in Asia, aimed at quelling the Soviet Union's power. Instead, over fifty thousand

soldiers died, billions of tax dollars were wasted and time was taken in a war that ended up lasting ten years. The federal government also did not anticipate the opposition the war would result in and the protests, especially among the youth culture, it would cause. College protests spread across the country because many resisted the draft and questioned the goals of the war. This conflict resulted in distrust and even anger at the federal government for lying about the war and not ceasing intervention. Eventually Vietnam was not successful and after U.S. withdrew, the communists took control, also not anticipated by the federal government. Though original intent was to contain the spread of communism, intervention in Vietnam had negative effects that were not anticipated.

The federal government of the United States has taken actions that have had much larger effects than intended, or anticipated. The Louisiana purchase led to tension in the nation over slavery in the territories and intervention in Vietnam led to a long war with a great loss in troop and supplies and public anger over the situation. These outcomes were not expected but resulted in negative events.

Throughout the history of the United States actions taken by the federal government had gone beyond its original intent. One instance where it can be seen that the action had gone beyond its original intent is the invasion of the Bay of Pigs. There are many events that led up to the invasion of the Bay of Pigs one of which was the overthrowing of the totalitarian government of Batista by Fidel Castro's Communist regime. This was prompted because the American people funded Fidel and his rebels to overthrow the dictator of Cuba as they did not know he was communist. Through this anti-communist Cubans migrated to Florida, mainly Miami to go to a democracy rather than stay in Communism. In Florida these Cuban's became trained rebels and wanted to take back Cuba and had discussions with Eisenhower. JFK was elected there after and the CIA asked him to give air support to the rebels as they invaded Cuba through the Bay of Pigs. JFK withdrew his consent on the air support fearing all out war so the rebels at the Bay of Pigs were slaughtered as a result of no air support and Cuban intel.

As a result there were many positive and negative effects of how the world viewed the U.S. A negative effect was that the Cubans allied with the Communist Soviet Union as the betrayal of the Bay of Pigs spread increased distrust for the United States. It also showed that the United States was not willing to go to war and that made the U.S.S.R. feel that they could push the U.S. by arming Cuba. Thus it prompted the Cuban Missile Crisis shortly there after. A positive effect of the Bay of Pigs was that the U.S. did not go to war as it was intended. Another negative effect was that the U.S. policy of anti-communism was strengthened as people feared the spread of

communism throughout Latin America.

Another instance in American History where an action went beyond its intent was the dropping of atomic bombs on Hiroshima and Nagasaki. There were many events that led up to this action one of which being naval battles such as the Battle of Midway. As the war in Europe came to a close, the war in Japan still raged on. Through the process of island hopping and the industrial prowess of the U.S. most of the territory was captured around Japan. Japan had not surrendered so the U.S. had to decide whether or not to invade the mainland of Japan. If the U.S. would invade the mainland of Japan it would have brought the loss of one million American lives with it. To preserve American lives Pres. Truman authorized the dropping of the atomic bombs on Japan. These atomic bombs were the first of their kind and made in the Manhattan project. The argument was whether or not to bomb a city. It was first proposed to bomb Tokyo but with the loss of life was too great. Thus two mid-sized cities were bombed Hiroshima and not the original second target Nagasaki. After the first bombing the emperor did not flinch, but the second was enough for the government of Japan to surrender.

There were many positive and negative effects to bombings. A positive effect was the preservation of American lives through surrender. Another positive effect was that we occupied Japan and they became one of our greatest allies. A negative effect was the killing of civilians in Japan as the atomic bombs caused total devastation. Today Japan is one of our biggest allies and trading partners in Asia.

Throughout United States history numerous laws and acts have been passed. These laws have influenced our country in both positive and negative ways. Two of these laws and actions include the Louisiana purchase of 1803 and the Prohibition amendment of 1919.

The territory of Louisiana was purchased from France in 1803 by Thomas Jefferson. This purchase originated from the United States need and desire to own the port of New Orleans. The United States already owned most of the Mississippi River however were still in need of the port for radical economic growth. Jefferson's deal with France did not only purchase the port but also the entire Louisiana Territory.

This purchase of land had both positive and negative effects on the United States. Positively the purchase gained the port of New Orleans causing economic growth by import and export. The territory also gained new land and therefore new settlement and exploration opportunities. Negatively these new settlement opportunities lead to issues with admitting new states to the union. Questions of how to do this soon surfaced in congress along with questions of slavery in the new territory. These issues were eventually solved with the Missouri compromise, the compromise of 1850, and finally the Civil war.

Another act that had similar effects on the United States was the Prohibition amendment. This amendment was largely campaigned for by women. Alcoholism was a large issue in the early 1900's. Women became tired of abusive alcoholic husbands and began the temperance movement. With the backing of the church in 1919 the Prohibition amendment was ratified.

This ratification caused more negative than positive effects. Crime became a very large issue. Bootlegging, organized crime, and the

Thematic Essay—Practice Paper – D

blackmarketed all came out of the prohibition era. Economy of alcohol producers also suffered, causing the amendment to be repealed by the 21st amendment.

Our countries actions in law have had both positive and negative economic, political, and geographical effects. With the Louisiana purchase and prohibition are examples of these positive and negative effects.

Sometimes, the government has to make a quick decision due to global circumstances. In the history of the United States, several actions have been taken which produced unexpected outcomes. Two such actions are the dropping of Atomic bombs on Hiroshima and Nagasaki and the invasion of Cuba at the Bay of Pigs.

The dropping of the atomic bombs was a direct consequence of World War II. After the bombing of the American naval base at Pearl Harbor by Japan, the United States joined the Allies (Britain, France, Soviet Union) and declared war on the Axis (Germany, Italy & Japan). The war in Europe ended after Germany's defeat at the Battle of the Bulge and the later fall of Berlin. This allowed U.S. to focus all of its attention to the "Rising Sun Empire"—Japan. Following their strategy of island hopping, the United States captured the strategic islands of Okinawa & Iwo Jima. While heavily outnumbered by the Americans, the Japanese refused to surrender. The military advised President Truman of the potential for the heavy loss of American lives if the U.S. invaded Japan. To protect American lives, Truman then decided to drop the bombs at the manufacturing cities of Hiroshima and Nagasaki, which were mostly populated by civilians.

There were various positive and negative outcomes of the dropping of the atomic bomb. The bombing brought a quick end to the war and meant that no invasion was necessary. This certainly saved many American lives, but it also saved many Japanese. It ended the regular air attacks by American bombers that sometimes killed tens of thousands on a single night. The U.S. claimed the title of the strongest and most powerful nation in the world. Also, the world was made aware of the magnitude of the atomic bomb. It brought in the

age of nuclear warfare & technology. However, the bombs had terrible consequences on the people. Tens of thousands of innocent men, women and children died immediately. The Japanese were exposed to extreme radiation and for the first time in history, mankind understood the dire effects of radiation. The bombs turned once thriving cities into complete wastelands. The Japanese emperor finally agreed to unconditional surrender to prevent further devastation. But the radiation brought upon permanent mutation to plants, animals & people causing the Japanese to suffer for many years.

Another action taken by the government is the invasion of Cuba at Bay of Pigs. After overthrowing the corrupt Batista government, Fidel Castro came into power and declared Cuba a communist country. Cubans, who disapproved of Castro's rule and his communist ideologies, fled to U.S. and took shelter in Miami, Florida. There these exiles planned an invasion of Cuba to overthrow the Communist government with President Eisenhower's approval. The newly elected president, John F. Kennedy, promised to support the invasion by sending American planes to provide cover. However, just before the invasion, he turned away from his word and didn't send American planes. Meanwhile, Castro's spies were able to discover the location of the invasion (Bay of Pigs). Without the support and safety of the U.S. airforce, the Cuban exiles were captured by the Cuban Army and the invasion was a total failure.

This action had several negative effects. John F. Kennedy was put into a bad light. Some Americans questioned his effectiveness to handle difficult foreign situations and it caused them to rethink their decision of electing a young, inexperienced President. Also, Soviet

Union's leader Nikita Krushaev saw this event as the weakness of the United States and more importantly Kennedy to handle critical situations. He saw JFK as an easy target and a pushover and began building missile silos in Cuba. After U.S. spy planes photographed the sites Kennedy knew he had to act. He ordered a naval blockade of Cuba and Soviet ships bringing supplies turned around. Americans now believed that the young president was strong and decisive.

The actions taken by the federal government had effects beyond their original intent. While some had positive effects, others had negative outcomes. Furthermore, sometimes the decisions made by the government don't have effects as expected.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for dropping atomic bombs on Hiroshima and Nagasaki and for the invasion of Cuba at the Bay of Pigs
- Is more descriptive than analytical (*atomic bombs*: World War II began for the United States after the Japanese bombed Pearl Harbor; war was drawn out and there were heavy losses on both sides; to get a quick surrender from Japan as opposed to an even longer, more drawn-out war; led to Japan's unconditional surrender, ultimately ending the war and saving American soldiers; other countries such as the Soviet Union acquired knowledge of the atom bomb and began working toward producing their own; the more people or countries who possess it, especially enemies of the United States such as North Korea, the higher the risk of nuclear war; *Bay of Pigs*: communism was growing quite abundant and the Cold War was in full effect; in Cuba, communist Fidel Castro had just come to power via a revolution; United States economic interests were being violated; invasion was a complete failure; made President Kennedy and the United States look weak and vulnerable; led to the Cuban missile crisis; Cuba was even more aligned with the USSR, which was building missile sites right off the coast of Florida; Kennedy ordered a blockade of Cuba by the Navy and the USSR backed down)
- Includes some relevant facts, examples, and details (*atomic bombs*: war in the Pacific; highly destructive; *Bay of Pigs*: seized American-owned hotels; sugar companies like Domino)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response shows understanding of the task and includes some good supporting details, but it lacks analysis and would benefit from further development of the task.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task for purchase of the Louisiana Territory and for intervention in South Vietnam
- Is both descriptive and analytical (*Louisiana Territory*: intended to expand the size of the nation to help western farmers by getting control of the Mississippi River and the port of New Orleans; part of the agrarian vision that President Jefferson hoped would benefit the young nation; vast Louisiana Territory would eventually become the breadbasket of the nation with millions of acres of wheat and corn; farmland on the Great Plains drew settlers from all parts of the world; what was not necessarily expected was the tension the Louisiana Purchase would cause in the nation about whether to allow slavery in the territories; sectional disagreements about new territories were the beginning in the arguments and compromises leading up to the Civil War; Missouri Compromise dealt with some of the tension over the slavery issue; balance of slave and free states in Congress was kept, but it only was successful temporarily; *Vietnam*: started sending supplies and advisors to South Vietnamese forces against the communist guerilla army; this initial intent to contain communism, not only in Europe but also in Asia, aimed at quelling the Soviet Union's power; over fifty thousand soldiers died, billions of tax dollars were wasted, and time was taken in a war that ended up lasting ten years; college protests spread across the country because many resisted the draft and questioned the goals of the war; conflict resulted in distrust and even anger at the federal government for lying about the war and not ceasing intervention)
- Supports the theme with relevant facts, examples, and details (*Louisiana Territory*: negotiations with France; economic opportunity; slaves as property; Missouri as a slave state; Maine as a free state; *Vietnam*: Viet Cong; rapid escalation; President Johnson; send combat troops; youth culture; United States withdrew; communists took control)
- Demonstrates a logical and clear plan of organization; includes a lengthy introduction and a conclusion that both focus on the idea of unintended consequences

Conclusion: Overall, the response fits the criteria for Level 4. While the historical circumstances that led to each action are not well developed, the discussion of effects for both the Louisiana Purchase and intervention in South Vietnam are well developed and provide good insight.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with little depth for the invasion of Cuba at the Bay of Pigs and for dropping atomic bombs on Hiroshima and Nagasaki
- Is more descriptive than analytical (*Bay of Pigs*: many events that led up to the invasion of the Bay of Pigs, one of which was the overthrowing of the totalitarian government of Batista by Fidel Castro's communist regime; became trained rebels and wanted to take back Cuba and had discussions with Eisenhower; Kennedy was elected thereafter and the CIA asked him to give air support; Cubans allied with the communist Soviet Union as the betrayal of the Bay of Pigs increased distrust for the United States; made the USSR feel that they could push the United States by arming Cuba; people feared the spread of communism throughout Latin America; *atomic bombs*: as the war in Europe came to a close, the war in Japan still raged on; Japan had not surrendered so the United States had to decide whether or not to invade the mainland of Japan; would have brought the loss of one million American lives; after the first bombing the emperor did not flinch, but the second was enough for the government of Japan to surrender; we occupied Japan and they became one of our greatest allies; negative effect was the killing of civilians in Japan as the atomic bombs caused total devastation; today Japan is one of our biggest allies and trading partners in Asia); includes faulty and weak analysis (*Bay of Pigs*: this was prompted because the American people funded Fidel and his rebels to overthrow the dictator of Cuba as they did not know he was communist; a positive effect of the Bay of Pigs was that the United States did not go to war as it was intended)
- Includes some relevant facts, examples, and details (*Bay of Pigs*: Florida; Miami; democracy; no air support; Cuban missile crisis; *atomic bombs*: Battle of Midway; island-hopping; Manhattan Project; Tokyo)
- Demonstrates a satisfactory plan of organization; includes a one-sentence introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response shows some knowledge of the historical circumstances that led to each action. However, the discussion of the effects of each action is not fully developed.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task for purchase of the Louisiana Territory and for ratification of the Prohibition amendment
- Is primarily descriptive (*Louisiana Territory*: originated from the United States need and desire to own the port of New Orleans; Jefferson's deal with France did not only purchase the port but also the entire Louisiana Territory; causing economic growth by import and export; new settlement opportunities led to issues with admitting new states to the Union; questions of how to do this soon surfaced in Congress along with questions of slavery in the new territory; *Prohibition*: women became tired of abusive alcoholic husbands and began the temperance movement; bootlegging, organized crime, and the black market all came out of the Prohibition era; economy of alcohol producers also suffered causing the amendment to be repealed by the 21st)
- Includes few relevant facts, examples, and details (*Louisiana Territory*: Mississippi River; exploration opportunities; Missouri Compromise; Civil War; *Prohibition*: alcoholism; backing of the church); includes an inaccuracy (*Louisiana Territory*: Compromise of 1850)
- Demonstrates a general plan of organization; includes an introduction and conclusion that restate the task

Conclusion: Overall, the response fits the criteria for Level 2. The discussion recognizes several important ideas about each action but fails to discuss them in any depth.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task for dropping atomic bombs on Hiroshima and Nagasaki and for the invasion of Cuba at the Bay of Pigs
- Is both descriptive and analytical (*atomic bombs*: after the bombing of the American naval base at Pearl Harbor by Japan, the United States joined the allies; while heavily outnumbered by the Americans, the Japanese refused to surrender; military advised President Truman of the potential for the heavy loss of American lives if the United States invaded Japan; brought a quick end to the war and meant that no invasion was necessary; saved many American lives but it also saved many Japanese; ended the regular air attacks by American bombers that sometimes killed tens of thousands on a single night; United States claimed the title of the strongest and most powerful nation in the world; tens of thousands of innocent men, women, and children died immediately; turned once-thriving cities into complete wastelands; Japanese emperor finally agreed to unconditional surrender to prevent further devastation; *Bay of Pigs*: after overthrowing the corrupt Batista government, Fidel Castro came into power and declared Cuba a communist country; exiles planned an invasion of Cuba to overthrow the communist government with President Eisenhower's approval; newly elected President John F. Kennedy promised to support the invasion by sending American planes to provide cover; some Americans questioned his effectiveness to handle difficult foreign situations and it caused them to rethink their decision of electing a young, inexperienced president; saw Kennedy as an easy target and a pushover and began building missile silos in Cuba; after United States spy planes photographed the sites, Kennedy knew he had to act)
- Supports the theme with relevant facts, examples and details (*atomic bombs*: World War II; Axis; after Germany's defeat; Battle of the Bulge; Rising Sun Empire; island hopping; Okinawa and Iwo Jima; manufacturing cities populated by civilians; radiation; *Bay of Pigs*: Miami; Castro's spies; exiles were captured by the Cuban army; total failure; Nikita Khrushchev; naval blockade; Soviet ships)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for level 4. The response demonstrates good understanding of the historical circumstances that led to each action. The discussion of the effects of dropping atomic bombs on Hiroshima and Nagasaki is stronger than the discussion of the effects of the Bay of Pigs invasion. Overall, this response lacks the development and analysis consistent with a higher level paper.

United States History and Government Specifications January 2018

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

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

Notes:

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

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

The *Chart for Determining the Final Examination Score for the January 2018 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, January 23, 2018 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

The procedures on page 2 are to be used in rating papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examinations in Global History and Geography and United States History and Government*.

Copyright 2018

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

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

United States History and Government
Part A Specific Rubric
Document-Based Question
January 2018

Document 1

... Although the United States had no shortage of unoccupied lands, expansionists [in the 1840s] argued that the republic must continue to grow in order to survive. Echoing the political philosophy of Thomas Jefferson, they viewed an abundance of land as the mainstay of a prosperous republic, and warned against the concentration of political and economic power. Troubled by creeping urbanization and a rising tide of immigrants from Germany and Ireland, expansionists viewed Manifest Destiny as a means to obtain a new, long-term lease on the Jeffersonian ideal. Far from weakening the republic, they argued, territorial growth would actually serve to strengthen it, providing unlimited economic opportunities for future generations.

