

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Thursday, January 25, 2007 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

This examination has three parts. You are to answer **all** questions in all parts. Use black or dark-blue ink to write your answers.

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

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

Part III is based on several documents:

Part III A contains the documents. Each document is followed by one or more questions. In the test booklet, write your answer to each question on the lines following that question. Be sure to enter your name and the name of your school on the first page of this section.

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

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

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

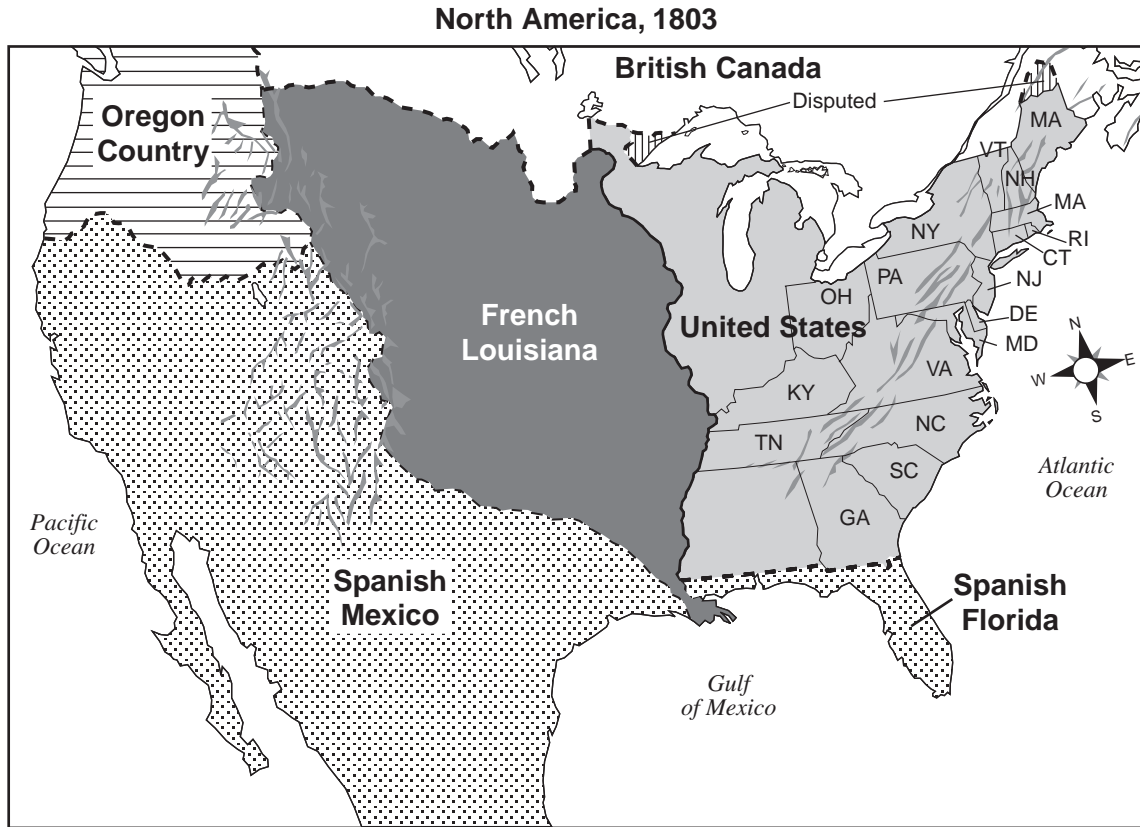
DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.

Part I

Answer all questions in this part.

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

Base your answers to questions 1 and 2 on the map below and on your knowledge of social studies.



Source: *Exploring American History*, Globe Book Company (adapted)

- 1 Which geographic feature was the boundary line between the United States and French Louisiana in 1803?
 - (1) Appalachian Mountains
 - (2) Great Lakes
 - (3) Mississippi River
 - (4) Rocky Mountains

 - 2 If the Great Plains were shown in this map, they would be located mostly in
 - (1) French Louisiana
 - (2) Spanish Mexico
 - (3) the Oregon Country
 - (4) the original thirteen states
-

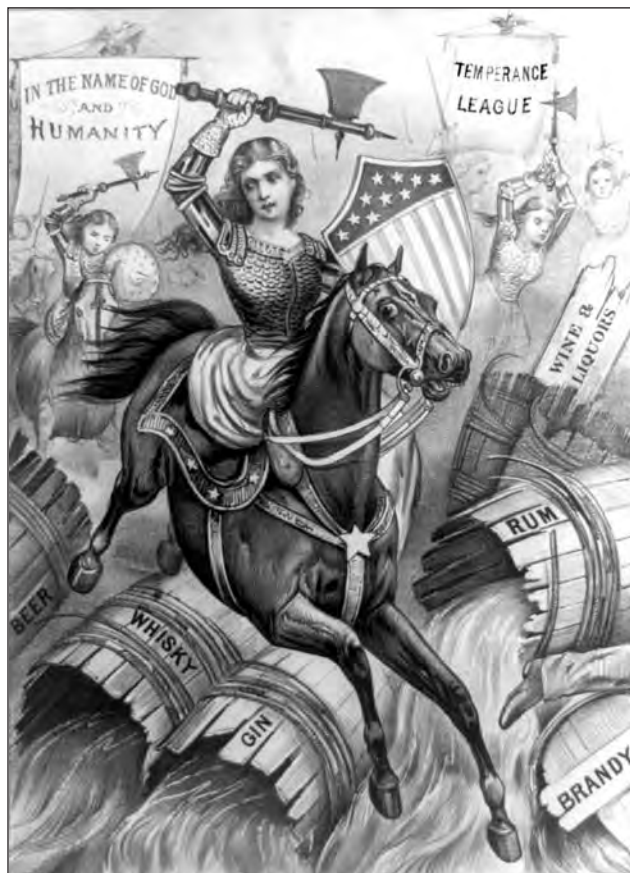
- 3 Which document included John Locke's idea that people have the right to overthrow an oppressive government?
- (1) Mayflower Compact
 - (2) Northwest Ordinance
 - (3) Declaration of Independence
 - (4) Bill of Rights
- 4 Many colonies objected to the Albany Plan of Union (1754) mainly because
- (1) the colonies had just been given representation in Parliament
 - (2) the plan gave too much power to Native American Indians
 - (3) threats to colonial safety had ended
 - (4) colonial assemblies did not want to give up their individual power
- 5 Thomas Paine's publication *Common Sense* was most influential in persuading American colonists to support
- (1) additional British taxes on the colonies
 - (2) colonial independence
 - (3) the Whiskey Rebellion
 - (4) continued ties with Great Britain
- 6 A major weakness of government under the Articles of Confederation was that
- (1) the large states received more votes in Congress than the small states did
 - (2) the national government could not enforce its laws
 - (3) too much power was given to the president
 - (4) state governments could not coin money
- 7 To address the concerns of many Antifederalists during the debate over ratification of the Constitution, the Federalists agreed that
- (1) political parties would be formed
 - (2) states would retain control of interstate commerce
 - (3) slavery would be eliminated by an amendment
 - (4) a bill of rights would be added
- 8 During the Constitutional Convention of 1787, the Great Compromise resolved a conflict over
- (1) presidential power
 - (2) the issue of nullification
 - (3) representation in Congress
 - (4) taxes on imports
- 9 The United States Constitution requires that a national census be taken every ten years to
- (1) provide the government with information about voter registration
 - (2) establish a standard for setting income tax rates
 - (3) determine the number of members each state has in the House of Representatives
 - (4) decide who can vote in presidential elections
- 10 According to the United States Constitution, the president has the power to
- (1) nominate federal judges
 - (2) declare war
 - (3) grant titles of nobility
 - (4) reverse Supreme Court decisions
- 11 In the 2000 presidential election, which aspect of the electoral college system caused the most controversy?
- (1) A state can divide its electoral votes among different candidates.
 - (2) States with few electoral votes have no influence on election outcomes.
 - (3) The selection of electors varies among states.
 - (4) The winner of the popular vote might not get the majority of the electoral vote.
- 12 In his Farewell Address, President George Washington advised the nation to avoid permanent alliances because he believed that the United States
- (1) would risk its security by involvement in European affairs
 - (2) had no need for the products or markets of Europe
 - (3) possessed military power superior to any European nation
 - (4) needed to limit European immigration