Expansionists were also motivated by more immediate, practical considerations. Southerners anxious to enlarge the slave empire were among the most ardent champions of the crusade for more territory. New slave states would enhance the South's political power in Washington and, equally important, serve as an outlet for its growing slave population. For American commercial interests, expansion offered greater access to lucrative foreign markets. Washington policy-makers, anxious to compete with Great Britain for the Asia trade, had long been convinced of the strategic and commercial advantages of San Francisco and other ports on the Pacific coastline of Mexican-owned California. The disastrous Panic of 1837, which had resulted in huge surpluses and depressed prices for American farm products, also focused attention on the need to develop new foreign markets. . . .

Source: Sam W. Haynes, "Manifest Destiny," *U.S.–Mexican War, 1846–1848*, pbs.org

1 According to Sam W. Haynes, what were *two* reasons for United States expansion in the 1840s?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason for United States expansion in the 1840s according to Sam W. Haynes

Examples: expansionists argued that the republic must continue to grow to survive; an abundance of land was viewed as the mainstay of a prosperous republic; it would help avoid the concentration of political power; to help avoid the concentration of economic power; expansionists believed that more land would help solve the problems of creeping urbanization and the rising tide of Irish and German immigrants; Manifest Destiny/expansionists saw Manifest Destiny as a means to obtain a long-term lease on the Jeffersonian ideal/the Jeffersonian ideal would be strengthened through Manifest Destiny; to strengthen the Jeffersonian ideal of the need for abundant land to have a prosperous republic; additional territory would provide unlimited economic opportunities for future generations; territorial growth would strengthen the nation; new slave states could serve as an outlet for the growing slave population/southerners were anxious to enlarge the slave empire; new slave states would enhance the South's political power in Washington; need for greater access to lucrative foreign markets/Asian markets; they wanted the strategic/commercial advantages of San Francisco/other ports on the Pacific; Pacific Coast ports were needed to compete with Great Britain for the Asian trade; disastrous Panic of 1837 showed need for foreign markets; new foreign markets would help American farmers avoid huge surpluses/depressed prices for American farm products

Note: To receive maximum credit, two *different* reasons for United States expansion in the 1840s must be stated. For example, *Manifest Destiny and expansionists saw Manifest Destiny as a way to get a long-term lease on the Jeffersonian ideal, and the Jeffersonian ideal would be strengthened through Manifest Destiny* are the same reason expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: United States had no shortage of unoccupied lands; it would weaken Manifest Destiny; end Great Britain's trade with Asia; it would weaken the South's political power in Washington; immigration was decreasing
- Vague response
Examples: immediate considerations; the means; equally important; expansionists troubled
- No response

Document 2

... Advocates of Manifest Destiny included Oregon on their list. Sentiment in the old northwestern states, such as Michigan, Ohio, Indiana, and Illinois, was strongly disposed toward [in favor of] the acquisition of Oregon—perhaps all of Oregon. Political leaders in Congress from those states were quite insistent upon expanding to the Pacific Northwest. They and others of like mind felt a strong affinity [attraction] for that region, partly because they perceived of the Oregon country as fertile soil for the nation's agricultural development and for future markets for the farm surpluses of the northwestern states. Many exponents [supporters] of the Oregon crusade also shared a common hatred or hostility toward Great Britain; they looked for opportunities to cause trouble for the British and to acquire economic advantages over them. . . .

Source: Harold Faber, *From Sea to Sea: The Growth of the United States*, Farrar, Straus and Giroux, 1967 (adapted)

2 According to Harold Faber, what was *one* reason for interest in the Oregon Territory?

Score of 1:

- States a reason for interest in the Oregon Territory according to Harold Faber
Examples: Manifest Destiny; because the old northwestern states (Michigan/Ohio/Indiana/Illinois) strongly favored acquiring Oregon; because political leaders in Congress from old northwestern states were quite insistent on expanding in the Pacific Northwest; it was seen as fertile soil for agricultural development; it was seen as future markets for farm surpluses of the northwestern states; because many supporters shared a common hatred/hostility toward Great Britain; supporters saw it as an opportunity to cause trouble for the British; supporters saw it as an opportunity to acquire economic advantages over Great Britain; agricultural development; it offered economic advantages

Score of 0:

- Incorrect response
Examples: leaders in old northwestern states were strongly disposed against acquisition; to acquire economic advantages for Britain; opportunity to help the British
- Vague response
Examples: advocates; sentiment; others of like mind; there were political leaders; they did not want trouble; hatred; it was a crusade; development
- No response

Document 3

. . . The expansionist spree was not to pass without a sobering aftermath. For two decades before the Mexican War the spectre [threat] of sectional conflict increasingly haunted the United States as North and South drifted apart over the slavery issue; now the Treaty of Guadalupe Hidalgo brought the American people face to face with the whole terrifying question. What should happen to the lands acquired from Mexico? Should they be thrown open to slavery, or should Congress ban the southern institution there? Should they be divided into slave states to bolster the waning political strength of the South, or made into free states to increase the North's congressional supremacy? Four years [1846–1850] of bitter debate, four years of frayed nerves and flaring tempers that brought the nation close to war, were needed before those pressing queries were temporarily answered. . . .

Source: Ray Allen Billington, *Westward Expansion: A History of the American Frontier*, The Macmillan Company, 1960

3 According to Ray Allen Billington, what was *one* effect of the Mexican-American War on the United States?

Score of 1:

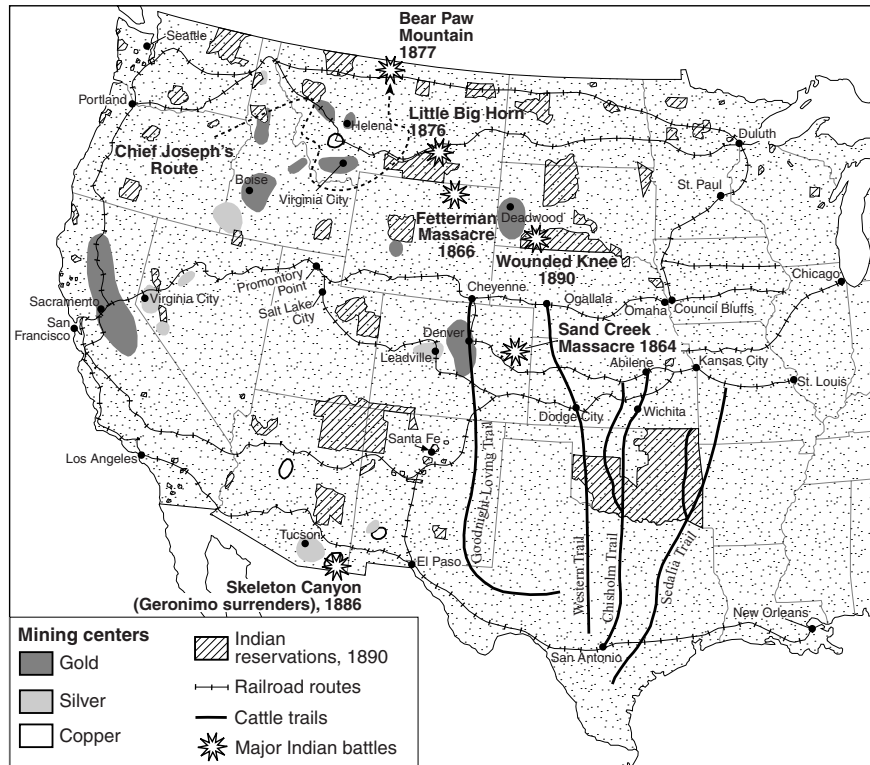
- Identifies an effect the Mexican-American War had on the United States according to Ray Allen Billington
Examples: it brought the American people face to face with the question of slavery; it increased sectional conflict; the country had to determine what to do about slavery in the lands acquired from Mexico; a decision had to be made if the land should be open to slavery or if slavery should be banned; it brought four years of bitter debate in Congress over the expansion of slavery into land acquired from Mexico; increased tensions between the North and South over the slavery issue; the United States gained land in the Treaty of Guadalupe Hidalgo; years of bitter debate; frayed nerves from bitter debate; flaring tempers brought the nation close to war; land was obtained/acquired from Mexico

Score of 0:

- Incorrect response
Examples: ended sectional conflict; brought the North and the South together; more free states would increase the South's congressional supremacy; bolstered the political strength of the South
- Vague response
Examples: aftermath; political strength waning; there was a specter; it was not to pass; queries were pressing; slavery; it was temporary; tempers
- No response

Document 4

The American West, 1860–1890



Source: Mary Beth Norton et al., *A People and a Nation*, Houghton Mifflin and Robert A. Divine et al., *America: Past and Present*, HarperCollins (adapted)

4 Based on this map, what were *two* effects of westward expansion on the United States?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of westward expansion on the United States as shown on this map
Examples: mining centers were established; gold *or* silver *or* copper was found; Native American Indian reservations were established; railroads were built/railroad routes linked Chicago *or* St. Louis *or* New Orleans with the West; cattle trails were built/cattle trails were established to move cattle to railroads/Goodnight-Loving Trail *or* Western Trail *or* Chisholm Trail *or* Sedalia Trail was established to move cattle to railroads; major Native American Indian battles were fought/major Native American Indian battles occurred at the Fetterman massacre *or* at Little Big Horn *or* at Bear Paw Mountain *or* at Skeleton Canyon *or* at the Sand Creek massacre *or* at Wounded Knee; cities and towns grew along the railroad lines

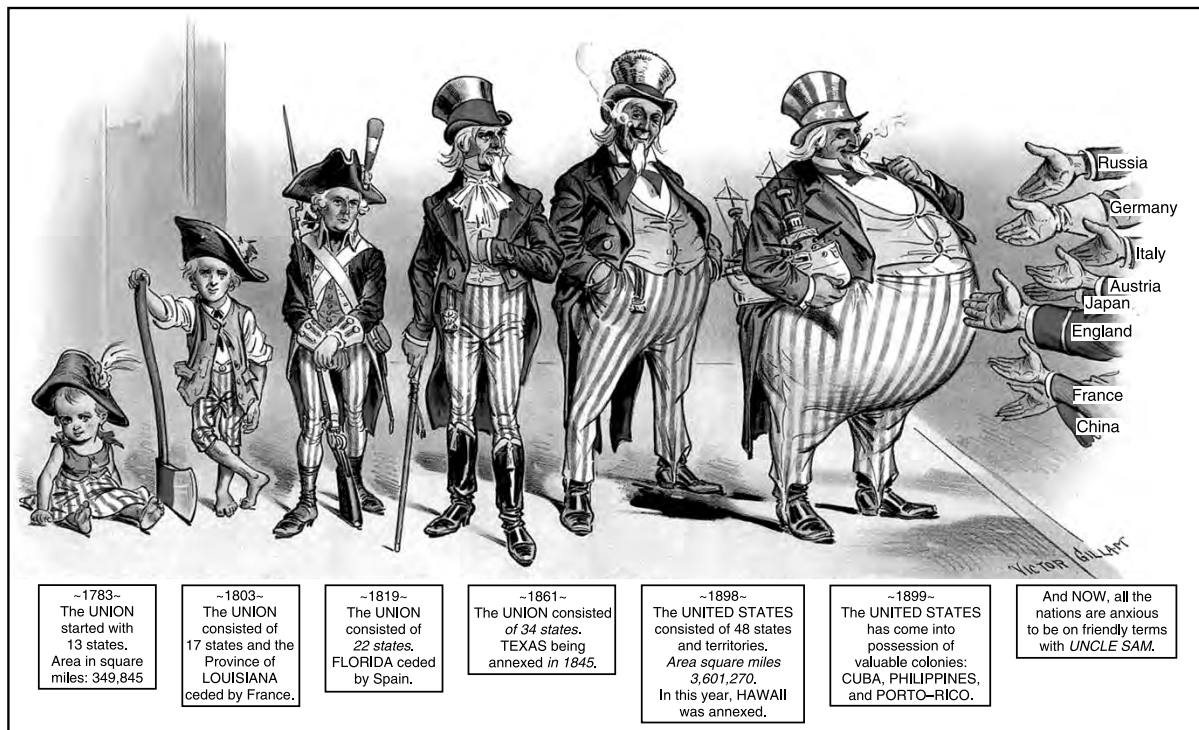
Note: To receive maximum credit, two *different* effects of westward expansion on the United States must be stated. For example, *cattle trails were established to move cattle to railroads* and *Goodnight-Loving Trail was established to move cattle* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: mining centers closed; railroad routes linked the North and South; most Native American Indian reservations were located in Texas
- Vague response
Examples: Chief Joseph had a route; there were mountains/canyons
- No response

Document 5a

“A LESSON FOR ANTI-EXPANSIONISTS.”
“Showing how Uncle Sam has been an expansionist first, last, and all the time.”



Source: Victor Gillam, *Judge*, 1899 (adapted)

Document 5b

As the nineteenth century neared its sunset, potent new forces were astir that finally prodded America onto the global stage as a major world power. Isolationism had served the nation well during most of its formative years, for citizens remembered the warning in Washington's Farewell Address against "permanent alliances" and Jefferson's counsel in 1801 against "entangling alliances." But the nation was filling up, and conditions were changing. In 1890—a red-letter year—the Superintendent of the Census could announce that a frontier line could no longer be traced, although there were still large undeveloped areas. Energies that had once been funneled into reconstruction were now being diverted to the West and to the great industrial centers of the East. By 1898 America, with its bulging warehouses, was a major producer of steel and other manufactured goods that were crying for overseas markets. "Expand or explode" is a fundamental law of economic physics—and Americans would not calmly choose explosion. . . .

Source: Thomas A. Bailey, *Voices of America: The Nation's Story in Slogans, Sayings, and Songs*, The Free Press, 1976

5 Based on these documents, state *two* reasons for United States expansion overseas in the 1890s.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason for United States expansion overseas in the 1890s

Examples: Uncle Sam has been an expansionist first, last, and all the time/the United States had been adding territories since 1803/a precedent to add territories had been established; the United States wanted to improve its position as a leading world power; potent new forces prodded America onto the global stage as a major world power; isolationism no longer served the United States as well as in the early 19th century; the nation was filling up; a frontier line could no longer be traced in 1890; America needed overseas markets/overseas markets were needed for steel/for other manufactured goods/America had bulging warehouses crying for overseas markets; if America did not expand, it would/might explode

Note: To receive maximum credit, two *different* reasons for United States expansion overseas in the 1890s must be stated. For example, *Uncle Sam has been an expansionist first, last, and all the time* and *the United States had been adding territories since 1803* are the same reason expressed in different words. In this and similar cases, award only ***one*** credit for this question.

Score of 0:

- Incorrect response

Examples: Union consisted of 34 states; a policy of isolationism followed; Texas annexed in 1861; it was established by Washington's Farewell Address; industrial centers located in the East; to avoid permanent alliances; the United States had already acquired valuable colonies; England/other countries wanted us to expand

- Vague response

Examples: 19th century neared its sunset; years ended; energies diverted; citizens remembered; the United States is friendly

- No response

Document 6

. . . The Hawaiian group consists of eight inhabited and a few uninhabited islands lying within the tropics at a distance from San Francisco of about two thousand miles. In the aggregate [sum total] their area is nearly equal to that of Massachusetts. Agriculturally they have not begun to be developed. They are situated in the most fertile part of the world, with a climate simply perfect, and are capable of producing all the sugar and coffee which this country can consume, to say nothing of rice and all kinds of tropical fruits. They would provide us with three excellent harbors for commerce and coaling stations, and would control the cable communication of the Western [Pacific] Ocean, besides aiding our shipping by giving the carrying trade to American vessels. . . .

Source: Arthur Curtiss James, "Advantages of Hawaiian Annexation," *The North American Review*, December 1897

6 According to Arthur Curtiss James, what was *one* reason to annex Hawaii in the 1890s?

Score of 1:

- States a reason to annex Hawaii in the 1890s according to Arthur Curtiss James

Examples: its location in the tropics about two thousand miles from San Francisco was advantageous; it had not been developed agriculturally; it is situated in the most fertile part of the world; the climate is almost perfect for agriculture; capable of producing all the sugar/coffee which this country can consume; it can produce rice/tropical fruits; could provide us with excellent harbors for commerce/for coaling stations; it could control cable communications of the western ocean/Pacific Ocean; it could aid our shipping by giving the carrying trade to American vessels; location was advantageous

Score of 0:

- Incorrect response

Examples: made up of eight uninhabited islands; it is two thousand miles from San Francisco; climate is poor; it is located east of the United States; it is similar to Massachusetts

- Vague response

Examples: the tropics; part of a group; it is in the aggregate; part of the world; simply perfect

- No response

Document 7

... When I [President McKinley] next realized that the Philippines had dropped into our laps I confess I did not know what to do with them. I sought counsel from all sides—Democrats as well as Republicans—but got little help. I thought first we would take only Manila; then Luzon; then other islands perhaps also. I walked the floor of the White House night after night until midnight; and I am not ashamed to tell you, gentlemen, that I went down on my knees and prayed Almighty God for light and guidance more than one night. And one night late it came to me this way—I don't know how it was, but it came: (1) That we could not give them back to Spain—that would be cowardly and dishonorable; (2) that we could not turn them over to France and Germany—our commercial rivals in the Orient—that would be bad business and discreditable; (3) that we could not leave them to themselves—they were unfit for self-government—and they would soon have anarchy and misrule over there worse than Spain's was; and (4) that there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them, and by God's grace do the very best we could by them, as our fellow-men for whom Christ also died. And then I went to bed, and went to sleep, and slept soundly, and the next morning I sent for the chief engineer of the War Department (our map-maker), and I told him to put the Philippines on the map of the United States (pointing to a large map on the wall of his office), and there they are, and there they will stay while I am President! . . .