- 13 The decision in *Marbury v. Madison* (1803) expanded the power of the Supreme Court by
- (1) restricting the use of the elastic clause
 - (2) establishing the power of judicial review
 - (3) upholding the constitutionality of the National Bank
 - (4) interpreting the interstate commerce clause
- 14 Prior to 1850, what was a main reason the North developed an economy increasingly based on manufacturing while the South continued to rely on an economy based on agriculture?
- (1) Protective tariffs applied only to northern seaports.
 - (2) Geographic conditions supported different types of economic activity.
 - (3) Slavery in the North promoted rapid economic growth.
 - (4) Manufacturers failed to make a profit in the South.
- 15 The *Declaration of Sentiments*, adopted during the Seneca Falls Convention in 1848, is most closely associated with the rights of
- (1) immigrants
 - (2) enslaved persons
 - (3) Native American Indians
 - (4) women
- 16
- | |
|--|
| <p>I. Actions Taken by President Abraham Lincoln During the Civil War</p> <p>A. Increased the size of the army without congressional authorization</p> <p>B. Arrested and jailed anti-Unionists without giving a reason</p> <p>C. Censored some anti-Union newspapers and had some editors and publishers arrested</p> |
|--|
- Which statement is most clearly supported by these actions of President Lincoln?
- (1) Wartime emergencies led President Lincoln to expand his presidential powers.
 - (2) President Lincoln was impeached for violating the Constitution.
 - (3) Checks and balances effectively limited President Lincoln's actions.
 - (4) President Lincoln wanted to abolish the Bill of Rights.
- 17 In the late 1800s, the creation of the Standard Oil Trust by John D. Rockefeller was intended to
- (1) protect small, independent oil firms
 - (2) control prices and practices in the oil refining business
 - (3) increase competition among oil refining companies
 - (4) distribute donations to charitable causes
- 18 Passage of the Dawes Act of 1887 affected Native American Indians by
- (1) supporting their cultural traditions
 - (2) attempting to assimilate them into mainstream American culture
 - (3) forcing their removal from areas east of the Mississippi River
 - (4) starting a series of Indian wars on the Great Plains
- 19 The changes in American agriculture during the late 1800s led farmers to
- (1) grow fewer cash crops for export
 - (2) request an end to agricultural tariffs
 - (3) demand a reduced role for government in agriculture
 - (4) become more dependent on banks and railroads
- 20 The Supreme Court cases of *Wabash, St. Louis & Pacific R.R. v. Illinois* (1886) and *United States v. E. C. Knight Co.* (1895) were based on laws that were intended to
- (1) limit the power of big business
 - (2) support farmers' efforts to increase the money supply
 - (3) maintain a laissez-faire approach to the economy
 - (4) improve working conditions for immigrants
- 21 The Spanish-American War (1898) marked a turning point in United States foreign policy because the United States
- (1) developed a plan for peaceful coexistence
 - (2) emerged as a major world power
 - (3) pledged neutrality in future European conflicts
 - (4) refused to become a colonial power

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

Woman's Holy War

Grand Charge on the Enemy's Works



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

22 The “Holy War” illustrated in the cartoon was an effort to

- (1) recruit women soldiers
- (2) promote world peace
- (3) ban the sale of alcoholic beverages
- (4) spread Christian religious beliefs

23 Women gained a victory in the “war” shown in the cartoon through the

- (1) ratification of a constitutional amendment
 - (2) legalization of birth control
 - (3) expansion of missionary activities overseas
 - (4) repeal of national Prohibition
-

24 A primary reason for the establishment of the Open Door policy (1899) was to

- (1) protect United States trade in the Far East
- (2) gain control of the Panama Canal Zone
- (3) encourage Chinese immigration to the United States
- (4) improve relations with Russia

Base your answers to questions 25 and 26 on the statements below that discuss immigration laws in the early 20th century, and on your knowledge of social studies.

Speaker A: A literacy test as a requirement for immigration to the United States is reasonable. Great numbers of uneducated workers take jobs and good wages from our workers.

Speaker B: Requiring literacy of immigrants is unfair. It will keep people out because they lacked the opportunity to gain an education.

Speaker C: A literacy test will allow more people from northern and western Europe to enter. They are similar to the majority of the United States population.

Speaker D: Literacy is not an issue. The real purpose of this law is to discriminate against immigrants from certain parts of the world.

25 Supporters of literacy tests to restrict immigration would most likely favor the views of *Speakers*

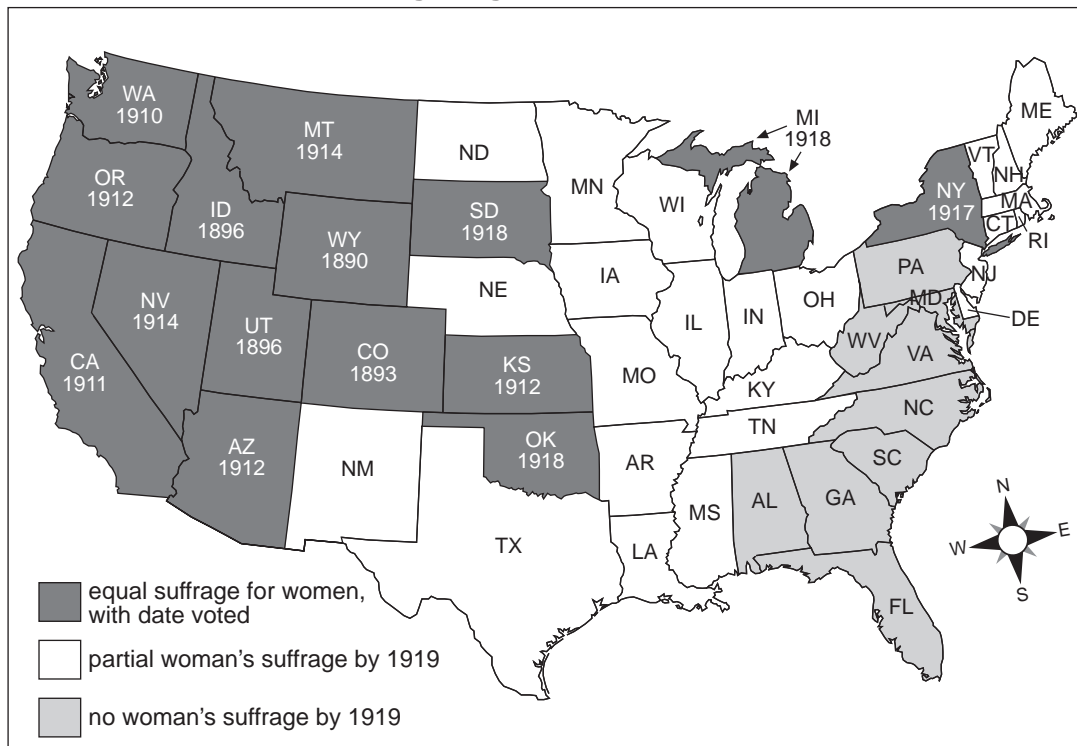
- (1) *A* and *C*
- (2) *B* and *C*
- (3) *B* and *D*
- (4) *A* and *B*

26 The immigrants referred to by *Speaker D* were mainly from

- (1) Canada and Mexico
 - (2) South America
 - (3) western Europe
 - (4) southern and eastern Europe
-

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

Suffrage Legislation, 1890–1919



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

27 What does the map show about woman's suffrage legislation before ratification of the federal woman's suffrage amendment in 1920?

- (1) Opposition to woman's suffrage was strongest in the New England states.
- (2) New York was the first state to grant women the right to vote in state elections.
- (3) State legislatures never gave women the right to vote.
- (4) Many western states granted women suffrage before passage of the 19th amendment.