Source: General James Rusling, "Interview with President William McKinley," November 21, 1899, published in *The Christian Advocate*, January 22, 1903

7 According to President William McKinley, what is *one* reason the United States should annex the Philippines?

Score of 1:

- States a reason the United States should annex the Philippines according to President William McKinley
Examples: to return them to Spain would be cowardly/dishonorable; to turn them over to France/Germany would be bad business/discreditable; we could not turn them over to our commercial rivals in the Orient; they were unfit for self-government; there would be anarchy/misrule if we left them to themselves; to educate them; to civilize them; to Christianize them; to prepare them for self-government

Score of 0:

- Incorrect response
Examples: France and Germany support the United States; they were fit for self-government; to end war with Spain; to take the Philippines off the map
- Vague response
Examples: it would be cowardly; dishonorable; counsel was sought from all sides; nothing to do; to add to the map
- No response

Document 8

The following is an excerpt from Brian Lamb's interview of diplomat Warren Zimmermann about his book, *First Great Triumph: How Five Americans Made Their Country A World Power*. Zimmermann was explaining why the United States sent additional troops after annexing the Philippines.

... **LAMB:** Why 130,000 troops?

ZIMMERMANN: The Philippines is over 7,000 islands, so it was an enormously difficult country to pacify. Once we had gotten the Spanish out, we then had to deal with the Philippine revolutionaries, who had been revolting against Spain. They wanted to be independent, and they thought they had guarantees from the United States that they could be independent. They were probably wrong. I don't think they got any guarantees, but maybe some of the American military officers and diplomats around Asia were giving Emilio Aguinaldo, the Filipino leader, some intimations and some implications that, "If you help us, we'll help you get independence." There may have been some promises made.

In any case, he felt very disappointed when we cut him out of the surrender ceremony, when the Spanish surrendered to us. They didn't surrender to the Filipino revolutionaries. War broke out very soon after that, in February 1899, a war between Aguinaldo and his revolutionaries and the United States Army. The army had to be very quickly reinforced to deal with this war, which quickly devolved into a guerrilla war, with all the atrocities that go with guerrilla wars. We committed a lot, and the Filipinos committed a lot, as well. It was a very dirty war, and it lasted three years before we won it.

LAMB: How many casualties did we have?

ZIMMERMANN: Nobody knows entirely. It was a lot more than we lost in Cuba, which was a very short war. The Filipinos lost more. Probably most [of the] people who died in that war died of disease—the estimates for that go as high as 200,000 Filipinos dead of disease during the war. . . .

Source: Interview of Warren Zimmermann by Brian Lamb, *C-SPAN Booknotes*, program aired January 19, 2003 (adapted)

8 According to Warren Zimmermann, what was *one* effect of the United States annexation of the Philippines?

Score of 1:

- States an effect of the United States annexation of the Philippines according to Warren Zimmermann
Examples: United States had to deal with the Philippine revolutionaries; revolutionaries wanted independence; revolutionaries felt betrayed because they thought they had guarantees from the United States that they would be independent; war broke out between Aguinaldo, his revolutionaries, and the United States Army; Aguinaldo thought promises had been broken; United States Army had to be quickly reinforced to deal with the war/additional United States troops were sent to the Philippines; war lasted three years before the United States won; the United States suffered more casualties than in the war against Cuba; most of the people who died in the war died of disease; there were atrocities that go with guerilla wars/both the United States and the Filipinos committed atrocities; an estimated 200,000 Filipinos died from disease during the war; the Philippines was a difficult country to pacify; war broke out; casualties; people died

Score of 0:

- Incorrect response
Examples: Emilio Aguinaldo was not part of the surrender ceremony; Spain did not surrender to the Filipino revolutionaries; revolutionaries wanted to be part of the United States; a very short war
- Vague response
Examples: over 7,000 islands; American officers/diplomats; Filipinos committed a lot; betrayed; suffered; troops
- No response

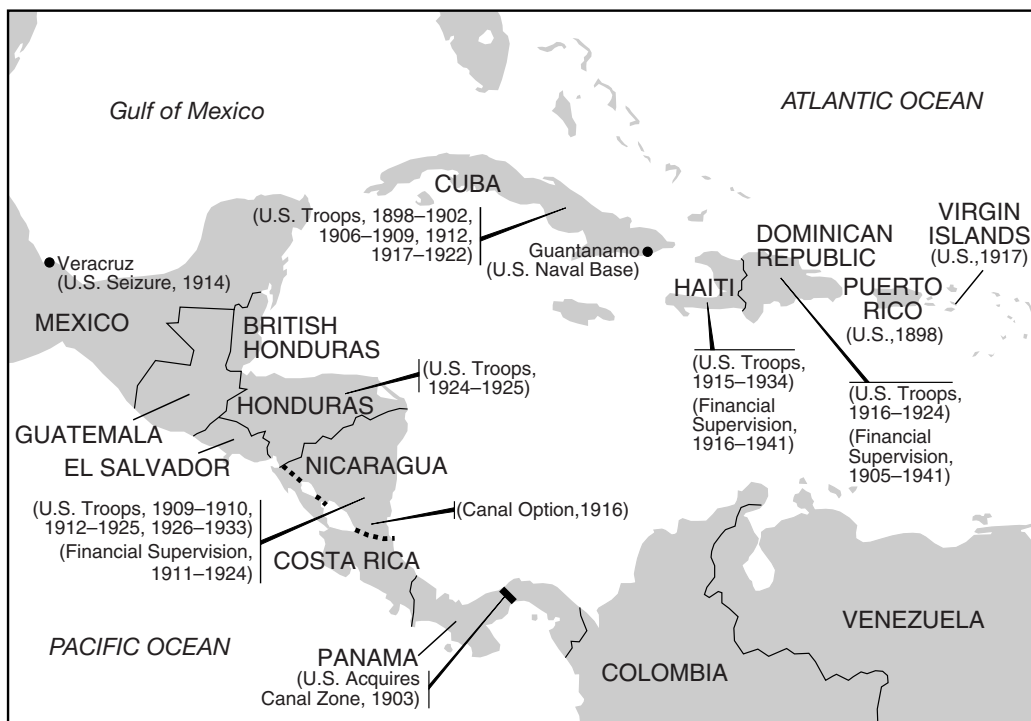
Document 9a

... The [Spanish-American] war was a turning point in the history of American foreign policy. From that time on Americans could no longer look merely inward. The United States had established undisputed dominance of the Caribbean and had extended its influence to the shores of Asia. It had become a recognized world power through its own inherent strength, and that strength affected the international politics of all the great powers of the world. Even if it wanted to, the United States in the new century could no longer remain aloof from the politics of the rest of the world.

Source: Alexander DeConde, *A History of American Foreign Policy*, Charles Scribner's Sons, 1963

Document 9b

United States Interventions in the Caribbean



Source: Thomas G. Paterson et al., *American Foreign Policy: A History, 1900 to Present*, D. C. Heath, 1991 (adapted)

9 Based on these documents, what were *two* effects of the United States expansion of the 1890s?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of the United States expansion of the 1890s

Examples: Americans could no longer look merely inward; the United States had established undisputed dominance of the Caribbean/United States troops had intervened in most Caribbean and Central American countries; the United States had extended its influence to the shores of Asia; the United States became a recognized world power/United States strength affected the international politics of all the great powers of the world/United States could no longer remain aloof from the politics of the rest of the world; the United States established a naval base/Guantanamo in Cuba; the United States controlled the Panama Canal; the United States intervened in the finances of some Caribbean countries/the United States supervised the financial affairs of Nicaragua *or* Haiti *or* the Dominican Republic; the United States seized control of Vera Cruz in 1914; the United States annexed Puerto Rico and the Virgin Islands; the United States had troops in many areas of the Caribbean/the United States had troops in Cuba *or* in Honduras *or* in Nicaragua *or* in Haiti *or* in the Dominican Republic/the United States sent troops to many areas

Note: To receive maximum credit, two *different* effects of the United States expansion of the 1890s must be stated. For example, *the United States had established undisputed dominance of the Caribbean* and *United States troops intervened in many Caribbean countries* are the same effect expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: war was a turning point; United States could remain aloof from politics of rest of the world; United States controlled a canal in Nicaragua; United States sent troops to Guatemala in 1924
- Vague response
Examples: undisputed dominance; United States troops; inherent strength; it was a new century; it was recognized
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
January 2018

Historical Context: The United States expanded its territory on the North American continent in the 1840s and then expanded its territory overseas between 1890 and 1917. These periods of expansion had positive and negative effects on the United States and on other peoples.

Task: For territorial expansion in the 1840s *and* for territorial expansion between 1890 and 1917

- Describe the historical circumstances surrounding *each* period of expansion
- Discuss positive *and/or* negative effects of *each* period of United States expansion

Scoring Notes:

1. This document-based question has a minimum of *six* components (discussing the historical circumstances surrounding territorial expansion in the 1840s *and* between 1890 and 1917 *and at least two* positive *and/or* negative effects of *each* period of United States expansion).
2. The description of historical circumstances surrounding each period of expansion and the effects of these periods of expansion on the United States may focus on long-term issues or immediate events, e.g. discussing how the precedent of territorial expansion has led to continued involvement with overseas commitments *or* describing the events leading to the Spanish-American War.
3. Information used to discuss the historical circumstances surrounding the time period may also be used to discuss the effects of that period.
4. Any combination of positive and/or negative effects may be discussed.
5. The effects of the period of United States expansion need not be identified as positive or negative but should be implied in the discussion.
6. The discussion of the effects of both periods of territorial expansion may include similar information, but the details should be specific to each period of expansion, e.g. location of ports on the West Coast in the 1840s and location of ports in the Philippines between 1890 and 1917.
7. Any document provided may be used to address either period of territorial expansion if the information is relevant to the issue being discussed. For example, document 5a could be employed in the discussion of both time periods.
8. The effects of expansion may be discussed from different perspectives as long as the positions taken are supported with accurate historical facts and examples.
9. For the purposes of meeting the criteria of using *at least five* documents in the response, documents 5a, 5b, 9a, and 9b may be considered as separate documents *if* the response uses specific and separate facts from each document.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances surrounding territorial expansion in the 1840s **and** between 1890 and 1917 **and** at least **two** positive and/or negative effects of **each** period of United States expansion
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *1840s expansion*: connects the concept of Manifest Destiny and the growing support for the re-annexation of Texas and reoccupation of Oregon in the 1844 Democratic platform to the war with Mexico that opened up settlement to the Pacific, the compromise settlement over Oregon, and the divisive debate over slavery in the new territories; *overseas expansion between 1890 and 1917*: connects the reasons for corporate and agricultural interest in new markets, Social Darwinist attitudes, strategic concerns in the 1890s, and the expansion of the navy to the controversy over the decision to annex the Philippines that brought commercial opportunities but also brought responsibilities for defense and assimilation
- Incorporates relevant information from **at least five** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to territorial and/or overseas expansion during both time periods (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *1840s expansion*: 1849 Gold Rush; silver mining; fur trapping; need for farmland; depletion of cotton land; American settlement of Texas; “Fifty-four forty or fight”; division of Oregon at 49th parallel; Compromise of 1850; Native American Indian reservations; military campaigns against Plains Indians; massacres at Sand Creek and Wounded Knee; *overseas expansion between 1890 and 1917*: Commodore Dewey’s naval victory in the Philippines; Aguinaldo’s three-year war for Filipino independence; Anti-Imperialist League; Insular Cases; “Constitution does not follow the flag”; Mahan’s *The Influence of Sea Power Upon History*; “splendid little war”; Treaty of Paris of 1898; Great White Fleet
- 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 period of expansion more thoroughly than the other period of expansion *or* by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *1840s expansion*: discusses reasons for Manifest Destiny and its effects on the 1844 Democratic platform, the failed negotiations with Mexico for California, Polk’s decision to fight the Mexican-American War, and the resulting debate over extension of slavery in the new territories; *overseas expansion between 1890 and 1917*: discusses business and agricultural interests in new markets, the expansion of the navy, and the Social Darwinist attitudes that contributed to a national debate over the controversial annexation of the Philippines
- Incorporates relevant information from **at least five** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Expansion in the 1840s

Key Ideas from Documents 1–5

Historical Circumstances	Effects
<p>Doc 1—Expansionists’ argument that continued growth of republic was necessary for survival Support by expansionists for Thomas Jefferson’s political philosophy (abundance of land; warnings against concentration of political and economic power) Problems of creeping urbanization Rising tide of immigrants from Germany and Ireland Manifest Destiny, a way to continue Jeffersonian ideal (territorial growth to strengthen republic; provision of unlimited economic opportunities for future generations) Support of Southerners (new slave states to enhance South’s political power in Washington; outlet for growing slave population) Benefits for United States commercial interests (greater access to lucrative foreign markets; competition with Great Britain for Asian trade; strategic and commercial advantages of San Francisco and other ports on Pacific coastline) Need to develop new foreign markets (Panic of 1837; huge surpluses of farm products; depressed prices of farm products) Doc 2—Oregon as part of Manifest Destiny Michigan, Ohio, Indiana, Illinois in favor of acquisition of Oregon Insistence of old northwest leaders to expand to the Pacific Northwest (fertile soil; future markets for farm surpluses of their states) Opportunity to cause trouble for British and to acquire economic advantage over them Doc 3—Sectional differences between North and South (waning political strength of the South; congressional supremacy of the North) Doc 5—Precedent of Louisiana Purchase, acquisition of Florida, and annexation of Texas</p>	<p>Doc 1—Benefit to United States commercial interests (competition with Great Britain for Asian trade; strategic and commercial advantages of San Francisco and ports on Pacific coastline) Greater access to new foreign markets Doc 2—Fertile soil for nation’s agricultural development in Oregon Doc 3—War with Mexico Increased sectional conflict and four years of bitter debate over slavery in lands acquired under Treaty of Guadalupe Hidalgo Doc 4—Establishment of mining centers (gold; silver; copper) Establishment of Native American Indian reservations in western states Development of railroad routes linking major cities to west (Chicago; St. Louis; New Orleans) Establishment of cattle trails to transport cattle to railroads (Sedalia Trail; Chisholm Trail; Western Trail; Goodnight-Loving Trail) Major battles with Native American Indians (Sand Creek massacre in 1864; Fetterman massacre in 1866; Little Big Horn in 1876; Bear Paw Mountain in 1877; Skeleton Canyon in 1886; Wounded Knee in 1890)</p>

Expansion in the 1840s

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

Historical Circumstances	Effects
<p>Westward movement of population since colonial period (invitation of Mexico to Americans to settle in Texas; settlement of Louisiana Territory)</p> <p>Opening of overland routes with exploration to Pacific Coast (Lewis and Clark; Pike)</p> <p>Growth of nationalism and confidence (War of 1812; Monroe Doctrine)</p> <p>Increase in population of Texas and Oregon with American settlers</p> <p>Concern over foreign influence in Western Hemisphere (British in Northwest; Spanish, then Mexican claims to Texas and California)</p> <p>Ethnocentric attitudes (spread of democracy; republican government; Christianity)</p> <p>Land exhaustion in older Southern tobacco and cotton states</p> <p>Emphasis on territorial expansion in 1844 Democratic platform (re-annexation of Texas; reoccupation of Oregon)</p>	<p>Geographic expansion to Pacific</p> <p>Treaty of 1846 (settlement of Oregon at 49th parallel)</p> <p>Details about Treaty of Guadalupe-Hidalgo (Mexican Cession)</p> <p>Gadsden Purchase</p> <p>Further deterioration of Mexican-American relations</p> <p>Enhanced national security with removal of influence of Great Britain and Mexico</p> <p>Impact of 1849 Gold Rush</p> <p>Development of natural resources as base for economic expansion</p> <p>Government commitment to build railroads and encourage settlement of West (Homestead Act; transcontinental railroads)</p> <p>Beef becoming important national commodity</p> <p>Growth of world exports (agricultural diversity; productivity)</p> <p>Opportunities for mobility of population (immigrants)</p> <p>Growth of equality for women in West</p> <p>Impact of geography on development of new means of communication and transportation</p> <p>Intensification of debate over slavery in new territories (delay in Texas' annexation; Wilmot Proviso; emergence of Free Soil Party; election of 1848; Compromise of 1850; California statehood; Fugitive Slave Law; Republican Party; Kansas-Nebraska Act; Dred Scott)</p> <p>Strengthening of South's political power with annexation of Texas (destination for growing slave population)</p> <p>Growing support for abolitionist movement (<i>Uncle Tom's Cabin</i>; John Brown; Bleeding Kansas)</p> <p>Destruction of Native American Indian cultural and economic life</p> <p>Environmental degradation (overproduction of crops; overgrazing; pollution from mining)</p>