28 During the Progressive Era, public demands for direct consumer protection resulted in passage of the

- (1) Pure Food and Drug Act
- (2) Fair Labor Standards Act
- (3) Underwood Tariff
- (4) income tax amendment

29 The Federal Reserve System helps to regulate

- (1) the annual federal budget
- (2) state sales tax rates
- (3) Social Security payments
- (4) the nation's money supply

30 Which issue was the focus of the Supreme Court decision in *Schenck v. United States* (1919)?

- (1) freedom of speech for war protesters
- (2) relocation of ethnic minority groups
- (3) use of detention camps for enemy aliens
- (4) integration of military forces

31 During the Harlem Renaissance of the 1920s, African American authors and artists used literature and art to

- (1) end segregation of public facilities
- (2) promote affirmative action programs
- (3) celebrate the richness of their heritage
- (4) urge voters to elect more African Americans to political office

32 Which economic condition was a major cause of the Great Depression?

- (1) high wages of industrial workers
- (2) deficit spending by the federal government
- (3) inability of industry to produce enough consumer goods
- (4) uneven distribution of income between the rich and the poor

33 The march of the “Bonus Army” and referring to shantytowns as “Hoovervilles” in the early 1930s illustrate

- (1) growing discontent with Republican efforts to deal with the Great Depression
- (2) state projects that created jobs for the unemployed
- (3) federal attempts to restore confidence in the American economy
- (4) the president’s success in solving social problems

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

The Galloping Snail



Source: Burt Thomas, *Detroit News* (adapted)


34 The cartoonist is commenting on President Franklin D. Roosevelt’s efforts to

- (1) veto several bills sent him by Congress
- (2) end New Deal programs
- (3) gain quick passage of his legislation
- (4) slow down the legislative process

35 Critics of the New Deal claimed that the Tennessee Valley Authority (TVA) and the Social Security System threatened the United States economy by

- (1) applying socialist principles
- (2) imposing unfair working hours
- (3) decreasing government spending
- (4) eroding antitrust laws

Base your answer to question 36 on the ration card shown below and on your knowledge of social studies.

ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT	ONE UNIT
Form OPA R-504				UNITED STATES OF AMERICA OFFICE OF PRICE ADMINISTRATION				
				GASOLINE RATION CARD Nº 6445685			B-3	
THE ACCEPTANCE AND USE OF THIS CARD CONSTITUTE AN AGREEMENT THAT THE HOLDER WILL OBSERVE THE RULES AND REGULATIONS GOVERNING GASOLINE RATIONING AS ISSUED BY THE OFFICE OF PRICE ADMINISTRATION								
OWNER'S NAME <u>W.B. Nichols</u>								
STREET ADDRESS <u>204 E. 6th Ave</u>								
CITY OR POST OFFICE <u>Rome</u> STATE <u>Ga</u>								
MAKE <u>Chevrolet</u> BODY STYLE <u>Sedan</u>								
VEHICLE REGISTRATION NO. <u>D84-599</u> STATE OF REGISTRATION <u>Ga</u>								
READ INSTRUCTIONS ON REVERSE SIDE OF THIS CARD								
								<u>W. B. Nichols</u> <small>(SIGNATURE)</small>

36 The use of this card, issued by the federal government, was intended to

- (1) help the automobile industry
- (2) support the troops in wartime
- (3) increase the use of gasoline
- (4) decrease the cost of automobiles

37 A goal of the Marshall Plan (1948) was to

- (1) rebuild Japan after World War II
- (2) provide military aid to the Warsaw Pact
- (3) establish a Pan-American military alliance system
- (4) provide economic aid to European nations threatened by communism

38 Which heading is most appropriate for the partial outline below?

I.

- A. The House Un-American Activities Committee
- B. Loyalty review boards
- C. Bomb shelters
- D. *Watkins v. United States* (1957)

- (1) Results of World War I
- (2) The Cold War at Home
- (3) Problems of Urbanization
- (4) Reactions to Immigration

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

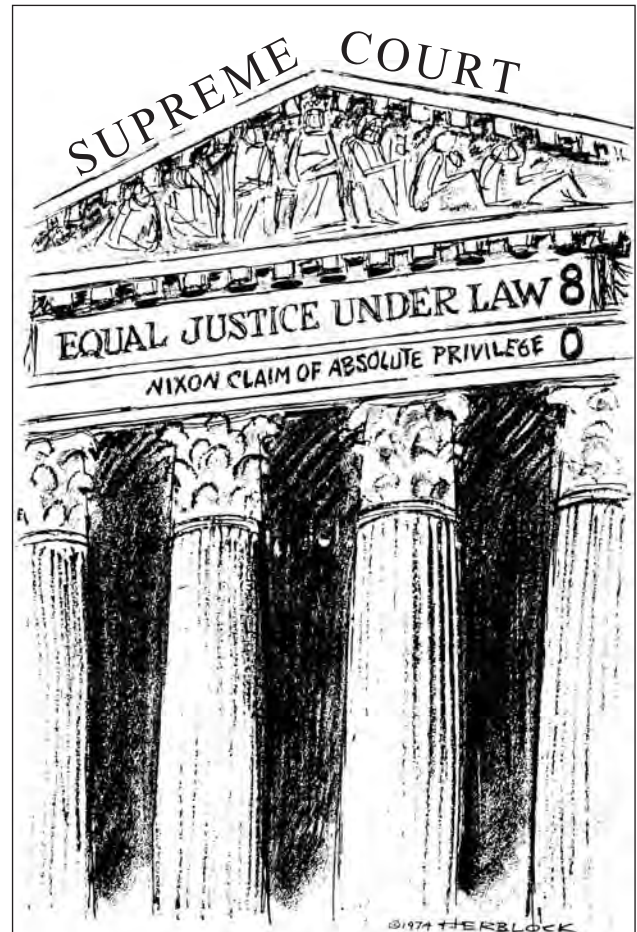
... Whenever normal agencies prove inadequate to the task and it becomes necessary for the Executive Branch of the Federal Government to use its powers and authority to uphold Federal Courts, the President's responsibility is inescapable.

In accordance with that responsibility, I have today issued an Executive Order directing the use of troops under Federal authority to aid in the execution of Federal law at Little Rock, Arkansas. This became necessary when my Proclamation of yesterday was not observed, and the obstruction of justice still continues. . . .

— President Dwight D. Eisenhower,
September 24, 1957

- 39 The situation described in this statement grew out of efforts to
- (1) uphold the Voting Rights Act
 - (2) pass a constitutional amendment ending poll taxes
 - (3) enforce the decision in *Brown v. Board of Education of Topeka*
 - (4) extend the Montgomery bus boycott to Little Rock
-

Base your answers to questions 40 and 41 on the cartoon below and on your knowledge of social studies.



Source: Herblock, *Washington Post*, 1974 (adapted)

- 40 The conflict that was the focus of the cartoon involved President Richard Nixon's attempt to
- (1) increase the number of troops in Vietnam
 - (2) withhold evidence in the Watergate scandal
 - (3) impose mandatory wage and price controls
 - (4) improve relations with the People's Republic of China
- 41 The cartoon illustrates the constitutional principle of
- (1) federalism
 - (2) checks and balances
 - (3) representative government
 - (4) civilian control of the military
-

- 42 Population increases that resulted from the baby boom of the 1950s and 1960s contributed to a
- (1) housing surplus
 - (2) drop in immigration
 - (3) reduction in government services
 - (4) rise in demand for consumer goods
- 43 The 1961 Bay of Pigs invasion and the 1962 missile crisis are conflicts directly related to United States relations with which two nations?
- (1) the Dominican Republic and Haiti
 - (2) Cuba and the Soviet Union
 - (3) China and Japan
 - (4) North Korea and South Korea
- 44 What was a central issue in the Supreme Court cases of *Gideon v. Wainwright* (1963) and *Miranda v. Arizona* (1966)?
- (1) freedom of religion
 - (2) voting rights
 - (3) rights of the accused
 - (4) property rights
- 45 The economic policies of President Ronald Reagan (1981–1989) and President George W. Bush (2001–present) are similar in that both
- (1) balanced the federal budget
 - (2) expanded welfare programs to end poverty
 - (3) used tax cuts to encourage economic growth
 - (4) decreased military spending
- 46 Since the 1990s, the primary issue concerning the health care system in the United States has been the
- (1) increasing cost of medical care
 - (2) shortage of prescription drugs
 - (3) safety of medical procedures
 - (4) reorganization of hospitals
- 47 Books such as *Uncle Tom's Cabin*, *How the Other Half Lives*, and *The Feminine Mystique* all show that literature can sometimes
- (1) expose government corruption
 - (2) cause violent revolution
 - (3) begin military conflict
 - (4) encourage social reform
- 48 The Progressive movement (1900–1920) was primarily a response to problems created by
- (1) abolitionists
 - (2) nativists
 - (3) industrialization
 - (4) segregation
- 49 The term *Dust Bowl* is most closely associated with which historical circumstance?
- (1) a major drought that occurred during the 1930s
 - (2) logging practices in the Pacific Northwest in the 1950s
 - (3) an increase in pollution during the 1960s
 - (4) the migration to the Sun Belt in the 1970s
- 50 The Camp David Accords and the Persian Gulf War both show the desire of the United States to
- (1) create stability in the Middle East
 - (2) expand trade with Asian nations
 - (3) maintain friendly relations with Europe
 - (4) provide economic stability in Latin America

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: Influence of Geographic Factors on Governmental Actions

Actions taken by the United States government have often been influenced by geographic factors. Some of these factors include location, climate, natural resources, and physical features.