Expansion between 1890 and 1917

Key Ideas from Documents 5–9

Historical Circumstances	Effects
<p>Doc 5—Precedent of territorial expansion (Louisiana; Florida; Texas; Hawaii; Cuba; Philippines; Puerto Rico)</p> <p>Foreign nations anxious to be on friendly terms with United States (Russia; Germany; Italy; Austria; Japan; England; France; China)</p> <p>Growth of nation from 13 states to major world power</p> <p>Isolationism no longer applicable with changing conditions (nation filling up; frontier line no longer traceable; large undeveloped areas; energies diverted to West and to great industrial centers of East)</p> <p>Need for overseas markets (major producer of steel and other manufactured goods; bulging warehouses)</p> <p>Doc 6—Location of Hawaii about two thousand miles from San Francisco</p> <p>Lack of agricultural development in Hawaiian Islands (most fertile part of world; perfect climate; capable of producing sugar, coffee, rice, tropical fruits)</p> <p>Location of excellent harbors in Hawaii (providing commerce and coaling stations; providing control of cable communication in Pacific; giving carrying trade to American vessels)</p> <p>Doc 7—President McKinley’s reasons to control Philippines: cowardly and dishonorable to return Philippines to Spain; bad business and discreditable to turn Philippines over to France and Germany; Filipinos unfit for self-government; need to educate Filipinos, uplift them, civilize them, Christianize them</p>	<p>Doc 5—America becoming a major world power on global stage</p> <p>Need for overseas markets for America’s steel and other manufactured goods</p> <p>Doc 6—Goods from Hawaii becoming available for Americans (sugar; coffee; rice; tropical fruits)</p> <p>Use of harbors in Hawaii for commerce and coaling stations; control of cable communication in Pacific; carrying trade for American vessels</p> <p>Doc 7—Adding Philippines to the map of the United States</p> <p>Doc 8—Need to deal with Philippine revolutionaries who wanted independence, had fought Spanish for independence, and thought they would be included in surrender ceremony</p> <p>War between Aguinaldo and his Philippine revolutionaries and the United States Army</p> <p>Reinforcement of United States Army to deal with war</p> <p>Three-year guerrilla war with Filipinos (atrocities committed by both sides)</p> <p>More United States casualties than were lost in Cuba</p> <p>Many deaths in war from disease (estimated 200,000 Filipinos)</p> <p>Doc 9—Spanish-American War—turning point in history of United States foreign policy</p> <p>Establishment of undisputed United States dominance of Caribbean</p> <p>Extension of United States influence to shores of Asia</p> <p>Recognition of United States as world power (no longer able to remain aloof from politics of rest of world)</p> <p>Continuing intervention with troops in Caribbean (Vera Cruz; Cuba; Honduras; Nicaragua; Panama; Haiti; Dominican Republic)</p> <p>United States financial supervision in Caribbean (Haiti; Dominican Republic; Nicaragua)</p> <p>Establishment of United States naval base at Guantanamo, Cuba</p> <p>Acquisitions by United States (Puerto Rico in 1898; Panama Canal Zone in 1903; Virgin Islands in 1917)</p>

Expansion between 1890 and 1917

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Effects
Continued interest in expansion (purchase of Alaska)	Acquisition of bases to accommodate expanding navy (Manila; Pearl Harbor)
Influence of missionaries and investors in overseas territories (Hawaii; Cuba)	Controversy over annexation of Hawaii
Duty to advance American ideals of democracy and republican government (Josiah Strong's <i>Our Country</i> ; Social Darwinism; "White Man's Burden")	Details about divisive national debate over 1898 Treaty of Paris (Philippine annexation issue; Anti-Imperialist League)
Competition with Europe for world power status (Mahan's <i>The Influence of Sea Power Upon History</i>)	Improvement in roads, sanitation, public health in newly acquired territories
New challenges with resolution of domestic issues (Reconstruction; Native American Indians)	Complicated legal issues involving Constitution (Insular Cases)
Diversion from domestic problems (depressions; labor violence; agrarian unrest)	Challenges of stabilizing postwar governments
Corporate profit and investment motives as result of Industrial Revolution	Increased national responsibility (monetary and defense commitments)
Long-term strategic and economic interest in Cuba and Guam	Violation of consent of the governed (Cuba; Hawaii; Philippines)
Details about Spanish-American War	Results of expansion of influence in Asia (Boxer Rebellion; conflict with Japan)
Ratification of 1898 Treaty of Paris in 1899	Increasing responsibility for policing Western Hemisphere (Roosevelt Corollary; Big Stick policy; Platt Amendment)

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

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

The US has used expansion in its history to expand its economic and strategic interests. It has made the US friends and enemies in the process and set us up as a world superpower. During the 1840s and between 1890 and 1917, a key objective of the United States government was expansion.

In the 1840s Manifest Destiny struck the United States by storm. Thomas Jefferson long before becoming president had been interested in the west and the United States extending across the continent. The Louisiana Purchase in 1803 was the first step to this era of Manifest Destiny and lead to many people believing it was their god-given right to move and settle the west all the way to the Pacific Ocean. The Lewis and Clark expedition and the missionaries working with Native Americans in Oregon created interest in the Northwest which contributed to "Oregon Fever." Our settlement of the Oregon Territory for its fertile land resulted in competition with our old nemesis Great Britain which also had claims to that territory. A compromise at the 49th parallel avoided a fight with Great Britain and furthered the Manifest Destiny sentiment (Doc 2). A continuing boom of people moving westward happened at the end of the Mexican American War which some say was provoked by President Polk to get land claimed by Mexico in the west. After the US aquired the land from the Treaty of Guadalupe-Hidalgo, many Americans saw it as their opportunity to move to territories like California and Texas. Many moved to western territories in search of gold and silver in hopes of striking it rich or moved to farm. In doing so, they pushed the Native Americans off their land (Doc 4). As the frontier moved further west, many unfair treaties forced Native Americans onto to smaller and smaller

reservations. Native Americans fought back and sometimes were successful (Little Big Horn), but the US army was too well armed and organized. Culturally and economically Native Americans suffered during westward expansion. More controversy arose when deciding if new states from territories would be admitted to the Union as free or slave states. This became an issue almost as soon as the Mexican American War started and the Wilmot Proviso was proposed but rejected by southern states. The South wanted to expand their economic interests westward and grow their political power in states like California, while the North wanted to contain slave power wherever it could (Doc 3). A balance of slave and free states had been important since the addition of the Louisiana Territory required the Missouri Compromise. After the Treaty of Guadalupe Hidalgo, another compromise would be needed to address these issues which created deep sectionalism and conflict between the North and South and led to a compromise settlement in 1850. However, this 1850 compromise was controversial and eventually helped contribute to the Civil War (Doc 3). There were also positive effects of westward expansion such as the introduction of new technologies which made the Transcontinental Railroad possible. It connected the West to the East and promoted economic development and national unity. The US went through a period of great change in the 1840s because of expansionism and Manifest Destiny.

Much like the old Manifest Destiny of the 1840s, the new Manifest Destiny, of 1890-1917 saw many Americans continue to view expansion as their god-given right and responsibility. However, many others rationalized the expansion as a matter of the US becoming

imperialistic to keep up with European powers. Since we were expanding our navy some people in the U.S military, such as Mahan, wanted the U.S to expand into the Pacific for ports and bases and become an even greater world power. This push outward started with Alaska and Hawaii and after the Spanish American War, the U.S gained Guam, Puerto Rico, Cuba (though they were a protectorate), and annexed the Philippines. For the first time, the former colony that had fought a revolutionary war to free itself from British rule had become a colonizer. This propelled us onto the world stage as a dominant power and started our new age of colonization (Docs 5a + 5b). We then acquired Hawaii as U.S businessmen, such as Dole, took over the island from the natives and pushed for U.S annexation. President McKinley agreed and reasoned that since the Philippines were now ours and Hawaii was important militarily and since it has always been important economically, we should annex it (Doc. 6). Speaking of not respecting native peoples, it must be mentioned that like other imperialists of the time, we dismissed the natives as barbaric. A good example of this was in the Philippines when missionaries converted many natives to Christianity and the U.S took control of the government to guide it because we believed they were unfit for self-government (Doc 7). Not giving the Filipinos their independence lead to a great resentment from the natives and even escalated into armed conflict between the U.S army and the native Filipinos (Doc. 8). This paternalistic view did not only apply to the countries we colonized, but also to countries that we believed were being unfittingly ruled. The U.S used its "Big Stick" in Latin America many times. Through the introduction of the Roosevelt

Corollary, the US became involved with Caribbean countries by providing financial and/or military aid to stabilize them (Doc 9a + 9b). We supported a revolt in Panama and then built the Panama Canal. Through our expansionist pursuits we gained economic and military advantages that set us on the path to being one of the world superpowers during the 20th century. Moving away from our traditional non-involvement foreign policy could be complicated, dangerous, and expensive as we found out fighting two world wars and two wars to contain communism.

Based on the fact that expansionist movements of the 19th and 20th centuries started in part from the US competing for more power and to ensure more economic growth, it made sense that the US would continue to expand its influence into the 21st century. Expansion has played an important role in US history, has taken many different forms, and has had both positive and negative effects.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for territorial expansion in the 1840s and for territorial expansion between 1890 and 1917
- Is more analytical than descriptive (*1840s expansion*: settlement of Oregon resulted in competition with Great Britain; many moved westward to farm; Native Americans fought back and sometimes were successful, but United States Army was too well armed and organized; South wanted to expand economic interests and grow political power while North wanted to contain slave power; railroad promoted economic development and national unity; *overseas expansion between 1890 and 1917*: much like old Manifest Destiny of 1840s, the new Manifest Destiny saw many Americans continue to view expansion as God-given right and responsibility; propelled United States onto world stage as a dominant power and started new age of colonization; missionaries converted many natives in the Philippines to Christianity; not giving Filipinos independence escalated into armed conflict; paternalistic view not only applied to countries we colonized but also to countries we believed unfittingly ruled; gained economic and military advantages that set us on path of being one of world superpowers during the 20th century)
- Incorporates relevant information from all documents
- Incorporates substantial relevant outside information (*1840s expansion*: Lewis and Clark expedition and missionaries contributed to “Oregon Fever”; Great Britain had claims to Oregon; compromise at 49th parallel avoided a fight; many unfair treaties forced Native Americans onto reservations; Wilmot Proviso proposed but rejected by Southern states; Compromise of 1850 controversial and helped contribute to Civil War; *expansion between 1890 and 1917*: Mahan wanted to expand into Pacific for ports and bases; push outward started with Alaska and Hawaii; former colony that had fought to free itself from British rule became a colonizer; businessmen took over Hawaii from natives and pushed for annexation; United States provided financial and military aid to stabilize Caribbean countries)
- Richly supports the theme with many relevant facts, examples, and details (*1840s expansion*: settlement of Oregon for fertile land; pushed Native Americans off their land; Treaty of Guadalupe Hidalgo; many in search of gold and silver; Missouri Compromise; *expansion between 1890 and 1917*: Spanish-American War; gained Guam, Puerto Rico, Cuba, and Philippines; Roosevelt Corollary; Panama Canal)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that discusses how expansionist movements of the 19th and 20th centuries continue to the present day

Conclusion: Overall, the response fits the criteria for Level 5. Substantive relevant historical details support an analytic discussion of each period of expansion. A critical appraisal of document information establishes a strong basis for assessing the political aspects of Manifest Destiny and the nature of the effects of expansion.

In the 1840s, the United States began to expand its territory on the North American continent. The U.S then began to expand its territory overseas between the years 1890 and 1917. These periods affected the United States as well as other countries both positively and negatively. During these periods of expansions, the U.S obtained territory in Latin America and earlier had expanded westward to the Pacific Ocean.

The first major period of American expansion occurred after we acquired Louisiana and Florida and continued during the 1840s after we won the Mexican American War. The United States had freed itself from the colonial rule of Britain. Having established itself as an independent nation with a strong constitution and much potential, Americans started looking west. The United States had an abundance of land but expansionists still argue that the republic must continue to grow in order to survive (D1). Inspired by Jefferson's ideal of a country made up of small independent farmers, many people liked the idea of having land in the west for settlement. Jefferson's purchase of Louisiana had doubled the size of the country. In this period, westward expansion can be attributed to Manifest Destiny. This refers to the belief held by many American citizens that westward expansion was their God-given right. Expansionists viewed Americans in Texas and Texan independence as our Manifest Destiny. They believed all of Oregon to the 54th parallel and California were also our Manifest Destiny. An abundance of land was viewed as a mainstay for a prosperous republic. (D1). Along with Manifest Destiny, Southerners also wanted to expand slavery referred to by some as their "peculiar institution". The cotton gin helped make slavery and cotton more

profitable fueling a desire for more land. Expansion also offered greater access to foreign markets which would help the U.S. compete more successfully with Europe and help sell farm surpluses. (D1). Supporters of Manifest Destiny included Oregon on their list because Americans were already living there, it had fertile soil, and they did not want the British there. (D2). Oregon originally attracted mostly trappers, traders, and missionaries but many settlers eventually followed the Oregon Trail which was beneficial in supporting United States claims to the territory. Supporters of the Manifest Destiny crusade achieved many of their objectives through the aggressive policies of President Polk. Much of the Southwest became ours and had many far reaching and sometimes controversial effects on the United States.

There were both positive and negative effects of westward expansion in the 1840s. With westward expansion came increased sectionalism which ultimately contributed to the Civil War happening. Expansion resulted in disputes between the North and the South on whether slavery would be permitted in these new territories. This conflict required numerous compromises to keep the country together such as the Missouri Compromise which established that slavery could not exist above the 36°30 line except for Missouri. Another compromise included the Compromise of 1850 which was necessary after the Mexican American War which ended with the Treaty of Guadalupe Hidalgo. This time the issue of slavery in new territories was even more divisive. The Compromise itself raised tensions in the 1850s as many in the North ignored the Fugitive Slave Law. Also the Dred Scot Supreme Court decision implied slaves could be taken almost anywhere in the

territories just like personal property. There were also positive effects of westward expansion (D3). Railroads connected California and other far western states to the rest of the country. The first transcontinental railroad, built by the Central Pacific and the Union Pacific, took settlers to the West and transported western resources to the East.

The next period of expansion occurred between 1890 and 1917 in overseas countries such as Cuba, the Philippines, and Hawaii. A motivating factor of U.S. overseas expansion would be social darwinism. Followers of this philosophy believe that the U.S. expanded out of a sense of duty believing that the United States represents a superior Anglo-Saxon race. They believed it was their duty to civilize the inhabitants of these islands. The United States also needed more markets for their manufactured goods (D5). New technology during the 19th century often resulted in the overproduction of manufactured and farm goods. Overseas expansion was also considered by many to be imperative for the growth and development of the nation just as westward expansion was in the 1840s. New national challenges were needed now that the frontier was closed. With the acquiring of new territories came powerful countries wanting to be on friendly terms (D5). The U.S. had been interested in Cuba for many years. Americans had millions of dollars of investments there, it was close, and Spain had set up inhumane reconcentration camps because of an ongoing revolt against its rule. After the war Cuba became a protectorate. A naval base was established there which was important for our growing navy. The U.S. annexed Hawaii and the Philippines for many reasons. For example, Hawaii was situated in one of the most fertile part of the world and are capable of producing sugar and coffee (D6). Hawaii also

provided excellent harbors for commerce and coaling stations which would add to our influence as an important sea power (D5). The Philippines had Manila, another excellent harbor for commerce and our navy. The goal of civilizing the Philippines can be seen in the justification for its annexation and its “benevolent assimilation”. McKinley stated that the U.S would uplift and civilize and Christianize them (D7).

Not everyone agreed with McKinley’s reasons for supporting annexation of the Philippines. The Filipinos wanted to be independent. A significant effect of this period of expansionism was a war between the U.S. and Filipino revolutionaries that went on for 3 years before the U.S won. Even though many Filipinos might not have been happy with the decision of the U.S. to annex them, the U.S. eventually gave them their independence after World War II. The Spanish American War was considered a turning point in American foreign policy as the U.S was beginning to be recognized as a colonizer and world power (D9). During the 1890s the U.S. gained natural resources, expanded business opportunities, gained additional ports in the Pacific, and increased its influence in the Caribbean. This would lead to economic and political competition between the U.S and other major powers in the 20th century.

United States expansion in the 1840s and between 1890 and 1917 had both positive and negative effects that significantly impacted the nation for years to come.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for territorial expansion in the 1840s and for territorial expansion between 1890 and 1917
- Is more analytical than descriptive (*1840s expansion*: expansionists argued republic must continue to grow to survive; greater access to foreign markets would help us compete more successfully with Europe; Oregon included on list because Americans already living there; Oregon had fertile soil, and Americans did not want British there; conflict between North and South required numerous compromises to keep country together; railroads connected California and other far-western states to rest of country; *expansion between 1890 and 1917*: Filipinos wanted to be independent; Spanish-American War considered a turning point in American foreign policy as United States was beginning to be recognized as colonizer and world power; led to economic and political competition between United States and other major powers in 20th century)
- Incorporates relevant information from all documents
- Incorporates substantial relevant outside information (*1840s expansion*: inspired by Jefferson's ideal of a country made up of small independent farmers, many people liked idea of land in west for settlement; many settlers followed the Oregon Trail, which was beneficial in supporting United States claims to territory; after Mexican-American War, issue of slavery in new territories even more divisive; *expansion between 1890 and 1917*: followers of Social Darwinism believed United States expanded out of sense of duty, believing United States represents a superior Anglo-Saxon race; millions of American dollars invested in Cuba; Cuba became a protectorate; United States established naval base which was important for growing navy; Philippines had Manila, another excellent harbor for commerce and navy; Philippines given independence after World War II)
- Richly supports the theme with many relevant facts, examples, and details (*1840s expansion*: Manifest Destiny; Treaty of Guadalupe Hidalgo; Missouri Compromise; Fugitive Slave Law; *expansion between 1890 and 1917*: three-year war between United States and Filipino revolutionaries; increased United States influence in Caribbean)
- 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 5. Numerous details are effectively integrated in the interpretation of document information. Thoughtful connections between the circumstances surrounding expansion and their effects provide a good context for a segue to 21st-century references.

The policy of expansionism has changed the course of American history. The U.S expanded its territory within North America, and then overseas. This contributed to the country being seen as a major world power. George Washington's farewell address kept the United States noninvolved for a time, but the country would gradually rise to the world stage through the 19th century.

On the North American continent, the country saw the need to push its borders as far as possible. Although Louisiana and Florida had been added to the United States and there was still a lot of unsettled land, expansionists wanted more territory. The current size of the U.S might not support the ever growing population for many more years. The birth rate was high and immigrants were coming from northern and western Europe contributing to the growing population. For long-term prosperity more land would be needed. (Doc 1) Southern plantation owners saw expansion into areas such as Texas as an important source for new fertile land to plant their crops and take their slaves. (Doc 1)

In the North western region of the United States, northern farmers looked to Oregon. The fertile land and landscape was similar to what they had learned to cultivate. The territory was also claimed by Great Britain in the early 1800s, but in the 1840s more Americans were living there and growing unhappy with joint occupation. They saw this as a time to possibly gain an economic advantage over Britain. A feeling of resentment still raw from America's early years and struggles lessened when the 49th parallel was agreed to as a border between the two countries. (Doc 2)

The expansion through North America had many lasting effects on

a wide variety of peoples. Native Americans such as the Nez Perce in the North west got the worst end of the deal. As more settlers went west, Native Americans were pressured to sign treaties putting them on smaller and smaller reservations. Thousands of Native Americans like Chief Joseph were forced out of their homes and tribal regions by years of westward expansion. Many died while being removed in the 1830s when thousands of Cherokee Indians died on the Trail of Tears. This demonstrated that Native Americans and their culture would be sacrificed for settlers and others who wanted their land. Others died in battles with U.S militia forces when they tried to fight back. The Native American-Indian wars were characterized by brutal actions towards often defenseless people. (Doc 4)

The Mexican American War and its aftermath brought conflict to Americans between themselves. Southern politicians saw the new territories as potential new slave states to increase the south's power within Congress. Many in the North did not want to bring territories in as slave states because they wanted to continue to further the North's control over Congress to protect their economic interests. The treaty of Guadalupe Hidalgo brought America another step closer to Civil War. (Doc 3) It led to a compromise in 1850 which allowed California to be a free state. This meant the South would always be worried about Congress ending slavery.

Continental expansion helped to bring forth the Age of Imperialism. The United States was growing militarily with a bigger navy and economically because of the growth of big business. America had a surplus of goods, but needed more places to trade them. Our industries kept growing immensely, and so did our work force with increases in

immigration. Not taking advantage of oversea markets would hold the American economy back. (Doc 5b)

Hawaii was a valuable territory for many reasons. One of the most important reasons it was so valuable was its capacity to provide many ports. This allowed us to have a jump off and refueling station in the Pacific while we traded with Asia. The islands also allowed us to set up strategic military bases such as Pearl Harbor. However its location made it a target for the Japanese in 1941. When we declared war against Japan, Hawaii became important as we had a place in the Pacific to provide aid in naval battles and island battles such as in Midway and Guam. (Doc 9)

After winning the Spanish American War, the Philippines became available. Since we would benefit from its ports and trade, it was decided to annex them and war was the result. The guerilla war in the Philippines was not easy, and not immediately very successful for us. We had removed Spain from having control of the Philippines but then had to fight our own three year long war with Filipino rebels who wanted independence. This war cost the lives of many people on both sides, many dying from diseases. (Doc 8)

President McKinley felt the need to keep control of the Philippines. They were under Spanish rule for so long, they did not know how to govern themselves. This goes back to the basic justification for European Imperialism. The White Man's burden is to take the uneducated and unexperienced races, and uplift them. The Europeans saw these people as inferior, who needed to be taught white, Christian values. As the United States expanded overseas, it adopted some parts of this idea. In areas where this happened, there was often racism and

segregation. Because intolerance, racism, and segregation were continuing in the United States at the same time, some anti-imperialists argued against taking the Philippines. Attempting to impose our cultural values on others often does not end well as events of the 20th and 21st centuries show.

The American dream was always to get bigger. This is true for U.S. expansionism and imperialism which eventually brought the U.S. to be a global super power. We got there, but not without effecting the lives of many, both positively, and negatively. We killed, moved, and belittled people. We freed, brought change, and saved others. All of this to grow our power to where it is today.

Anchor Level 4-A

The response:

- Develops all aspects of the task for territorial expansion in the 1840s and for territorial expansion between 1890 and 1917
- Is both descriptive and analytical (*1840s expansion*: Southern plantation owners saw expansion to Texas as important source for new fertile land to plant crops and take slaves; Americans in Oregon wanted to gain economic advantage over Britain; Native American Indian wars were characterized by brutal actions toward defenseless people; new territories seen as potential new slave states to increase South's power in Congress; North wanted to continue their control over Congress to protect economic interests; *expansion between 1890 and 1917*: not taking advantage of overseas markets would hold American economy back; Hawaii would allow for refueling station in Pacific when trading with Asia; United States would benefit from Philippine ports and trade; war cost lives of many on both sides; McKinley felt need to keep control of Philippines; attempting to impose our cultural values on others often does not end well)
- Incorporates relevant information from all documents
- Incorporates relevant outside information (*1840s expansion*: struggles in Oregon lessened when 49th parallel agreed to as border between Britain and United States; Native Americans pressured to sign treaties putting them on smaller reservations; Trail of Tears demonstrated Native Americans and culture would be sacrificed; Treaty of Guadalupe Hidalgo brought America closer to civil war; compromise in 1850 meant South probably would always be worried about Congress ending slavery; *expansion between 1890 and 1917*: United States growing militarily with bigger navy and economically because of growth of big business; Hawaii allowed United States to set up strategic military bases; intolerance, racism, and segregation continuing in United States so anti-imperialists argued against taking Philippines)
- Supports the theme with relevant facts, examples, and details (*1840s expansion*: birth rate and immigrants contributing to growing population; Nez Perce; Mexican-American War; *expansion between 1890 and 1917*: Pearl Harbor; Midway and Guam; Spanish-American War; guerilla war in Philippines; three-year long war with Filipino rebels; "White Man's Burden")
- Demonstrates a logical and clear plan of organization; includes an introduction that states Washington's Farewell Address kept the United States noninvolved for a time and a conclusion that states expansionism and imperialism brought the United States to be a global superpower

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information effectively supports document interpretation and good conclusions. Analytic statements could be strengthened with additional supporting facts and details.

In the early 19th century, many Americans believed that the United States was destined to rule from coast to coast (Manifest Destiny). The United States started purchasing land, such as with the Louisiana Purchase. With other territories acquired, such as the Mexican Cession, military action was required to claim it as part of the United States. After gaining most of the territory to the Pacific, and the economy grew, the United States looked at obtaining overseas territories, in the late 19th century and early 20th century. The expansion of the United States offered many economic opportunities and increased its status into that of a world power, at the expense of increasing tensions both domestically and internationally.

The acquirement of western territories would give American citizens' many more economic opportunities. News that lands such as Oregon would be optimal for growing crops and building farms was spread to the East in letters sent by missionaries and the writings of Lewis and Clark. (Document 2). As more Americans moved there, competition with the British for that territory could have led to another war but didn't because the two countries settled the boundary at the 49th parallel. Territories in the Louisiana Purchase would also be good for growing wheat and corn if farmers could adapt to farming on the Great Plains. The Mexican Cession lands of the Southwest would give better opportunities for people to grow crops, especially as the land in the lower south states was becoming less fertile due to continuous growing of cash crops, such as tobacco and cotton. In the far western territory of California, coastal ports could result in more trade with China and Japan (Document 1). Winning the Mexican American War resulted in adding thousands of square miles of territory "providing

unlimited economic opportunities for future generations” (Document 1).

The purchase of Alaska after the Civil War began territorial expansion different from the 1840s. Once Manifest Destiny was accomplished, some politicians and businessmen began to think more seriously about expansion into areas outside the North American continent, such as Hawaii. Hawaii would provide the soil and climate for crops such as sugar and coffee (Document 6). Good harbors made it valuable for military and commercial reasons. This later expansion of US rule into overseas territory would increase the status of the United States as a world power which some imperialists such as Theodore Roosevelt wanted. The annexation of Hawaii and the Philippines, was done in part to benefit this country economically and strategically which would help achieve that status (Document 7). The United States by gaining more lands gained more places to sell our goods. This was important at a time when industries and our economy were expanding as a result of both the market revolution and industrial revolution. Many expansionists during both periods believed that territorial growth was necessary for continued national growth. The Treaty of Paris ending the Spanish American War, not giving the Philippines its independence, and annexing Hawaii sent a message to rivaling nations (primarily European, such as Germany and France) that the United States was a world power (Document 5a). It would also lead to the United States opposing powerful nations, which further led to the “policeman of the Western Hemisphere” role the United States would take on as a result of territorial expansion in Cuba, Puerto Rico, and the Panama Canal (Document 9b). The United States had stopped being an isolationist country (although during the periods before

WWI and WWII, many people in America wanted to be neutral and stay out of European matters).

Expansion into the west, and later overseas led to increased tensions between multiple groups and countries. As the United States started expanding westward, there were violent confrontations between Native Americans and the military (Document 4). Native Americans hated the westward expansion of whites because there was little or no respect for their way of life. Battles took place after the Civil War that took the lives of many soldiers and Native Americans resulting in the dislocation of many Native Americans. Passage of the Dawes Act was a result of the US trying to assimilate the Indians to an American way of life by encouraging them to become farmers. Assimilation did not work out well for Native Americans as many lived out their lives unhappily on reservations. During the later period of expansion the Filipinos also resented American efforts to “benevolently assimilate” them. Not giving them their independence led to a long violent war with many casualties. Sometimes territorial expansion has had long-range circumstances such as gaining the Mexican cession in the 1840s. Following the Treaty of Guadalupe Hidalgo, Mexico was angered and claimed that the United States was not to be trusted. This had international complications in the 20th century. This situation was taken advantage of by Germany in 1917 when Mexico was sent the Zimmerman note. Germany, in exchange for an alliance with Mexico would attempt to help Mexico gain back lost lands. It was intercepted before it reached Mexico but it was one of the reasons the United States declared war against Germany and entered World War One.

The expansion of the United States offered many new economic

opportunities and increased its status as a world power, but increased conflicts between several countries and groups. Westward expansion would grant new economic opportunities. Overseas expansion increased the U.S.'s status as a world power.

Anchor Level 4-B

The response:

- Develops all aspects of the task for territorial expansion in the 1840s and for territorial expansion between 1890 and 1917
- Is both descriptive and analytical (*1840s expansion*: gave American citizens more economic opportunities; in California, coastal ports could result in more trade with China and Japan; Native Americans hated expansion by whites because of little respect for their way of life; battles resulted in dislocation of many Native Americans; *expansion between 1890 and 1917*: some political and religious leaders began to think about expansion into areas outside continent; Hawaii provided soil and climate for sugar and coffee; Hawaii's good harbors valuable for military and commercial reasons; United States stopped being isolationist country)
- Incorporates relevant information from all documents
- Incorporates relevant outside information (*1840s expansion*: news that Oregon was optimal for growing crops and building farms spread to East in letters from missionaries and writings of Lewis and Clark; competition with British in Oregon could have led to another war, but boundary was settled at 49th parallel; Mexican Cession gave better opportunities to grow crops especially as land in southern states was less fertile due to continuous growing of cash crops; Dawes Act tried to assimilate Native Americans by encouraging them to become farmers; *expansion between 1890 and 1917*: industries and economy expanding as result of market and industrial revolutions; Treaty of Paris; not giving Philippines independence and annexing Hawaii sent message to rival nations that United States was a world power; led United States to be "policeman of Western Hemisphere"; Zimmerman note intercepted before it reached Mexico but was one reason United States declared war against Germany)
- Supports the theme with relevant facts, examples, and details (*1840s expansion*: Louisiana Purchase; *expansion between 1890 and 1917*: Spanish-American War; Cuba, Puerto Rico, Panama Canal; Treaty of Guadalupe Hidalgo)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss the effects of expansion on the United States

Conclusion: Overall, the response fits the criteria for Level 4. Good relevant outside information is used effectively to support document interpretation in a discussion that integrates historical circumstances and positive effects for both periods of expansion. The assessment of negative effects of expansion is somewhat analytical, but needs more supporting facts and details.

The United States expanded its territory on the North American continent in the 1840s and then expanded its territory overseas between 1890 and 1917. These periods of expansion had positive and negative effects on the United States and on other peoples.

First, the territorial expansion of United States led to many positives such as discovery of gold but also led to negatives. To start, the expansion of territory was due to several reasons but particularly, stemmed from the social values set forth by Manifest Destiny. To elaborate, Manifest Destiny essentially convinced the American people that westward expansion was a positive thing but also inevitable. The United States was an exceptional country and should share its greatness with others. Not only that but other political aspects such as the expansion of slavery also contributed to westward expansion due to the desire for more power in congress. (Doc1). Southern slaveholding states wanted to protect slavery and their economy. Even though social and political aspects played a large role, economic advantages of the west served as a much greater catalyst. To elaborate, the west offered access to the Pacific Ocean, which connected America to Asian trade. (Doc1). This serves to show that after the Market Revolution, American manufactured goods received access to foreign markets. New technology helped farmers and factories produce more than ever. Americans could not buy all that was being produced. Combined with the expansion of railroads, the west became increasingly desired as a way to connect to more markets both inside the United States and overseas.

Next, there were many positives as well as negatives during the westward expansion of 1840s. Although the west was only sparsely

populated, Native Americans had lived there for generations or they had been moved there by the United States government and promised that they would be left alone. A major conflict that kept returning in our early history, Indian wars, once again erupted as people began to seize Indian lands disregarding treaties and the Indians. (Doc4). Expansionism also led to rise in sectional conflicts between the North and the South (Doc1). An example of this situation is the Kansas-Nebraska Act which sought to instill popular sovereignty in the two states. The failure of which led to corrupt elections, John Brown, and guerilla warfare between the free state supporters and slave state supporters. The event known as Bleeding Kansas is one of the many examples of rising sectionalism in the mid-1850s, which would explode into the Civil War after the election of 1860. However, not all aspects of expansionism were negative as the ports on the Pacific coastline eventually helped open up foreign markets such as China and Japan while gaining access to the goldmines in California. To end, the territorial expansion in 1840s was caused by many factors while having both a positive and negative impact.

Second, the overseas expansion in the late 1800s to early 1900s was caused by social, economic and political aspects. To elaborate, a social reason to expand US influence overseas was due to religious zeal of spreading Christianity and civilizing the natives in the Philippines. (Doc7). Popular during the European imperialization era, America tends to feel that the White Man's Burden was to help others who need saving. Driven by the White Man's Burden, American missionaries working with natives in Hawaii and the Philippines thought Christianity would "uplift them." Another reason for overseas

expansionism was because some thought there was not enough land left to settle in the United States. Combined with old Manifest Destiny feelings and American nature to expand, overseas expansion was inevitable.

Next, overseas expansion in late 1800s and early 1900s had positive as well as negative effects. First, overseas expansion was a positive event because it expanded the reach of American manufacturing exports to countries in Asia such as China and Japan. The Philippines which were annexed after the Spanish American War offered a good place for our ships to stop for fuel. However, while overseas expansion had positives it also led to many negatives. One major detriment of the expansion was guerilla warfare in the jungles of the Philippines. In the Philippines, Filipino rebels continued a war for independence they had started with Spain. This war with American troops after US annexation resulted in major casualties on both sides. Although they did not get independence immediately, the Philippines became an important American ally. (Doc8). American overseas expansion neglected the isolationist policies of the past. To elaborate, America began to intervene in global politics, especially in Latin America, where military actions were taken. (Doc9). These actions in Latin America made the United States seem like a bad neighbor until FDR's policies made us a better neighbor. To finish, American overseas expansion led to both detrimental effects and beneficial impacts.

Ultimately, American expansionism during the 1840s and between 1890 and 1917, were caused by economic and societal reasons and each enabled its positives and negatives.

Anchor Level 4-C

The response:

- Develops all aspects of the task for territorial expansion in the 1840s and for territorial expansion between 1890 and 1917
- Is more analytical than descriptive (*1840s expansion*: Manifest Destiny convinced American people westward expansion was positive and inevitable; political aspects contributed to westward expansion as result of desire for more power in Congress; Americans could not buy everything produced; expansion of railroads was a way to connect to more markets in United States and overseas; Indian wars erupted as Indian lands seized disregarding treaties; *expansion between 1890 and 1917*: combined with Manifest Destiny feelings and American nature to expand, expansion was inevitable; Philippines, a good place for American ships to stop for fuel; Filipinos continued war for independence; overseas expansion neglected isolationist policies of the past; America began to intervene in global politics, especially in Latin America)
- Incorporates relevant information from documents 1, 3, 4, 5, 7, 8, and 9
- Incorporates relevant outside information (*1840s expansion*: Southern slaveholding states wanted to protect slavery and their economy; new technology helped farmers and factories produce more; Native Americans promised they would be left alone; failure of Kansas-Nebraska Act to instill popular sovereignty led to corrupt elections, John Brown, and warfare between free-state and slave-state supporters; rising sectionalism would explode into Civil War after election of 1860; ports on Pacific helped open up foreign markets; *expansion between 1890 and 1917*: missionaries working with natives in Hawaii and Philippines thought Christianity would “uplift” them; Philippines became important American ally; actions in Latin America made the United States seem like a bad neighbor until Franklin D. Roosevelt’s policies made us a better neighbor)
- Supports the theme with relevant facts, examples, and details (*1840s expansion*: discovery of gold; access to Pacific Ocean; connected America to Asian trade; rise in sectional conflicts between North and South; *expansion between 1890 and 1917*: “White Man’s Burden”; Spanish-American War; guerilla warfare in Philippines)
- 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. A good understanding of Manifest Destiny is applied to both periods of expansion. Relevant outside information supports the analytic discussion of both periods; however, additional facts and details would have benefited the discussion, especially in the treatment of the effects of expansion between 1890 and 1917.

In our nation's history we had to expand for economic & political reasons. The westward expansion of the 1840's, as well as the overseas expansion between 1890 & 1917 reaped many benefits as well as consequences.

The westward migration of the 1840's was a critical time in our history. We had the opportunity to strengthen our nation in many ways & we seized that opportunity. Some of the reasons that inspired us to expand can be seen in Document 1 when it states that "expansion offered greater access to lucrative markets" & "the strategic & commercial advantages of San Francisco & other ports on the Pacific coastline of Mexican-owned California". We would have to fight a war with Mexico to make California part of our nation. Those lucrative markets were hard to ignore as they would strengthen our nation. Another reason that convinced us to expand westward was to acquire more land. According to Doc 2, the Oregon territory had fertile soil for the nation's development & for future foreign markets for the farm surpluses of the old northwestern states. Having Oregon would be an important step in completing manifest destiny. This incredible possibility was not something we could easily afford to pass up. We argued with the British over Oregon but were able to settle the boundary at the 49th parallel. Economic opportunities were the key reasons that many Americans were convinced that westward expansion was necessary.