Task:

Identify **two** actions taken by the United States government that have been influenced by geographic factors and for **each**

- State **one** reason the United States took the action
- Describe how a geographic factor influenced the action
- Discuss the impact of the action on the United States

You may use any action taken by the United States government that was influenced by a geographic factor. Some suggestions you might wish to consider include the Lewis and Clark expedition (1804–1806), issuance of the Monroe Doctrine (1823), Mexican War (1846–1848), Commodore Perry’s opening of Japan (1853), passage of the Homestead Act (1862), purchase of Alaska (1867), construction of the Panama Canal (1904–1914), entry into World War II (1941), passage of the Interstate Highway Act (1956), and involvement in the Persian Gulf War (1991).

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

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

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

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

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Since World War II, conflicts in Asia have played a major role in the Cold War. One of these conflicts arose in Vietnam. United States involvement in this conflict was sometimes controversial. The decision to send troops to Vietnam had a major impact on American society and on United States foreign policy.

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

- Explain the reasons for United States involvement in Vietnam
- Discuss the impact of the Vietnam War on American society
- Discuss the impact of the Vietnam War on United States foreign policy

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

. . . At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one.

One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression.

The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio, fixed elections, and the suppression of personal freedoms.

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation [control] by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way. . . .

Source: President Harry Truman, Address to Congress (Truman Doctrine), March 12, 1947

1a According to President Harry Truman, what is **one** problem when governments are controlled by the will of a minority? [1]

Score

b According to President Truman, what policy must the United States support? [1]

Score

Document 2a

. . . Communist aggression in Korea is a part of the worldwide strategy of the Kremlin to destroy freedom. It has shown men all over the world that Communist imperialism may strike anywhere, anytime.

The defense of Korea is part of the worldwide effort of all the free nations to maintain freedom. It has shown free men that if they stand together, and pool their strength, Communist aggression cannot succeed. . . .

Source: President Harry Truman, Address at a dinner of the Civil Defense Conference, May 7, 1951

2a According to President Harry Truman, why was it important for the United States to help defend Korea? [1]

Score

Document 2b

Another Hole in the Dike



Source: Fred O. Seibel, *Richmond Times-Dispatch*, May 5, 1953 (adapted)

2b Based on this cartoon, what problem did the United States face in Asia by 1953? [1]

Score

Document 3

THE NATURE OF THE CONFLICT

. . . The world as it is in Asia is not a serene or peaceful place.

The first reality is that North Viet-Nam has attacked the independent nation of South Viet-Nam. Its object is total conquest.

Of course, some of the people of South Viet-Nam are participating in attack on their own government. But trained men and supplies, orders and arms, flow in a constant stream from north to south.

This support is the heartbeat of the war. . . .

WHY ARE WE IN VIET-NAM?

Why are these realities our concern? Why are we in South Viet-Nam?

We are there because we have a promise to keep. Since 1954 every American President has offered support to the people of South Viet-Nam. We have helped to build, and we have helped to defend. Thus, over many years, we have made a national pledge to help South Viet-Nam defend its independence.

And I intend to keep that promise. . . .

Source: President Lyndon B. Johnson, Speech at Johns Hopkins University, April 7, 1965

3 According to President Lyndon B. Johnson, why was the United States involved in Vietnam? [1]

Score

Document 4a

... When the country looks to Lyndon Johnson these days, it gains the inescapable impression that Vietnam is America's top priority. Mr. Johnson uses the bully pulpit [power] of the Presidency (not to mention the Rose Garden) time and again to tell a painfully divided nation why it is fighting and must continue to fight in Southeast Asia. No amount of resistance—and it is growing—can blunt [lessen] his resolve. Few question his personal resolve on the Negro [African American] problem (he is, after all, the President who proclaimed “We Shall Overcome!” in a speech three years ago). But his public posture [position] here projects none of the sense of urgency that marks his Vietnam crusading. . . .

Source: “The Negro in America: What Must Be Done,” *Newsweek*, November 20, 1967

Document 4b



Source: Charles Brooks,
Birmingham News (adapted)

4 According to these documents, what were **two** effects of the Vietnam War on American society? [2]

(1) _____

Score

(2) _____

Score

Document 5a



Anti-Vietnam War protesters march down Fifth Avenue in New York City on April 27, 1968. The demonstration attracted 87,000 people and led to 60 arrests. Also on the 27th, some 200,000 New York City students boycotted classes.

Source: *The Sixties Chronicle*, Legacy Publishing

Document 5b

This article appeared in the *New York Times* three days after the Kent State shootings.

Illinois Deploys Guard

More than 80 colleges across the country closed their doors yesterday for periods ranging from a day to the remainder of the academic year as thousands of students joined the growing nationwide campus protest against the war in Southeast Asia.

In California, Gov. Ronald Reagan, citing “emotional turmoil,” closed down the entire state university and college system from midnight last night until next Monday. More than 280,000 students at 19 colleges and nine university campuses are involved.

Pennsylvania State University, with 18 campuses, was closed for an indeterminate [indefinite] period.

In the New York metropolitan area about 15 colleges closed, some for a day, some for the week, and some for the rest of the term.

A spokesman for the National Student Association said that students had been staying away from classes at almost 300 campuses in the country. . . .

Source: Frank J. Priol, *New York Times*, May 7, 1970

5 Based on these documents, state **two** ways the Vietnam War affected American society. [2]

(1) _____

Score

(2) _____

Score

Document 6

After the Vietnam War ended in 1975, large numbers of Vietnamese refugees settled in Westminster, California.

“Little Saigon” in Westminster, California



Source: Bailey and Kennedy, *The American Pageant*, D. C. Heath and Co., 1991

6 According to this photograph, how have Vietnamese immigrants contributed to American society? [1]

Score

Document 7

. . . Within sixty calendar days after a report is submitted or is required to be submitted pursuant to section 1543(a)(1) of this title, whichever is earlier, the President shall terminate any use of United States Armed Forces with respect to which such report was submitted (or required to be submitted), unless the Congress (1) has declared war or has enacted a specific authorization for such use of United States Armed Forces, (2) has extended by law such sixty-day period, or (3) is physically unable to meet as a result of an armed attack upon the United States. Such sixty-day period shall be extended for not more than an additional thirty days if the President determines and certifies to the Congress in writing that unavoidable military necessity respecting the safety of United States Armed Forces requires the continued use of such armed forces in the course of bringing about a prompt removal of such forces. . . .

Source: War Powers Act, 1973

- 7 Based on this document, state **one** way in which the War Powers Act could limit United States involvement in foreign conflicts. [1]

Score

Document 8

. . . Fourteen years after the last United States combat units left Vietnam, at least 15 men who were there have made their way into Congress.

Each Draws His Own Lesson

Some are Republicans, like Representative David O'B. Martin of upstate New York; some are Democrats, like Representatives H. Martin Lancaster of North Carolina and John P. Murtha of Pennsylvania; some are conservatives, and some are liberals. Each has drawn his own lesson from having participated in the war, and each applies the experience in his own way to the issues of foreign policy he confronts as a legislator.