The growth of our nation towards the western frontier reaped many benefits as well as consequences. Through this expansion the amount of resources we gathered was incredible. Document 4 shows the many different mining centers in the trans-Mississippi West which would

give us an immense amount of gold, silver, and copper that we obtained while moving west. Since natural resources have to get to factories and people need a way to get around transportation was needed in the west. The government and businessmen were able to build a vast amount of railroads that connected us together making us feel like one country even though the East & West were thousands of miles apart. These railroads not only connected the nation for travel and shipping but also allowed for easier communication which also strengthened our national economy. On the other hand, there were negative consequences that occurred, one being conflict with Native Americans. In Document 4, there were several major battles noted on the map. Native Americans were not always hostile to white settlers but conflicts increased as the number of white people moving west increased. The map also shows railroad routes and cattle trails that crossed Native American lands. Another consequence we reaped was the increased threat of sectional conflict between North & South over Slavery. According to Document 3, these conflicts began to increase after we obtained territory from the Mexican War and questions arised whether these territories would be non-slave and go towards the North or have slaves and go towards the South. Eventually, the conflicts became tense when the South realized there would not be enough slave states to catch up to the North led them to leave the Union. This led to the Civil War. As you can see, we faced many benefits as well as consequences from westward migration.

The overseas expansion between 1890 & 1917 had important historical circumstances that incentivized us to do what we did, one of them being the idea that we had to expand or explode, as seen in

Document 5b. At this time the nation was a major producer of steel & other manufactured goods which were crying for overseas expansion. We could not continue producing more goods without exploding our economy, so we chose what was necessary & that was to expand and find more places to sell our goods. Another reason we were persuaded to expand was the opportunity to annex Hawaii as a number of Americans were already living there. According to Document 6, annexing Hawaii would "provide us with 3 excellent harbors for commerce & coaling stations, & would control the cable communication of the Western Ocean, besides aiding our shipping by giving the carrying trade to American vessels." The chance to gain such power & economic strength couldn't have been ignored because other countries were in competition with us, so we did what was necessary & annexed Hawaii. Another reason for expanding was the moral duty to annex the Philippines. We felt it was our obligation to protect them after the conflict with Spain. It was our only option according to Document 7, because we couldn't give them back to Spain (it'd be cowardly), or let them govern themselves even though they wanted their independence. All of these reasons proved that overseas expansion was seen as essential by the nation in the 1890s.

The expansion left us with many benefits & issues. Some of the ways we benefitted can be seen in Document 9b where it shows Cuba where we acquired a naval base. A base in Cuba and more naval bases in Hawaii, Puerto Rico & the Philippines exemplified our strength & growing power to other nations & demonstrated that we were becoming a recognized world power. Overseas expansion did leave us with several difficult key issues. One was the conflict between Filipino

revolutionaries, and the United States Army according to Document 8. This conflict resulted in many casualties on both sides, including 200,000 Filipino deaths due to disease. We had lost more lives than in Cuba as the conflict turned into a guerrilla war. According to the document, we committed a lot of atrocities & they committed a lot. It was very ugly & many lives were lost. As you can see, the overseas expansion reaped many benefits as well as problems.

The westward expansion of the 1840's & the overseas expansion between 1890 & 1917 were very important times in our nation's history. During these periods, we expanded in size as well as power. The reasons behind the expansion were crucial in convincing us of the necessity of it. We faced many consequences but also many rewards for our endeavours. In the end, these choices shaped us into the great & powerful nation we are today.

Anchor Level 3-A

The response:

- Develops all aspects of the task in some depth
- Is more descriptive than analytical (*1840s expansion*: have to fight a war with Mexico to make California part of nation; Oregon important step in completing Manifest Destiny; railroads allowed for easier communication which strengthened national economy; Native Americans not always hostile to white settlers, but conflicts increased as number of people moving west increased; after Mexican War, questions arose whether territories would be non-slave or slave; *expansion between 1890 and 1917*: chose to expand and find more places to sell our goods; obligation to protect Filipinos after conflict with Spain; could not give Philippines back to Spain or let them govern themselves even though they wanted independence; more American lives lost in Filipino conflict than in Cuba)
- Incorporates some relevant information from all the documents
- Incorporates some relevant outside information (*1840s expansion*: argued with Britain but settled the boundary at 49th parallel; government and businessmen able to build vast number of railroads; *expansion between 1890 and 1917*: opportunity to annex Hawaii as many Americans already living there; naval base in Cuba and other naval bases exemplified our strength and growing power)
- Includes relevant facts, examples, and details (*1840s expansion*: lucrative markets; fertile soil in Oregon; transportation needed in west; Civil War; *expansion between 1890 and 1917*: Hawaii had excellent harbors for commerce and coaling stations; 200,000 Filipinos deaths due to disease)
- 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. The methodical presentation is supported by thoughtful interpretation, relevant outside information, and a few quoted statements. Good descriptive statements support the conclusion that expansion contributed to our becoming the nation we are today.

In the course of it's history the United States had been expanding and was destined to become a much bigger and stronger nation. Using the idea of manifest destiny as well as the annexing of several countries the United States expanded and grew much more powerful. Although it seemed successful when looking at the nations growth many problems actually arose because of it. Although the country became a world power expansion resulted in issues regarding slavery as well as foreign politics in the country.

Throughout the 1800's many in the country were in favor of expansion. Expansionists believed that territorial gain in the country would strengthen the republic and provide the country with economic opportunities. The idea of manifest destiny would also result in the spread of democracy. Southerners however were not looking to spread freedom. They advocated for new territories where they could take the slaves they owned and who had no rights. They wanted to increase the number of slave states to increase their political power so they could prevent slavery from being abolished. Once the country did expand the economic opportunities for farming would increase and trade with Asian countries would increase which would be good for American businesses. However as a result of settlers moving to Oregon and all the territorial gains after the Mexican American War, two major conflicts arised. The first being the almost constant battles with native Indians over whites inhabiting their tribal homelands but the native Indians could not stop western settlers from taking more of their land. The result was that many Indians were pushed out to reservations. Extending freedom did not apply to the native Indians either. The second major problem that arose from westward expansion

was whether or not to incorporate slavery into new territories. Although some people had thought slavery would end on its own the cotton gin had made owning slaves more profitable. With so much Southern money invested in slaves the South believed it was their right to take their slaves into new western territories if they wanted to. Many people living in new territories did not want slavery and many in the North were opposed to allowing slavery to spread. Eventually as more of the new territories became free states tensions grew so high that the south talked about seceding from the union and ultimately that's how the civil war began. So even with the economic opportunities such as finding gold and farming the fertile soil, expansion did have its drawbacks. The battles between white Americans and the native Indians almost destroyed native Indian culture. The battle between the North and South over extending slavery led to the Civil War and the abolition of slavery.

There were many reasons for expansion in the 1890s and many benefits also came with the expansion of the U.S to countries in many parts of the world. Just like gaining territory in the West expanding the country to territories outside the U.S. would help improve the country's economic opportunities. New markets to sell manufactured goods were needed and found in Asia and Latin America. (Document 5a) Places like Hawaii would be crucial to the United States as many harbor stations were located there that would help the U.S connect to Asian countries (Doc 6). Hawaii would be important to connect with the Philippines which the U.S. took over from Spain after the Spanish American War. With the annexation of both Hawaii and the Philippines the U.S. was on its way to becoming a global power. The

downsides of expanding the country to these new territories was having to regulate and control the newly attained areas. The United States had promised Cuba independence but kept sending troops there to keep order (Document 9b). Another example was the U.S helped the Philippines by defeating Spain but since McKinley felt that the Filipino people weren't ready to govern themselves we had to intervene in their politics which led to a rebellion of angry revolutionaries. This ultimately put many American soldiers at risk since the revolt became a long guerilla war with lots of atrocities because the Filipinos wanted to be independent. (Doc.8) So although this expansion helped solidify the United States position as a world power it came at the price of being involved in other countries politics which can be a risky move. (Doc 9). That is one of the reasons Jefferson warned us about "entangling alliances" (document 5b).

In the history of the country although many people were in favor of the expansion of the country there were others who worried about it. It brought many opportunities economically and agriculturally with all the fertile land. However many people did not seem to realize all the difficult issues that would come with this expansion. Tension would rise in the country over what to do with the newly attained land. Conflicts with groups who were already living on the land would arise. Although the country gained a lot from moving outside its borders it also brought about issues that would affect our history.

Anchor Level 3-B

The response:

- Develops all aspects of the task in little depth
- Is more descriptive than analytical (*1840s expansion*: expansionists believed territorial gains in country would strengthen republic; South wanted to increase number of slave states to increase their political power to prevent slavery from being abolished; increased opportunities for farming and trade with Asian countries; battles with Native American Indians over whites inhabiting tribal homelands; extending freedom did not apply to Native American Indians; many people living in new territories did not want slavery and many in North were opposed; *expansion between 1890 and 1917*: new markets to sell manufactured goods in Asia and Latin America; harbors in Hawaii would help United States connect to Asian countries; President McKinley felt Filipino people not ready to govern themselves which led to rebellion of revolutionaries; many Americans soldiers put at risk since revolt became long guerilla war; helped solidify United States position as world power but came at price of being involved in other countries' politics)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (*1840s expansion*: cotton gin had made owning slaves more profitable; tensions grew so high that South talked about seceding from Union and Civil War began; *expansion between 1890 and 1917*: promised Cuba independence)
- Includes some relevant facts, examples, and details (*1840s expansion*: Manifest Destiny; settlers moved to Oregon; Mexican-American War; reservations; gold and fertile soil; *expansion between 1890 and 1917*: Spanish-American War; Filipinos wanted independence; Jefferson; entangling alliances)
- Demonstrates a satisfactory plan of organization; includes an introduction that states expansion seemed to be successful but many problems arose and a conclusion that summarizes positive and negative effects of expansion

Conclusion: Overall, the response fits the criteria for Level 3. Although limited relevant outside information is included in the discussion of overseas expansion, analytic statements throughout the response lead to some good conclusions. These statements would have benefited from additional explanation.

In both the 1840's and 1890's, the United States went through a period of expansionism. In the 1840's, the expansion happened inside the continent, whereas in the 1890's the expansion took place overseas. When expanding in the 1840's, the United States was in a frenzy over the idea of Manifest Destiny. Even though by expanding west the United States gained more access to foreign markets and agriculture, this led to more arguments over the expansion of slavery. In the 1890's, the United States was looking to become a world power and to gain more colonies for economic reasons. However, despite the economic gains, the United States could no longer follow a policy of isolationism and was at times forced to deal with rebellions by the natives of their new lands.

Starting with the Polk presidency, the idea of Manifest Destiny was something many Americans had heard about and were in favor of it. Manifest Destiny was an excuse and a reason for America to grow even larger as a country and to expand further west. This would mean more power and security for the United States. In Document 1, one reason cited for expansion was for America to gain access to more foreign markets by going through ports on the California coast which would give the United States a new way to gain access to the markets of China and other East Asian countries. In Document 2, supporters of Manifest Destiny are cited as wanting the Oregon Territory in order to claim the fertile soil within the territory. With this fertile soil, the agricultural development in the United States could expand. More Americans living in Oregon would also lead to more farm goods from Michigan, Ohio, Indiana, and Illinois being sold. Farming was being transformed by new machines and farmers in the old Northwestern

states were growing large cash crops for sale. However, even with these economic gains, more tension arose within the United States. In Document 3, the Mexican-American War is blamed for bringing the question of slavery to national attention again. Although this war helped us achieve Manifest Destiny the question that had to be answered was: Would these new territories become slave states when brought into the United States? This only led to more arguments over the morality of slavery. This whole issue of slavery and whether it should even exist in the United States became a concern to abolitionists and later led to the Civil War. During and after the Civil War there was another war going on involving the Indians in different areas of the West. In Document 4, a map shows a few Indian battles. By expanding West, the United States was moving into Indian territory. The Indians, wanting to remain on their homeland, fought the settlers and government troops for the right to remain on their land. From the beginning of the westward expansion, there was a clash of cultures. Different tribes in the West had different cultures and almost all of them used the environment differently than the whites. Whites believed they were superior and thought that the Indians should become more like them. Unfortunately cultural clashes between the groups continued beyond 1890.

In the 1890's, the expansion of the United States turned into one that stretched overseas. In Document 5, it shows that the United States annexed Hawaii for their fertile soil which could produce many profitable crops and also for their harbors. In Document 5 by gaining more colonies, the United States is shown to have gained more respect from other nations like Russia, Italy and England. By gaining these

colonies, the United States gained more power. In these colonies, there were more natural resources to be gained and sold. Gradually the United States abandoned Washington and Jefferson's policies of isolationism and became a recognized world power. Despite that prestige the U.S. also had to deal with rebellions and uncooperative native peoples. The Philippines was a difficult country to deal with after we annexed them. After the Spanish were defeated, the Filipinos were angered by annexation and the U.S. Army had to be reinforced to end their rebellion. Loss of life was significant. The U.S. successfully ended the rebellion but at a cost few had expected.

In both periods of expansion, the U.S. was looking for economic profit. However, this expansion sometimes led to tension, arguments and battles.

Anchor Level 3-C

The response:

- Develops all aspects of the task in some depth for the 1840s and in little depth for 1890 to 1917
- Is more descriptive than analytical (*1840s expansion*: fertile soil in Oregon helped agricultural development in United States expand; question to be answered was would new territories become slave states; more arguments over morality of slavery; Native Americans fought settlers and government troops for right to remain on their land; *expansion between 1890 and 1917*: annexed Hawaii for fertile soil and harbors; United States gained more respect from other nations; United States abandoned Washington and Jefferson's policies of isolationism; after Spanish were defeated, Filipinos angered by annexation; United States ended rebellion but at cost few had expected)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 5
- Incorporates limited relevant outside information (*1840s expansion*: ports on California coast would give United States new way to gain access to markets of China and other East Asian countries; farming being transformed by new machines and farmers in old Northwestern states growing large cash crops for sale; issue of slavery became a concern to abolitionists and led to Civil War; cultural clashes between Native Americans and whites continued beyond 1890)
- Includes some relevant facts, examples, and details (*1840s expansion*: Manifest Destiny; Mexican-American War; *expansion between 1890 and 1917*: recognized world power; uncooperative native peoples)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses negative effects of expansion and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Relevant outside history supports document interpretation in the discussion of expansion in the 1840s while the treatment of overseas expansion in the 1890s depends on document information. Although some good analytical conclusions are included, further explanation would have strengthened them.

In the 1840s America sought to expand its territories on the North American continent in order to provide the nation's growing population with stability. Again, in the time period between 1890 and 1917, America sought to expand. However, they sought to expand overseas in order for other nations to recognize America as a growing global influence. These periods of expansions generated some positive effects, such as allowing the economy to grow, and some negative effects, such as conflict with other people.

One of the main historical circumstances surrounding expansion in the 1840s was the want of Americans to obtain territory for economic growth. According to document 1, obtaining land would provide unlimited economic opportunities for future generations. According to document 2, obtaining lands such as Oregon country would provide for the nation's economic development by contributing to its agricultural growth due to fertile soil. These are some advantages or positive effects of expansion on the North American continent. One major conflict arose from territorial gains, however, and that was the issue of slavery. Every time a new territory joined the union the question on whether the territory should be admitted as a free or slave state would arise. Many politicians favored a policy of popular sovereignty, which would allow new territories to choose if they are a slave or free state. Another major negative effect that arose upon expansion was conflict with American Indians. Document 4 shows several major battles between American Indians and the United States Army because expansion hurt the natives and forced them to relocate onto reservations.

Between 1840 and 1917 America sought to expand again but they expanded overseas during this time period. According to document 5b,

the main historical circumstance surrounding American expansion internationally was the desire of the United States to play a role in overseas markets. America had a want to play a role in global economics and global influences, and sought this by expanding. Another circumstance surrounding international expansion was the Euro-centric idea that superior nations have the right to govern nations who they believe are unfit to govern themselves. This is best illustrated in document 7, where President McKinley annexes the Philippines because they are unfit to govern on their own. These gains overseas strengthened American. However, some of these gains did not come easy. Document 8 illustrates how the United States fought in order to gain the Philippines which resulted in many American casualties.

There were several historical circumstances surrounding the expansion of the United States in the 1840s and in the time period between 1890 to 1917. America's primary interests including generating a better economy that would expand American markets and allow America to flourish. Oftentimes, this goal was fulfilled however conflict sometimes arose. In the 1840s the issue of states' rights and popular sovereignty arose when debating the slavery question and in the 1890 – 1920s issues concerning American power and liberties of other nations arose.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*1840s expansion*: obtaining land would provide unlimited economic opportunities for future generations; obtaining land such as Oregon would provide for nation's economic development by contributing to agricultural growth; every time a new territory joined the Union question arose as to whether it should be admitted slave or free; battles between American Indians and United States Army hurt natives and forced them to relocate; *expansion between 1890 and 1917*: America wanted to play a role in global economics and have global influence; United States fought to gain Philippines, resulting in many American casualties)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, 7, and 8
- Includes limited relevant outside information (*1840s expansion*: many politicians favored policy of popular sovereignty which would allow territories to choose to become a slave or free state; *expansion between 1890 and 1917*: Eurocentric idea that superior nations have right to govern nations they believe unfit to govern themselves)
- Includes few relevant facts, examples, and details (*1840s expansion*: fertile soil in Oregon country; reservations; *expansion between 1890 and 1917*: President McKinley; Philippines annexed)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state reasons and effects for both periods of expansion

Conclusion: Overall, the response fits the criteria for Level 2. Document interpretation leads to some analytic statements and limited relevant outside information. However, the response is narrowly focused and lacks the details to support these analytical statements.

During the mid-1800s the United States began to accept the idea of Manifest Destiny. As time progressed the United States achieved their goal of becoming a major world power. The United States expanded its territory on the North American continent in the 1840s and then expanded its territory overseas between 1890 and 1917. These periods of expansion had positive and negative effects on the United States and on other peoples.

During the 1940s, the United States had a large amount of unoccupied lands within the nation. As a result expansionists began to argue that the republic must continue to grow in order to survive. Political leaders such as Thomas Jefferson also believed that an abundance of land would create a prosperous republic. This led many Americans to believe that expanding their nation to the Pacific Ocean was a necessity. Over time the term Manifest Destiny developed. This term involved the idea of Americans who believed it was their duty or divine right to spread their ideas to undeveloped areas.

Many expansionists supported the idea because it would enlarge the slave empire. Other advocates of the Manifest Destiny sought after areas like Oregon because its fertile soil would help develop the nation's agricultural development. Overall expansionists believed that Manifest Destiny would provide America with many great opportunities.

During the late 1800s to early 1900s the United States sought after becoming a major world power. Although Isolationism prevented the country from entering unnecessary wars, many believed it was time for the United States to expand its power. In fact America's current situation promoted the idea of global expansion. By 1898 America had become a major producer of steel and other manufactured goods which

were in need of overseas markets. As a result the United States sought after Hawaii. Many Americans believed Hawaii's fertile soil and climate would allow it to produce sugar, coffee, rice and tropical fruits for the United States. It would also provide the United States with excellent harbors for commerce and coaling stations. America also sought after nations such as the Philippines. Americans believed that Filipinos were unable to govern themselves.

United States expansion also created many conflicts between America and other nations. For example once America annexed the Philippines, it created a conflict between them and the Filipino leader Emilio Aguinaldo wanted the nation to be independent but America thought it was incapable of governing itself. As a result a war broke out.

In conclusion the expansion of the United States had positive and negative impacts on the United States and other nations.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*1840s expansion*: large amount of unoccupied lands within nation; expansionists argued republic must continue to grow to survive; political leaders believed abundance of land would create a prosperous republic; many Americans led to believe expanding to Pacific Ocean a necessity; sought Oregon because its fertile soil would help nation's agricultural development; *expansion between 1890 and 1917*: many believed time for United States to expand power; America major producer of steel and other manufactured goods; Americans believed Hawaii's fertile soil and climate would produce sugar, coffee, rice, and tropical fruits; Hawaii would provide harbors and coaling stations; America believed Filipinos were incapable of governing themselves); includes weak application (*1840s expansion*: Manifest Destiny involved idea that America's duty or divine right to spread their ideas to undeveloped areas; *expansion between 1890 and 1917*: isolationism prevented country from entering unnecessary wars)
- Incorporates limited relevant information from documents 1, 2, 5, 6, 7, and 8
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*1840s expansion*: Thomas Jefferson; *expansion between 1890 and 1917*: Philippines annexed; Emilio Aguinaldo); includes an inaccuracy (*1840s expansion*: 1940s)
- Demonstrates a general plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Brief explanations of document information are the basis for the discussion of both periods of expansion. An understanding of Manifest Destiny as historical circumstances in the 1840s is demonstrated but with limited support.

The United States expanded its territory on the North American continent in the 1840's and then expanded its territories overseas between 1890-1917. These periods of expansion had both positive and negative effects on the United States as well as the rest of the world.

The territorial expansion in the 1840's was supported by many ideas. According to Hayne's, one reason for United States expansion was that it would provide unlimited economic opportunities for future generations. (Doc 1). This meant that new territory would lead to economic growth. According to Faber, one reason for interest in the Oregon Territory was for fertile soil (Doc 2). Fertile soil would benefit the U.S. because it would lead to more agriculture. There are several reasons for the expansion in the 1840's.

Westward expansion led to both positive and negative effects. According to Billington, westward expansion led to a feud between those that wanted free states and those that wanted slave states (Doc 3). As a result, North America was split between free and slave states. Congress established a line to determine which states would be free and which would be slave. However, some states were on the line. According to Mary Beth Norton, one positive effect of expansion was gold mining in California (Doc 4). Expansion led to an increase in natural resources. In conclusion, there are many positive and negative effects of westward expansion.

There were many reasons for overseas expansion in the 1890's-1917. According to Bailey, one reason for overseas expansion is that the U.S. was a major producer of steel and other goods that were crying for oversea markets (Doc 5b). Expanding trade with other nations would benefit the U.S. economy. According to James, we should annex

Hawai'i because it was the most fertile place in the world (Doc 6). There are many reasons for overseas expansion.

There are both positive and negative effects of overseas expansion. One negative effect of the annexation of the Philippines was that over 200,000 Filipino's died (Doc 8). There were also several positive effects of overseas expansion. For example, the United States established undisputed dominance of the Caribbean and had extended U.S. influence to Asia (Doc 9a). Lastly, the United States financially supervised the Dominican Republic, Haiti, and Nicaragua (Doc 9a). The United States were beneficial to countries that couldn't support themselves. In conclusion, overseas expansion had both positive and negative effects.

Both westward and overseas expansion had positive and negative effects on the world. Westward expansion led to the dispute over slave vs. free states and overseas expansion led the U.S. to becoming the international police force for the world.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*1840s expansion*: would provide unlimited economic opportunities for future generations; fertile soil would benefit the United States because it would lead to more agriculture; led to a feud between those who wanted free states and those who wanted slave states; *expansion between 1890 and 1917*: United States major producer of steel and other goods that were crying for overseas markets; Hawaii was the most fertile place in the world; United States beneficial to countries who could not support themselves); includes faulty and weak application (*1840s expansion*: North America split between slave and free states)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, 6, 8, and 9
- Presents little relevant outside information (*1840s expansion*: Congress established a line to determine which states would be free and which would be slave; *expansion between 1890 and 1917*: led to the United States becoming international police force for the world)
- Includes few relevant facts, examples, and details (*1840s expansion*: Oregon Territory; gold mining in California; increase in natural resources; *expansion between 1890 and 1917*: Philippines annexed; undisputed dominance of the Caribbean; financially supervised Dominican Republic, Haiti, and Nicaragua)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that states an effect of both periods of expansion

Conclusion: Overall, the response fits the criteria for Level 2. The treatment of both periods of expansion is dominated by a methodical presentation of document information. A few good conclusions and limited relevant outside information are provided with little or no explanation.

Expansion has been a major key to the power of the United States since the very beginning. It has affected not only our own country, but every other country as well in both a positive and negative way. Two major expansions of the US include westward expansion and overseas expansion.

Westward expansion provided a backbone for the American economy. The development of railroads (Doc. 4) provided transportation for both people and goods. Materials and workers could now easily travel and inhabit new land with factories, homes, mines, etc. It also provided new natural resources that we were unable to acquire anywhere outside of the (Doc. 1) west. Westward expansion provided the economic boom our country needed to launch us into the direction of success. After years of successful expansion throughout our own nation, we decided it was time to step things up and become a world power. (Doc. 5b) We annexed the Philippines, (Doc. 8), Hawaii (Doc. 6), and took control of most of the Caribbean (Doc. 9). All for similar reasons, for power and for economic benefits. By acquiring these lands we became a world power.

The US expanding both nationally and internationally affected the entire world.

Anchor Level 1-A

The response:

- Minimally addresses some aspects of the task
- Is descriptive (*1840s expansion*: provided a backbone for the American economy; development of railroads provided transportation for both people and goods; provided economic boom our country needed to launch us into the direction of success; *expansion between 1890 and 1917*: after years of successful expansion throughout our own nation, we decided to become a world power; gained power and economic benefits); includes faulty application (*expansion between 1890 and 1917*: took control of most of Caribbean)
- Includes minimal information from documents 1, 4, 5, 6, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*1840s expansion*: new land with factories, homes, mines; new natural resources; *expansion between 1890 and 1917*: annexed Philippines and Hawaii)
- Demonstrates a general plan of organization; includes an introduction and a brief conclusion that overstate the effects of United States expansion

Conclusion: Overall, the response fits the criteria for Level 1. The response fails to address the historical circumstances for either period of expansion. Although positive effects of expansion are mentioned, the lack of explanation detracts from the effort.

The United States increased its territory's on the North American Continent in the 1840's and then expanded its territory overseas between 1890 and 1917. With the gain of national soil in the Mexican war and with expanding our international borders with the gain of foreign colonies like Philippines and Hawaii. These periods of expansion had up's and down's to how the United States and others were effected by this.

After a period of isolation to urbanize and strengthen the US we had become contained to the east coast. As a push for expansion came about the Manifest Destiny was made to encourage people to move west. In Doc 1 Sam W. Haynes states that the US has to grow in order to survive and that it would make us stronger as a nation. Doc 3 talks of the gain of the western territories after the Mexican war and if they should allow slaves in these newly acquired states or if they should be free. Doc 4 talks of all the expansion of the railroads and the natives the revolted against us taking their land. Doc. 6 talks of the gain of Hawaii and all its tropical fruit + coffee and cocoa that can be exported to increase the economy. Doc 7 talks of the fight with Spain and the gain of the Philippines and what we should do with them.

The United States is a Super power in today's society because of its increasing and unremitting need for more land, more resources, and more power. It starts nationally with western movement till there was no more west to go. Then the international gains of colonies all over to increase international power. I believe the US is the strongest country now because its never satisfying need for more.

Anchor Level 1-B

The response:

- Minimally addresses the task
- Is descriptive (*1840s expansion*: Manifest Destiny made to encourage people to move west; United States had to grow to survive and make us stronger as a nation; if they should allow slaves in new states; natives revolted against United States taking their land; *expansion between 1890 and 1917*: gain of Hawaii and its tropical fruit, coffee, and cocoa that could be exported to increase economy); includes faulty application (*1840s expansion*: United States had become contained to the East Coast; *expansion between 1890 and 1917*: international gains of colonies all over to increase international power; Philippines and Hawaii were foreign colonies)
- Includes minimal information from documents 1, 3, 4, 6, and 7
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*1840s expansion*: Mexican War; *expansion between 1890 and 1917*: international borders expanded; fight with Spain and gain of Philippines)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction that mentions an example for both periods of expansion and a conclusion mentions the effects of expansion

Conclusion: Overall, the response fits the criteria for Level 1. Brief summaries of relevant document information demonstrate a limited understanding of the task. Unclear connections to the task and insufficient development weaken the response.

American expansion, both in the 1840s and between 1890 and 1917, had both positive and negative effects on the U.S. and the world. Manifest Destiny and the territories acquired during the 1840s resulted in increased tension between the North and South, while also allowing for development in both the economy and infrastructure. Later, between 1890 and 1917, the acquisition of overseas territories established the U.S. as a world power, but also led to a foreign policy that contradicted with the nation's foundation.

In 1783 the Union started with 13 states and by 1861 there were over 30 states. In the 1840s America's belief in Manifest Destiny led to acquiring a large amount of territory after winning the Mexican-American War. That territory as well as the Louisiana Purchase largely accounted for the increase in the number of states between 1783 and 1861. Ports, farmland, and access to foreign markets gained from this territory added to America's prosperity strengthening the republic. One of the hottest debates in the U.S. after the Mexican-American War was whether or not the new land should be made into slave or non-slave states. More slave states than non-slave states would increase the power of the South (Doc 1). Since many in the North didn't want the South to have more power, they wanted the new land to be slave free. The economic interests of the North and South were very different. The disagreement furthered tensions between the North and South as did the congressional compromise that temporarily ended those tensions. Expansion and the issue of slavery would lead to the Civil War (Doc 3).

However, the expansion of the U.S. from coast to coast brought good things, as well. Railroads flourished to support an economy that was

interdependent across thousands of miles of land. Railroads led to new towns and businesses throughout the west. Farmers and others became dependent on railroads to ship crops and receive goods from the east. The west became a thriving center for agriculture, and mining operations which were very profitable. Ports on the Pacific such as San Francisco were good for shippers. Railroad connections to ports on the Pacific created new foreign and domestic markets. Cattle trails out of Texas connected to railroads and meatpacking plants in cities such as Chicago (Doc 4).

Overseas territories acquired from 1890 to 1917 allowed again for the expansion of a booming economy (Doc 5b). At the end of the Civil War there was a new emphasis on investing money in new businesses. Increased factory output at times became a problem of overproduction. New efficient machinery sometimes led to low prices and profits for farmers because they produced too much. An increase in domestic markets was not enough to keep the economy strong. Overseas markets became necessary to avoid an “explosion”. Overseas ports and new investments in places such as Hawaii were other reasons for expansion. Overseas territories also established the US as a world power that other countries would want to do business with. This period would bring (Doc 9a) the US into a position of global power, and began its transformation from an isolated ex-colony to a country respected by its economic competitors in Europe.

On the other hand, the possession of colonies seemed to contradict the foundation of the US, which itself was born from an overseas colony of Great Britain. Countries owning colonies believed that controlling them was in the best interests of the colonized people: an

example would be the Philippines. After the Spanish-American War, the Filipinos expected independence from the U.S. since they had been helped by the Filipinos in that war. However, the U.S. failed to grant them their independence believing they were unfit to govern themselves (Doc 7). Obviously, the Filipinos felt differently. The U.S.'s acquisition of the Philippines had a negative impact on both the U.S. and the Filipino people. The Filipinos fought the U.S. for their independence with many lives lost on both sides. Winning the war meant that the U.S. had to worry about building up a country thousands of miles away and protecting it.

Territorial expansion has its ups and downs. In the 1840s the U.S. faced growth and internal tensions as a result of new lands. Between 1890 and 1917, the country became an international power with the acquisition of overseas territories; however, other peoples suffered as a result of this expansion.

During the 1840's the United States started to expand its territory westward. Similarly, during the period of 1890-1917, the United States expanded overseas to new territory. Both of these time periods show America's steps toward becoming a world power. The expansion of United States territory proved to be both positive and negative to the United States and other people.

The 1840's was a time for the United States to expand to the "American West". During this time many Americans believed in the idea of Manifest Destiny. Manifest Destiny was the belief that people should expand westward and develop there. The popular saying attached to Manifest Destiny was "to expand from sea to shining sea." Also, during the 1840's slavery was becoming an emerging issue and the North and South faced conflict. There were many positive effects to westward expansion. When the U.S. expanded west many American businesses gained access to foreign markets. (Doc 1). This access to foreign markets allowed for more new products to be introduced into America and trade aided the American economy. Also, the Oregon Territory proved to be a beneficial addition to America's expansion. America was interested in the Oregon Territory because it had a lot of fertile soil to aid agricultural growth (Doc 2). As more Americans moved west, railroads connected the East and West coasts and gold became a big factor to moving west (Doc 4). Railroads played a huge role in connecting the coasts allowing for new trading goods. Also, the California Gold Rush proved to attract many people to go west. However, westward expansion did have some negative effects. While gaining new territory was beneficial it strained the slavery issue. During the Mexican War, as land was acquired, people wanted to

expand slavery while others did not (Doc 3). The Missouri Compromise had split slavery equally, but with new territory it messed up the system. Southerners wanted to expand slavery west, but Northerners did not (Doc 1). Also, there was many issues with Indians moving west (Doc 4). Indian Reservations were attacked causing tension. During this period expansion aided and detrimented Americans.

During the time period 1890–1917, America decided to expand overseas. This expansion had negative and positive effects on the U.S. and other people. During this time America was expanding overseas to become a world power. Overseas trading and land became important to big nations like America, Britain, Spain and France. The positive effects of overseas expansion included Hawaii's economic benefit and the Philippines land. Hawaii was annexed because the islands proved to help America's economy through the cultivation of sugar and coffee (Doc 6). These items became important in America and Hawaii, being an island, had many harbors to foreign ports (Doc. 6). The Philippines were annexed for many reasons to benefit America. It kept the islands out of Spain's reach, hurt France and Germany and were made into Americans (Doc 7). The spread of American ideals helped America gain more people and land. However, there was negative effects, too. When the U.S. annexed the Philippines there was a conflict and many casualties occurred (Doc 8). Both sides, Americans and Philippines, died due to fighting or disease. This hurt America's population. Overseas expansion proved to be positive and negative.

During both the 1840's and the time from 1890–1917 American expansion westward and overseas proved to be positive and negative.

Document-Based Essay—Practice Paper – C

The US needed to expand in the 1840s and 1890s. They took over many Latin American and Pacific countries in order to achieve the goals they strived for. In the 1840s, the US was becoming overcrowded, so they moved west. In the 1890s, they wanted to show Europe that they were a superpower so they started taking over Latin American and Pacific Ocean Countries. Both ended up positive because they gained a lot of land and resources and they saw the US as a superpower in Europe at the time. The US had a positive effect from expansion in the 1840s by gaining land west and gaining natural resources in that land while during the 1890s (positively), they gained land in the Pacific and in Latin America and gained military power and economic resources from this land.

The United States expanded its territory within North America in the 1840's to make the US a powerful more economically sound nation. Then in the late 1800's to 1917 the US began expanding its territory overseas again to get new markets and to help make the US a world power. During both periods spreading democratic ideas was also important. The United States in expanding its territory effected the US and the people of the territories but not always in a positive way.