Some support military aid to the Nicaraguan rebels, some oppose it. A few favored sending the Marine contingent to Beirut in 1982, though most say they had grave reservations. Some see the Soviet threat in larger terms than others.

But the Vietnam experience has given almost all of them a sense of seasoned caution about using American military power without having the broad support of the American people. And this translates into some sober views on the limitations of force, especially in impoverished countries torn by internal strife. . . .

Source: David K. Shipler, "The Vietnam Experience and the Congressman of the 1980's," *New York Times*, May 28, 1987

- 8 According to this article, how has the experience of many Congressmen who served in Vietnam affected their views on when to use American military force? [1]

Score

Document 9

Comments on United States participation in Operation Desert Storm and Persian Gulf War, 1991

“By God, we’ve kicked the Vietnam syndrome once and for all!” So said President George Bush in a euphoric [joyful] victory statement at the end of the Gulf War, suggesting the extent to which Vietnam continued to prey on the American psyche more than fifteen years after the fall of Saigon. Indeed the Vietnam War was by far the most convulsive and traumatic of America’s three wars in Asia in the 50 years since Pearl Harbor. It set the U.S. economy on a downward spiral. It left America’s foreign policy at least temporarily in disarray, discrediting the postwar policy of containment and undermining the consensus that supported it. It divided the American people as no other event since their own Civil War a century earlier. It battered their collective soul.

Such was the lingering impact of the Vietnam War that the Persian Gulf conflict appeared at times as much a struggle with its ghosts as with Saddam Hussein’s Iraq. President Bush’s eulogy for the Vietnam syndrome may therefore be premature. Success in the Gulf War no doubt raised the nation’s confidence in its foreign policy leadership and its military institutions and weakened long-standing inhibitions against intervention abroad. Still it seems doubtful that military victory over a nation with a population less than one-third of Vietnam in a conflict fought under the most favorable circumstances could expunge [erase] deeply encrusted and still painful memories of an earlier and very different kind of war. . . .

Source: George C. Herring, “America and Vietnam: The Unending War,” *Foreign Affairs*, Winter 1991/92

9 According to this document, what was **one** impact of the Vietnam War on United States foreign policy? [1]

Score

Part B

Essay

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

Historical Context:

Since World War II, conflicts in Asia have played a major role in the Cold War. One of these conflicts arose in Vietnam. United States involvement in this conflict was sometimes controversial. The decision to send troops to Vietnam had a major impact on American society and on United States foreign policy.

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

- Explain the reasons for United States involvement in Vietnam
- Discuss the impact of the Vietnam War on American society
- Discuss the impact of the Vietnam War on United States foreign policy

Guidelines:

In your essay, be sure to:

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

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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Thursday, January 25, 2007 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Student Sex: ☐ Male
☐ Female

Teacher

School

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

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

Part I

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

No.
Right

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

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

Signature

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 25, 2007 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> and select the link "Examination Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and at least one more time before the final scores for the examination are recorded.

Contents of the Rating Guide

For both **Part II** (thematic) and **Part III B** (DBQ) essays:

- 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

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

- A question-specific rubric

Mechanics of Rating

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

United States History
and Government
January 25, 2007

Part I

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Scoring the Part I Multiple-Choice Questions

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

Rating the Essay Questions

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

- (1) Follow a similar procedure for training raters.
- (2) The scaffold questions need only be scored by one rater.
- (3) The scores for each scaffold question may be recorded in the student's examination booklet.

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score. The chart located at the end of these scoring materials must be used for determining the final examination score.

United States History and Government
Content-Specific Rubric
Thematic Essay—January 2007

Theme: Influence of Geographic Factors on Governmental Actions

Actions taken by the United States government have often been influenced by geographic factors. Some of these factors include location, climate, natural resources, and physical features.

Task: Identify *two* actions taken by the United States government that have been influenced by geographic factors and for *each*

- State *one* reason the United States took the action
- Describe how a geographic factor influenced the action
- Discuss the impact of the action on the United States

You may use any action taken by the United States government that was influenced by a geographic factor. Some suggestions you might wish to consider include the Lewis and Clark expedition (1804-1806), issuance of the Monroe Doctrine (1823), Mexican War (1846-1848), Commodore Perry's opening of Japan (1853), passage of the Homestead Act (1862), purchase of Alaska (1867), construction of the Panama Canal (1904-1914), entry into World War II (1941), passage of the Interstate Highway Act (1956), and involvement in the Persian Gulf War (1991).

Scoring Notes:

1. This thematic essay has a minimum of *six* components (*one* reason for *two* actions taken by the United States government, how geographic factors influenced these *two* actions, and the impact of these *two* actions on the United States).
2. A response may combine the influence of the geographic factor with the reason for the action taken by the United States. Likewise, a response may incorporate the influence of the geographic factor into the discussion of the impact of the action.
3. Immediate or long-term impacts of the actions taken by the United States government may be discussed.
4. The same geographic factor may be used to discuss both actions, e.g., strategic location could be used in a discussion of the Monroe Doctrine and in a discussion of the building of the Panama Canal.

Score of 5:

- Thoroughly develops *all* aspects of the task in depth by identifying *two* actions taken by the United States government that were influenced by geographic factors, stating a reason the United States took each action, describing how a geographic factor influenced each action, and discussing the impact of each action on the United States
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *Lewis and Clark expedition*: Jefferson justified the purchase of Louisiana with his dream for an “empire of liberty”; added to knowledge of the territory by studying native cultures and performing scientific studies; opened the way for western settlement and strengthened claims to Oregon; showed transcontinental journeys were possible; *construction of the Panama Canal*: although building the canal through Panama was the ideal geographic location, getting the rights to build a canal was the great challenge; due to its location and size, the isthmus of Panama was a wise choice to place a canal for international use
- Richly supports the theme with relevant facts, examples, and details, e.g., *Lewis and Clark expedition*: President Jefferson in one bold move had doubled the size of the United States; United States wanted to control trade on the Mississippi River by controlling the port of New Orleans; Lewis and Clark kept extensive journals; *construction of the Panama Canal*: sea route prior to the canal was around the tip of South America through treacherous waters and storms; the United States supported the Panamanians’ revolt against Colombian rule
- 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 unevenly by discussing all aspects for one action more thoroughly than for a second action *or* by discussing some aspects of the task for both actions more thoroughly than other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *issuance of the Monroe Doctrine*: the protection of Latin America was important to the United States because of Latin America's close proximity; President Monroe knew that the Monroe Doctrine would be effective because of the implicit backing of the British navy; *Mexican War*: the United States wanted lands west of Texas and winning a war with Mexico was one means of achieving that goal; the Mexican Cession would cause sectional controversy over slavery and popular sovereignty
- 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 (apply, may analyze, and/or evaluates information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

Geography has been an influence on the United States in many of its major decisions. There are two that stand out namely the Monroe Doctrine, issued in 1823, and the Mexican American War fought from 1846 to 1848. Being close neighbors with Latin America, the United States had the means and interests to protect it. The United States emphasis on Manifest Destiny also inclined it to go to war for territorial gain.

The Monroe Doctrine was a foreign policy statement passed by Secretary of State John Quincy Adams during the Monroe Presidency. Recognizing a threat from Europe on the development and integrity of Latin America, the United States declared that further colonization in the Western Hemisphere would be seen as a militant action and that the US would defend Latin America from foreign invaders. The protection of Latin America was important to the United States as it was close geographically and the recolonization by European powers in Latin America could threaten the United States' ability to expand and trade effectively in the region.

The fact that Europe was across the Atlantic Ocean was also important. Colonization of the Western Hemisphere would require use of the sea, which was largely controlled by the British naval fleet. Great Britain supported the protection of Latin America as long as existing colonies were allowed to remain. In fact, the nation proposed that it and the United States should issue a joint statement, but not wanting to risk political unity of the US and Britain in the eyes of the world, Monroe declined, and instead passed a unilateral doctrine. He knew that with the implicit

backing of the British fleet, Europe could do no more than ~~hawk~~ at the Monroe Doctrine.

With the United States only controlling a portion of North America, European expansion threatened that of the United States. Dispute over the Oregon territory had already proved apparent as Russia, Britain, Spain, and the United States all staked a claim to it. Spain gave up its claim in the Adams-Onís Treaty and Russia ^{thereafter} ~~thereafter~~, so ^{contention} ~~contention~~ was mainly between the US and Britain. Without the territories of California and only lands bordering the United States, Monroe feared European intervention in Mexican lands as well.

The success of the Monroe Doctrine assured American dominance of Latin American trade and often, policy. The Monroe Doctrine and later, the Roosevelt Corollary allowed the United States to intervene in Cuba during the Spanish-American War and serve as a fault facilitator in Latin American disputes. Some Americans even became inspired to colonize the region shown in the Ostend Manifesto, a plan under Taylor to colonize Cuba, and the Walker Expedition, in which Nicaragua was briefly controlled by an American-born John Walker.

The Mexican-American War was also influenced by geography. The conflict stemmed from the claim of the Mexican government that its border ~~with~~ with Texas was at the Nueces River, while the US claimed the Rio Grande to be the true boundary. Pres. James K. Polk sent John Slidell to settle the matter, and then sent troops under the command of Taylor into the disputed

region after Slidell failed. Although officially US declaration of War was a result of firing upon the US troops, the prevailing feeling of Manifest Destiny in the US was probably the true reason. "Doves" called for "spot resolutions," as they doubted US troops were not beyond the Rio Grande River and had not provoked attack. Doves were quickly dismissed by the pro-war hawks under the lead of President Polk, and they passed a declaration of war in Congress.

The United States was geographically "incomplete" and during the war, Polk sent out troops to decisively take over the land of California as well as present day New Mexico, Arizona, Utah, and other western states. The US-Mexican land boundary allowed for an easy campaign against the nation.

The war ended with the passage of the Treaty of Guadalupe-Hidalgo. It granted the US lands known as the "Mexican cession," which consisted of California and two other large territories - Utah and New Mexico. The Mexican-Texas border was set at the Rio Grande and the US needed only to pay \$20 million to Mexico. The impact of this was far more than territorial gain. The Mexican Cession would cause sectional controversy over slavery and popular sovereignty. They also allowed for the building of a transcontinental railroad after the Gadsden Purchase.

In conclusion, geography affected US foreign policy.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task in depth for the issuance of the Monroe Doctrine and for fighting the Mexican War by stating a reason the United States took each action, describing how a geographic factor influenced each action, and discussing the impact of each action on the United States
- Is more analytical than descriptive (*Monroe Doctrine*: Europe was across the Atlantic Ocean; colonization of the Western Hemisphere would require the use of the sea, which was largely controlled by the British naval fleet; the protection of Latin America was important to the United States as it was close geographically and the re-colonization by European powers in Latin America could threaten the United States ability to expand and trade effectively in the region; with the implicit backing of the British fleet, Europe could do no more than balk at the Monroe Doctrine; *Mexican War*: although officially the United States declaration of war was a result of the firing on United States troops, the prevailing feeling of Manifest Destiny in the United States was probably the true reason; the Mexican Cession would cause sectional controversy over slavery and popular sovereignty; allowed for building a transcontinental railroad after the Gadsden Purchase)
- Richly supports the theme with relevant facts, examples, and details (*Monroe Doctrine*: penned by Secretary of State John Quincy Adams; Adams-Onís Treaty; Ostend Manifesto; Walker expedition; *Mexican War*: “spot resolutions;” John Slidell; Nueces River; Treaty of Guadalupe Hidalgo)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a brief conclusion.

Conclusion: Overall, the response fits the criteria for Level 5. This response does a particularly fine job of thoroughly developing all aspects of the task, using many analytical statements and specific historical detailed information while remaining focused on the theme of the influence of geographic factors on government actions. These content strengths outweigh the weakness of the conclusion.

Since its birth, the influence of geographic factors have influenced some of the actions taken by the United States. Some of these geographic factors include location, natural resources and physical features. The Lewis and Clark Expedition and the construction of the Panama Canal represent two actions taken by the United States through the influence geographical factors.

The Lewis and Clark Expedition represented ^{just} one of the earlier actions by the United States to do something based on geography. The expedition was a survey of the newly acquired land purchased by the United States from France. President Thomas Jefferson had a dream of a nation of small farmers. He felt that those with land were the most trustworthy in placing the power of the government on. Jefferson felt that the purchase of Louisiana would be the realization of his dream. Louisiana was ~~to~~ located right next to the western boundary of the United States (Mississippi River). It contained a vast wilderness of unsettled land and rivers which could be used to transport goods. The purchase of Louisiana did several things for the United States. First it doubled the size of the nation. Secondly, new industries would later be expanded or created due to it. For example, the cattle industry expanded out west because it gave more land for the cattle to graze and insure their health. Another example, is the

growth of the railroads because it allowed for connection between different parts of the country. Their importance would be realized after the Civil War when manufactured products and raw materials needed to be moved across the nation.

The construction of the Panama Canal represents a more modern example of how geography has influenced actions taken by the United States. Whenever a person wanted to ship a package from New York to California it would ~~be~~ always take about 3-4 months to arrive in California. The reason behind this was that the ship would have to travel all the way down the east coast of the American continents and go around the Southern tip of South America and then travel up north on the west coast of the American continents until it reached California. Many saw this as a problem and felt that a canal was needed. Unfortunately, the Mainland United States had no narrow strip of land that could be converted into a canal connecting the Atlantic and Pacific Oceans. The U.S. had to expand the possibility and decided Panama was the ideal place.

Although building the canal through Panama was the ideal geographic location, getting the right to build a canal was the great challenge.

At the time Panama was owned by Colombia. The United

States ended up having to support a Panamanian revolt in order to secure Panamanian independence from Colombia because Colombia wouldn't agree to the \$10 million offer by the United States. The new independent Panamanian republic quickly agreed to the \$10 million deal that Colombia had rejected. After its creation the speed at which products sent to either west or east coast of the U.S. sped up and saved a lot more time. Insurance rates on ships dropped because when ships traveled the old path they faced to possibility of severe weather at the southern tip of South America. Due to its location and size Panama was a wise choice to place a canal for international use. It increased trade for the United States. Additionally this allowed the us to move its naval fleet faster from coast to coast.

The actions committed by the United States have been influenced by geographic factors. These actions have managed to help create a stronger economy for the United States.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task in depth for the Lewis and Clark expedition and for the construction of the Panama Canal by stating a reason the United States took each action, describing how a geographic factor influenced each action, and discussing the impact of each action on the United States
- Is more analytical than descriptive (*Lewis and Clark*: Louisiana Purchase contained a vast wilderness of unsettled land and rivers which could be used to transport goods; new industries would later be expanded or created; the growth of the railroads allowed for connection between different parts of the country; railroads' importance would be realized after the Civil War when manufactured products and raw materials needed to move across the nation; *Panama Canal*: although building the canal through Panama was the ideal geographic location, getting the rights to build a canal was the great challenge; due to its location and size, Panama was a wise choice to place a canal for international use)
- Richly supports the theme with relevant facts, examples, and details (*Lewis and Clark*: Louisiana was located right next to the western boundary of the United States—the Mississippi River; Jefferson's dream of a nation of small farmers; doubled the size of the nation; *Panama Canal*: severe weather at the southern tip of South America; Colombia would not agree to the \$10 million offer by the United States)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that goes somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Much analysis and detailed information is used throughout the response. Although the response does not focus explicitly on the geographic theme, the content reflects a good understanding of how geographic factors have influenced United States government actions.

Many actions taken by the United States government have been influenced by geographical factors. Location especially has played a major role in the development of the country. The construction of the Panama Canal and the annexation of Hawaii are two examples of government action due to geographical benefit.

The construction of the Panama Canal in the early 20th century was due to a need for speed and travel sufficiency. The United States as well as other nations thought it critical that they find a quicker route to the Pacific. Going around South America was just too long and time consuming. The decision to build a canal in Panama was taken for it was the "thinnest" part of Central America. Because the area was a lot smaller than anywhere else and the land also contained many lakes and rivers, building a canal there would be more cost effective and easier. The ~~land~~^{canal} turned out to be very reliable for the U.S. Ship, especially war vessels, were able to go from the ocean to oceans in a faster amount of time. This construction would benefit the US Navy in WWI and WWII and eventually all the other nations.