The United States became interested in Manifest Destiny and expansion in the 1840s and many thought of it as almost all positive. Expansion would provide economic opportunities and room for the population to grow. However the expansion effected many people in a negative way. Document 3 shows how early expansion, with the territories gained in the Mexican war, hurt the country almost immediately. The territories gained such as California left the US government debating about if the territories should be free or slave states, this included the states of the North arguing with the South over how power and say in government would be swung depending on whether new states were free or slave. This was one of the main arguments that led up to the Civil war in 1861 after Lincoln's election. However, the country was being torn apart and the South was talking about not staying in the Union as early as 1848 when the Mexican War ended. Another negative of US expansion of its territory was that many Native Americans died or were forced to leave their land because they were often living on or near land wanted by whites. Document 4 shows a map of the American West from 1860-1890, and it shows some of the major Indian battles that took place over land disputes and treaties that were not honored. Obviously the US

government won most battles because the U.S. had better supplies and technology than the Native Americans did, and were often better organized. The map also shows some of the reservations the Native Americans were put on. Some of these reservations were very small and squeezed many Native Americans onto undesirable land, and did not give the Indians a good way of life, or one that they were used to. When the U.S. wanted to expand overseas in the 1890s many Americans once again saw economic benefits but there were others who questioned our methods. The Philippine American War was a result of the Filipinos not getting independence after the Spanish American War. Similar to the Native Americans, expansion had led to conflicts. Warren Zimmerman, diplomat for the U.S., was interviewed and said that, "the estimates for that go as high as 200,000 Filipinos dead of disease during the war...", which is only the death from disease part of the fight for the Philippines. That does not account for the people actually killed in the guerrilla style warfare for the independence of Philippines.

Not all was bad in the expansion of U.S. territories, considering the U.S. completed the idea of manifest destiny and became a potential world power. Document 1 talks about how the U.S. expanding from coast to coast, or Manifest Destiny, was a good idea because territorial growth would strengthen the Republic and give the U.S. greater access to lucrative foreign markets. This was true, because pretty much as soon as the U.S. got all the way from coast to coast the U.S. gained valuable resources within the country, such as gold in California which led to the goldrush of 1849 and 1850's. Another huge part of achieving Manifest Destiny was acquiring Oregon. Document 2

shows how making Oregon apart of the US would help the nation prosper. Americans saw Oregon as fertile soil for the nations agricultural development and for future markets for farm surpluses of the Northwestern states. Document 5b shows how the US expanding and gaining territories outside of the US would be good for US economy. The US expanding overseas would give it many more opportunities to trade and sell resources to other nations. It was good for the US to acquire new markets. Hawaii was a huge important territory for the US, Document 6 shows how the annexation of Hawaii would benefit the US economically and agriculturally. Hawaii is located in one of the most fertile part of the world and could grow valuable crops such as sugar and coffee, along with fruits. Hawaii would also be valuable because of the many ports it had.

There were many positive and negative effects on people and other countries with the United States expansion. Many of the positive effects helped shape the US into the world power that it is today, however many people suffered consequences of US expansion. Both periods, 1840's and late 1800's to early 1900's, were essential to the growth and development of the United States.

Throughout the 1800s and into the 1900s, the United States was undergoing territorial expansion. As part of the idea of manifest destiny, Americans pushed westward across North America before expanding to Caribbean and Pacific islands. This massive expansion effort, as does any political decision, had major implications that both helped and harmed the United States.

An important time of expansion was the 1840s. In this decade, new frontiers and economic opportunities opened. Proponents of this expansion believed that it was essential to a strong economy. They believed that Jefferson's ideal of an agrarian republic of small independent farmers would be upheld as new farmlands were incorporated as American territory. (Document 1). His purchase of the Louisiana Territory from France and getting control of the Mississippi River started the United States on its way to manifest destiny. If no expansion occurred, America would become more urbanized and lose its agrarian character. He did not see America's future in cities. Expansion brought new inexpensive opportunities to farm, such as the lush farmlands of the Oregon territory and California (Document 2). The British gave up some of its claims to the Oregon territory in a treaty. The Mexican-American War led the Mexicans to sign a treaty giving up its claims to California. The United States had seen both of those countries standing in the way of manifest destiny. The West also promised gold, silver, and other material riches that would attract people from all over the world. (Document 4). However, in California, Asians were discriminated against. Settlers would also encounter Native Americans, who had occupied the West for centuries. Years of conflict and resettlement of

this group on reservations is regarded as a tragedy in American history. Despite these downfalls by expanding west, Americans found not only the lush soil and the precious metals they desired but also ports along the California coast. Controlling these ports led to increased trade with Asia, also bolstering America's economy. A boost to the Southern economy would come from adding more territory where cash crops could be grown by slaves. The annexation of Texas and the territory added after the Mexican-American War caused the North and South to argue over whether slavery could be established in those areas. As hopes for a larger slave empire, more political power, and compromise failed, the South started talking about leaving the Union (Document 1). Westward expansion in the 1840s, despite resistance and growing sectionalism led to an economic boost for the United States.

At the end of the nineteenth century and into the early twentieth century, the United States expanded overseas. As was the case earlier in American colonial history and in other mercantilist societies, a primary reason for expansion was to strengthen the economy (Document 5b). Through expansion, companies could sell their products to new markets around the world when production increased faster than Americans could consume it. However economic expansion had already taken place overseas as American businessmen invested money in Cuba's sugar plantations and Hawaii's tropical products. This gave the United States influence in both countries. These islands would also be good for our expanding navy. After the Spanish-American War, the United States gave Cuba its independence but established a naval base at Guantanamo (Document 9b). Also during

that war the United States annexed Hawaii where investors could further develop agriculture for export and actually control its ports for our own shipping and commercial needs (Document 6). The Philippines would be a good stopover for American ships going to Japan and China. At the time, Americans also felt the holy duty of the United States was to Christianize the peoples it considered inferior (Document 7). Like the earlier expansion into Native American territory, the expansion into new lands at the turn of the century sometimes created conflict. In the Philippines, right after the Spanish-American War in which the United States acquired the Philippines. Filipino nationalists went to war with the United States in the same way they fought against their Spanish oppressors (Document 8). The United States fought the Filipinos who wanted their liberty and freedom from colonial rule. A brutal war left the Filipinos angry and disappointed. In Latin America, numerous military interventions were necessary to make certain those nations were financially stable and that European imperialists would stay out of the Western Hemisphere. (Document 9b). One of the largest interventions was the one when the United States supported Panama in a revolution against Colombia which led to the Panama Canal, which had an indisputably positive impact on trade by shortening the sea route around the Americas. However Latin American nations often saw the United States as a threatening nation which misused its power. Imperialistic practices also put the United States on the world stage, and although some attempted to preserve isolationism, the United States eventually became a global power. (Document 9) Regardless, this bout of expansion did open up new markets for American industries. Through

the Spanish-American War and the annexation of Hawaii, the United States became a world power.

One of the major trends of American history is manifest destiny: the goal to expand the United States. Expansion, both in the West and overseas, brought economic opportunities along with war to the United States and helped it fulfill that destiny.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task in some depth
- Is more descriptive than analytical (*1840s expansion*: in 1783, Union started with 13 states, and by 1861, there were over 30 states; ports, farmland, and access to foreign markets gained from new territory added to America's prosperity, strengthening the republic; debate in United States whether new land should be slave or non-slave states; more slave states would increase power of South; railroads flourished to support interdependent economy; West, a thriving center for agriculture and mining operations; railroad connections to ports on Pacific created new foreign and domestic markets; *expansion between 1890 and 1917*: countries owning colonies believed controlling them was in the best interests of people; United States failed to grant Filipinos independence on basis they were unfit to govern themselves; United States had to worry about building up a country thousands of miles away and protecting it)
- Incorporates some relevant information from documents 1, 3, 4, 5, 7, 8, and 9
- Incorporates relevant outside information (*1840s expansion*: congressional compromise temporarily ended tensions between North and South; expansion and issue of slavery would lead to Civil War; farmers dependent on railroads to ship crops and receive goods from East; *expansion between 1890 and 1917*: new emphasis on investing money in new businesses; began United States transformation from isolated ex-colony to a country respected by its economic competitors in Europe; possession of colonies seemed to contradict foundation of United States which was born from an overseas colony of Great Britain)
- Includes some relevant facts, examples, and details (*1840s expansion*: Manifest Destiny; Mexican-American War; *expansion between 1890 and 1917*: global power; Spanish-American War; Filipinos fought United States)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state positive and negative effects of expansion for both periods

Conclusion: Overall, the response fits the criteria for Level 3. Although the discussion of expansion in the 1840s includes some good analytic statements and recognition of the contradictory nature of overseas expansion in the 1890s is good, additional supporting facts and details would have enhanced the response.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*1840s expansion*: Americans believed in idea of Manifest Destiny; slavery emerging issue and North and South faced conflict; American businesses gained access to foreign markets; new products introduced into America and trade aided American economy; railroads connected East and West coasts; gold big factor to moving west; new territory strained slavery issue; *expansion between 1890 and 1917*: overseas trading and land important to nations such as America, Britain, Spain, and France; Hawaii helped economy through cultivation of sugar and coffee; Hawaii had many harbors; annexation kept Philippines out of Spain's reach); includes faulty application (*1840s expansion*: Missouri Compromise had split slavery equally; Indian reservations attacked causing tension)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 6, 7, and 8
- Presents little relevant outside information (*1840s expansion*: popular saying attached to Manifest Destiny was "to expand from sea to shining sea"; California Gold Rush attracted many people)
- Includes few relevant facts, examples, and details (*1840s expansion*: Oregon Territory; fertile soil aid to agricultural growth; Mexican War; *expansion between 1890 and 1917*: world power; Hawaii annexed; conflict in Philippines; Americans and Filipinos died due to fighting and disease)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Document information frames the response and is strung together to address all aspects of the task. Although some good statements are included, the lack of supporting facts and details detract from their effectiveness.

Practice Paper C—Score Level 1

The response:

- Minimally addresses some aspects of the task
- Is descriptive (*1840s expansion*: United States becoming overcrowded so they moved west; *expansion between 1890 and 1917*: gained military power and economic resources); lacks understanding and application (*expansion between 1890 and 1917*: wanted to show Europe they were a superpower so started taking over Latin American and Pacific Ocean countries; they saw the United States as a superpower in Europe)
- Includes minimal information from documents 1, 6, and 9
- Presents no relevant outside information
- Includes very few relevant facts, examples, and details (*1840s expansion*: gained land in West and natural resources; *expansion between 1890 and 1917*: gained land in Pacific and Latin America)
- Demonstrates a weakness in organization; lacks focus

Conclusion: Overall, the response fits the criteria for Level 1. Document information is used to make general statements. Although the response lacks supporting facts and details, it does provide a limited understanding of United States expansion.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task in little depth
- Is more descriptive than analytical (*1840s expansion*: expansion would provide economic opportunities and room for population to grow; Northern states argued with the South over power and say in government; territorial growth would strengthen republic and give United States greater access to lucrative foreign markets; Oregon had fertile soil for agricultural development and for future markets; *expansion between 1890 and 1917*: Philippine-American War result of Filipinos not getting independence after Spanish-American War; gave United States more opportunities to make and sell resources to other nations; annexation of Hawaii would benefit United States economically and agriculturally)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 6, and 8
- Incorporates some relevant outside information (*1840s expansion*: whether new states were free or slave was one of main arguments leading to Civil War; many Native American Indians died or forced to leave land because land wanted by whites; United States won most battles because of better supplies and technology than Native American Indians)
- Includes some relevant facts, examples, and details (*1840s expansion*: Mexican-American War; Manifest Destiny; gold rush of 1849 and 1850s; *expansion between 1890 and 1917*: 200,000 Filipinos died of disease; Hawaii for sugar, coffee, and fruits; many ports in Hawaii)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although not effectively integrated, relevant document and outside information support some analytic statements about the effects of expansion. An element of comparison and some well-explained conclusions strengthen the discussion.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task for territorial expansion in the 1840s and for territorial expansion between 1890 and 1917
- Is both descriptive and analytical (*1840s expansion*: if no expansion, America would become more urbanized and lose its agrarian character; Britain and Mexico seen as standing in way of Manifest Destiny; settlers encountered Native Americans who had occupied west for centuries; boost to southern economy would come from adding more territory where cash crops could be grown; annexation of Texas and territory added after Mexican-American War caused North and South to argue over whether slavery could be established in those areas; *expansion between 1890 and 1917*: after Spanish-American War, United States gave Cuba independence but established naval base at Guantanamo; Filipino nationalists went to war with United States; Filipinos wanted liberty and freedom from colonial rule; brutal war left Filipinos angry and disappointed; Latin American nations often saw United States as misusing its power; although some attempted to preserve isolationism, United States became a global power)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (*1840s expansion*: Jefferson's ideal of an agrarian republic of small independent farmers upheld as new farmlands were incorporated; as hopes for larger slave empire, more political power, and compromise failed, South started talking about leaving Union; *expansion between 1890 and 1917*: companies could sell products to new markets; American businessmen invested money in Cuba's sugar plantations and Hawaii's tropical products; Philippines, a good stopover for American ships going to Japan and China; in Latin America, interventions necessary to make certain nations were financially stable and to keep European imperialists out of Western Hemisphere; United States supported Panama in revolution against Colombia)
- Supports the theme with relevant facts, examples, and details (*1840s expansion*: gold and silver; ports along California coast; increased trade with Asia; *expansion between 1890 and 1917*: Panama Canal; opened markets for United States industries)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state the United States pushed westward and beyond as part of Manifest Destiny

Conclusion: Overall, the response fits the criteria for Level 4. Good historical insights support a discussion that integrates the circumstances surrounding each period of expansion and the positive and negative effects for both. Additional supporting facts and details would have strengthened the discussion.

United States History and Government Specifications

January 2018

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

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

Notes:

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

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

The *Chart for Determining the Final Examination Score for the January 2018 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

Regents Examination in United States History and Government – January 2018**Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)**

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 45 would receive a final examination score of 82.

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	0	0	3	6	9	13	16	20	24	29	33	37
	1	1	4	7	10	14	18	22	26	30	34	39
	2	2	5	8	12	15	19	23	27	31	36	40
	3	3	6	9	13	16	20	24	29	33	37	41
	4	4	7	10	14	18	22	26	30	34	39	43
	5	5	8	12	15	19	23	27	31	36	40	44
	6	6	9	13	16	20	24	29	33	37	41	46
	7	7	10	14	18	22	26	30	34	39	43	47
	8	8	12	15	19	23	27	31	36	40	44	49
	9	9	13	16	20	24	29	33	37	41	46	50
	10	10	14	18	22	26	30	34	39	43	47	52
	11	12	15	19	23	27	31	36	40	44	49	53
	12	13	16	20	24	29	33	37	41	46	50	55
	13	14	18	22	26	30	34	39	43	47	52	56
	14	15	19	23	27	31	36	40	44	49	53	57
	15	16	20	24	29	33	37	41	46	50	55	59
	16	18	22	26	30	34	39	43	47	52	56	60
	17	19	23	27	31	36	40	44	49	53	57	62
	18	20	24	29	33	37	41	46	50	55	59	63
	19	22	26	30	34	39	43	47	52	56	60	65
	20	23	27	31	36	40	44	49	53	57	62	66
	21	24	29	33	37	41	46	50	55	59	63	67
	22	26	30	34	39	43	47	52	56	60	65	68
	23	27	31	36	40	44	49	53	57	62	66	70
	24	29	33	37	41	46	50	55	59	63	67	71
	25	30	34	39	43	47	52	56	60	65	68	72
	26	31	36	40	44	49	53	57	62	66	70	73
	27	33	37	41	46	50	55	59	63	67	71	75
	28	34	39	43	47	52	56	60	65	68	72	76
	29	36	40	44	49	53	57	62	66	70	73	77
	30	37	41	46	50	55	59	63	67	71	75	78
	31	39	43	47	52	56	60	65	68	72	76	79
	32	40	44	49	53	57	62	66	70	73	77	81

		Total Essay Score										
Total Part I and Part IIIA Score	0	1	2	3	4	5	6	7	8	9	10	
	33	41	46	50	55	59	63	67	71	75	78	82
	34	43	47	52	56	60	65	68	72	76	79	83
	35	44	49	53	57	62	66	70	73	77	81	84
	36	46	50	55	59	63	67	71	75	78	82	85
	37	47	52	56	60	65	68	72	76	79	83	86
	38	49	53	57	62	66	70	73	77	81	84	87
	39	50	55	59	63	67	71	75	78	82	85	88
	40	52	56	60	65	68	72	76	79	83	86	89
	41	53	57	62	66	70	73	77	81	84	87	90
	42	55	59	63	67	71	75	78	82	85	88	91
	43	56	60	65	68	72	76	79	83	86	89	92
	44	57	62	66	70	73	77	81	84	87	90	93
	45	59	63	67	71	75	78	82	85	88	91	94
	46	60	65	68	72	76	79	83	86	89	92	95
	47	62	66	70	73	77	81	84	87	90	93	96
	48	63	67	71	75	78	82	85	88	91	94	97
	49	65	68	72	76	79	83	86	89	92	95	97
	50	66	70	73	77	81	84	87	90	93	96	98
	51	67	71	75	78	82	85	88	91	94	97	98
	52	68	72	76	79	83	86	89	92	95	97	98
	53	70	73	77	81	84	87	90	93	96	98	98
	54	71	75	78	82	85	88	91	94	97	98	98
	55	72	76	79	83	86	89	92	95	97	98	98
	56	73	77	81	84	87	90	93	96	98	98	99
	57	75	78	82	85	88	91	94	97	98	98	99
	58	76	79	83	86	89	92	95	97	98	98	99
	59	77	81	84	87	90	93	96	98	98	99	99
	60	78	82	85	88	91	94	97	98	98	99	99
	61	79	83	86	89	92	95	97	98	98	99	99
	62	81	84	87	90	93	96	98	98	99	99	99
	63	82	85	88	91	94	97	98	98	99	99	100