The annexation of Hawaii by the U.S. was another action taken by the gov. because of its geographical location. Because Hawaii was located far into the Pacific Ocean, it would serve as a stopping point between the United States and Asia. Ship could be re-fueled, and other necessities could be obtained there. At the time around the annexation of Hawaii, the US had implemented a military base on one of the Hawaiian islands. This allowed for war ships to station there before the call to go to arms was made in the east. This base was a good addition to the U.S. military, especially since it was closer to Asia than the continental

U.S. But it also allowed Japan to be closer to American Forces. The Attack on Pearl Harbor in Hawaii was a rough blow to the U.S. military. Because Hawaii was closer than the U.S. land mass, its location allowed Japan to attack more easily. The geographical location of Hawaii, and the government decision to annex them, can be considered to have both a negative and positive effect.

The construction of the Panama Canal and the Annexation of Hawaii were both actions taken by the U.S. government because of their geographical locations. Both can be considered a positive action made and are still effective today. The Canal is still in use and Hawaii is another addition to United States.

Anchor Level 4-A

The response:

- Develops all aspects of the task for construction of the Panama Canal and for the annexation of Hawaii
- Is more analytical than descriptive (*Panama Canal*: the United States as well as other nations thought it critical that they find a quick route to the Pacific; the decision to build a canal in Panama was taken for it was the “thinnest” part of Central America; the canal turned out to be very reliable for the United States ships, especially war vessels; *Hawaii*: because Hawaii was located far into the Pacific Ocean, it would serve as a stopping point between the United States and Asia; the government decision to annex them can be considered to have both a negative and positive effect)
- Supports the theme with relevant facts, examples, and details (*Panama Canal*: South America; also contained many lakes and rivers; would benefit the United States navy in World War I and World War II; ocean to ocean; *Hawaii*: the attack on Pearl Harbor; Pacific Ocean; military base)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response best fits the criteria for Level 4. The response contains some good analysis but lacks the amount of detailed historical information that would be found in a level 5 response.

Throughout American history, the United States government has made innumerable important decisions, all of which have affected the ~~the~~ nation. Actions have been taken for numerous reasons, one ~~of~~ ~~reason~~ being geographic factors. The geography of the world, including the location ~~of~~ and natural resources of a place, can be greatly important to a country. For this reason, the United States has made many decisions, including sending out the Lewis and Clark expedition, and building the Panama canal. Both of these decisions were based upon geographic factors, and have been key in the history of the United States.

In 1804, President Thomas Jefferson sent out an expedition led by two men, Lewis and Clark, to explore land west of the Mississippi River. Jefferson had ~~pur~~ asked Napoleon for the port of New Orleans, but was offered the whole of Louisiana and much land above it. When Jefferson accepted, he doubled the size of the country. At the time, it was clear that a very important event had occurred. The government was suddenly in possession of a wealth of new land full of unlimited possibilities. Jefferson realized though that in ^{order} ~~order~~ to be able to fully utilize this new land, the nation needed to understand what was there.

The expedition of Lewis and Clark was designed to give the US government knowledge of what type of land lay to the west, what people were there, and how the land could be used. Geographically speaking, this expedition ~~noticed~~^{helped} the ~~go~~ country to realize what natural resources it had gained in this purchase. Lewis and Clark also ~~passed~~ helped make future expansion possible. While on their travels, they drew up maps, and took accounts of Native American tribes they encountered.

Another important, geography influenced action taken by the United States was the building of the Panama Canal. Begun by President Theodore Roosevelt, the canal was meant to create a more direct waterway between the Atlantic and Pacific Oceans. The United States government recognized that the construction of the ~~pathway~~ canal would not only facilitate trade, goods shipped from Boston to California no longer needed to go around South America, but it would be a source of revenue for the country. Before the canal, there was no direct waterway to ship goods or people from ocean to ocean. Geographically, the canal provided a new path and helped trade. The United States and other nations have benefited from the canal. Although the canal no longer belongs to the US, and therefore the government receives no taxes from it, the

trade route is still used to the benefit of the country.

From the country's conception to today, geography has continually affected government actions. The importance of location and natural resources have led not only to Lewis and Clark and the Panama Canal, but to other decisions, exploration, and even war. These decisions and actions ~~continue to~~ live on, continually affecting the future of America.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the Lewis and Clark expedition and for the construction of the Panama Canal
- Is both descriptive and analytical (*Lewis and Clark*: Jefferson realized though that to be able to fully utilize this new land, the nation needed to understand what was there; Lewis and Clark also helped make future expansion possible; *Panama Canal*: the canal was meant to create a more direct waterway between the Atlantic and Pacific Oceans; the United States government recognized that the construction of the canal would not only facilitate trade, but it would be a source of revenue for the country; the United States and other nations have benefited from the canal)
- Supports the theme with relevant facts, examples, and details (*Lewis and Clark*: to explore land west of the Mississippi River; Jefferson had asked Napoleon for the Port of New Orleans; doubled the size of the country; they drew up maps and took accounts of Native American tribes they encountered; *Panama Canal*: President Theodore Roosevelt; shipping from Boston to California no longer needed to go around South America; the canal no longer belongs to the United States)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. This response does not have the depth of analysis and detailed information that is commonly found in a Level 5 response. While the discussion of the reason the United States took both actions is good, the lack of supporting details in the discussion of the impact of both actions weakens the response.

The United States has always had a desire to explore new lands and expand its borders. However, the geographic landscape has often affected the actions the government takes to achieve its goals. The Lewis and Clark Expedition and the building of the Transcontinental Railroad are prime examples of geographic factors influencing governmental decisions and actions.

The Lewis and Clark Expedition was supported by government because the government wanted to know more about the land that it had recently acquired in the Louisiana Purchase. Lewis and Clark were instructed to draw maps, document wildlife and record any interactions with Native Americans. Their expedition was designed to help the people east better understand the untamed lands of the west.

Jefferson was interested in finding an all water route to the Pacific so he directed them to begin their explorations by following the course of the Missouri River. In order to travel down the Missouri and other rivers, they had to build large boats. They also had to plan on how to travel over the Rocky mountains to reach the Pacific Ocean. Lewis and Clark had to endure hot summers and cold winters in the Rockies.

The work of Lewis and Clark paved the way for future explorers. Their maps and documents helped others to tame the wilderness and also opened the area for future settlement. They met a number of Native American tribes and in some cases they worked out treaties and made

friends with them.

The Transcontinental Railroad was built to join this country together. The railroad connected the east coast and the west coast. The government gave the railroads huge land grants because it hoped this railroad would allow for the shipment of people and goods to flow more easily across the country. Also, the government hoped the railroad would open up the west to settlers.

Building the railroad proved to be a difficult task due to the geographic landscape of the United States. The railroad companies had to figure out how to blast through the treacherous Rockies and also how to survive while building through the desert. Since this required a great deal of money, the government also gave subsidies as well as the land grants to the railroads.

The railroad completion had a great impact on the United States. It improved transportation and did open up western lands for settlement. It began the building of other railroads across the country which only helped to prosper the economy in the United States.

Geographic features have influenced government actions throughout history. Physical features, climate, and location all play a part when government makes decisions. Lewis and Clark and ^{the} Transcontinental Railroad were examples of landscape affecting governmental actions.

Anchor Level 4-C

The response:

- Develops all aspects of the task by discussing the Lewis and Clark expedition and the building of the transcontinental railroad
- Is both descriptive and analytical (*Lewis and Clark*: supported by the government because the government wanted to know more about the land that it had recently acquired; their expedition was designed to help the people in the East better understand the untamed lands of the West; the landscape of the western United States proved to be difficult at times for Lewis and Clark to traverse; *transcontinental railroad*: it improved transportation and opened up western lands for settlement; the railroad companies had to figure out how to blast through the treacherous Rockies; since building the railroad required a great deal of money, the government gave subsidies)
- Supports the theme with relevant facts, examples, and details (*Lewis and Clark*: Louisiana Purchase; instructed to draw maps, document wildlife, and record any interactions with Native Americans; Missouri River; hot summers and cold winters; *transcontinental railroad*: government gave railroads huge land grants; the railroad connected the east coast and the west coast)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are little more than a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response includes more analysis than is typically found in a Level 3 response. Some historical facts and details supplement a somewhat surface treatment of the task.

Geographical Features often influence decisions by nations. Many of the United States' decisions came through geographic problems ~~and~~ or features. These geographic features help make the US decide what to do and how to do it. The construction of the Panama Canal and the involvement in the Persian Gulf War were influenced by ~~so~~ geographic features and resources.

In the early 20th century the United States had become an industrial powerhouse in the world. The US traded with many countries around the world. When it came to trading with the east, and also trading with the west coast of the US by ships, a problem arose. It took a great amount of time and money to get from the industry on the Eastern Seaboard to the ports in ~~the~~ Asia. The problem was they had to go all the way around south America. The US realized they needed some way to cut the travel time and costs down. The United States needed a canal cut somewhere through Central America. Panama was finally selected for the country to have the canal. However, the Panamanian government did not want to cooperate. The US sent in troops to start a coup. They overthrew the current government with a new one that supported the canal. The canal was finished in 1914 and helped greatly with trade to Asia.

In the late 1980s the US had growing interest in the middle east. This interest was primarily fueled by oil. The middle east had many oil fields which the US had control of. In 1991 the Iraqis invaded ~~Kuwait~~ Kuwait. The Iraqis wanted to take over the oil pipeline and the main port where oil was exported from. The

Anchor Paper – Thematic Essay—Level 3 – A

US felt this threatened their economy and the oil they needed. The US went in with the military to kick the Iraqis out. The war was very short but very meaningful. The US had ~~defend~~ defended a nation not because Iraq hurt Kuwait, ~~but~~ but that it had harmed the US. They thought their economy was in trouble and might not be able to function without the use of middle eastern oil. This decision to go to war was based on a natural resource which the US needed.

The United States has based many of its decisions on geographical influences. They try to do what is best for them based on the geographics of a particular area.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth for the construction of the Panama Canal and for involvement in the Persian Gulf War, but does not discuss the impact of either action
- Is more descriptive than analytical (*Panama Canal*: in the early 20th century, the United States had become an industrial powerhouse in the world; it took a great amount of time and money to get from the industry on the eastern seaboard to the ports in Asia; the United States realized they needed some way to cut the travel time and costs down; *Persian Gulf War*: the United States had defended a nation not because Iraq hurt Kuwait but that it had harmed the United States; the Middle East had many oil fields which the United States had control of; the United States thought their economy was in trouble and might not be able to function without the use of Middle Eastern oil; this decision to go to war was based on a natural resource which the United States needed)
- Includes some relevant facts, examples, and details (*Panama Canal*: Central America; overthrew the current government; trade to Asia; *Persian Gulf War*: Iraqis invaded Kuwait; wanted to take over the oil pipeline and the main port where oil was exported; United States went in with the military to kick the Iraqis out); includes an inaccuracy (*Panama Canal*: the Panamanian government did not want to cooperate)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. Most aspects of the task are developed in some depth. The response contains a mix of analysis and descriptive historical information that is typical of a Level 3 response.

History cannot be separated from the geographic conditions that surround it. The location, physical features, and resources of the American Continent have all had a profound effect on the United States Government. The long ~~Standard Standing~~ U.S. policy of isolationism and the Interstate Highway Act are two very different examples of geography influencing government action.

George Washington, in his Farewell Address, warned the then young American about entanglement in European affairs. In keeping with this sentiment, the United States avoided foreign war for the ~~larger~~ larger part of the 19th century. The geographic location of the United States was the principle factor in making this isolationist stance possible. In other words, was the United States not protected by 3,000 miles of ocean on either side, it surely would have not avoided conflict as well. Indeed, it was only when technology began to "eat away" at our oceans, first in WWI and then in WWII, that the U.S. took an active, more permanent role in world affairs. Another result of this geographic ~~induced~~ induced isolation was the burgeoning of American industry and economic self sufficiency.

The Interstate Highway Act was passed in 1956 under the Eisenhower administration as a means of bettering the United States' defense capabilities during the Cold War. The bill called for the creation of a new highway system. It was designed to be a network of well made interstates that traversed the broad nation. It allowed for the fast transportation of defense materials and other goods. Highways were constructed through those natural formations that facilitated travel, namely plains or river valleys. Suburbs grew tremendously ~~as a result~~^{as} another result of the Act. The average American could ^{now} travel easily from home to work.

These two government actions demonstrate that, while history is largely made up of government policy, geography ~~often~~ often influences and shapes that policy.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for the United States policy of isolationism and for the passage of the Interstate Highway Act
- Is more descriptive than analytical (*isolationism*: the United States avoided foreign war for the larger part of the 19th century; was the United States not protected by 3,000 miles of ocean on either side, it surely would have not avoided conflict as well; it was only when technology began to “eat away” at our oceans, first in World War I and then in World War II, that the United States took an active, more permanent role in world affairs; resulted in economic self-sufficiency; *Interstate Highway Act*: passed as a means of bettering the United States defense capabilities during the Cold War; designed to be a network of well-made interstates that traversed the nation; suburbs grew tremendously as another result of the Act; average American could now travel easily from home to work)
- Includes some relevant facts, examples, and details (*isolationism*: George Washington, in his Farewell Address, warned the then young America about entanglement in European affairs; *Interstate Highway Act*: Eisenhower administration; highways were constructed through natural formations that facilitated travel, namely plains or river valleys)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. All aspects of the task are developed with little depth. Some analytical statements of the impact of these actions are included, but these statements are not developed.

Throughout American history, decisions have been made based on geographic features. A few examples of this is The Lewis and Clark expedition and the construction of the Panama Canal. Decisions in both of those examples were made with geographic features in mind. Both of those decisions had a huge impact on America.

When Europeans first found America, the only inhabitants were Native Americans. When we took the land from them, we didn't have any information on how big the continent was. In order to find out how far America stretched, we needed to send out explorers to map the land. Because we had no idea on what was out west, we needed highly skilled explorers that could handle any geographic features.

Lewis and Clarke were sent out in 1804 to map out the entire country of America. They came across many Indian tribes that were friendly and numerous tribes that wanted to kill them. They also had to climb over the Rocky Mountains. Despite all the adversity, Lewis and Clarke reached the Pacific Ocean. They gave us one of America's first accurate maps. Without the bravery of Lewis and Clarke, Western America may have never been

mapped out.

One problem facing many traders and explorers was that from the ^{most} northern part of Canada to the most southern tip of South America, there was no route in which ships could go through. If a ship wanted to get to the other side of our continent, they had to sail all the way down under South America and around. Another problem with this is that the water around the southern most tip of South America is some of the most treacherous water in the world.

Many ships are destroyed by horrible weather and massive waves. The United States decided to fix this problem by creating a man-made canal. The U.S. chose Panama because of its extremely thin diameter across and because it is located near the equator. The U.S. began work on this in 1904. The canal first opened up in 1914. With the canal, ships could pass thru faster and easier. This helped economy and trade.

Many decisions made by the U.S. government were based on geographic features. The Lewis and Clarke expedition and the Panama canal are examples of this. Both examples

affected the way of life in America positively. Both of these expeditions made great advances for the United States.

Anchor Level 3-C

The response:

- Develops most aspects of the task in some depth by discussing the Lewis and Clark expedition and the construction of the Panama Canal without discussing the impact of these two government actions
- Is more descriptive than analytical (*Lewis and Clark*: in order to find out how far America stretched, we needed to send out explorers to map the land; despite all the adversity, Lewis and Clark reached the Pacific Ocean; *Panama Canal*: if a ship wanted to get to the other side of our continent, they had to sail all the way down under South America and around; this helped economy and trade; *conclusion*: both examples affected the way of life in America positively; both of these expeditions made great advances for the United States)
- Includes some relevant facts, examples, and details (*Lewis and Clark*: Native Americans; Rocky Mountains; *Panama Canal*: no route for ships from the northern part of Canada to the southern tip of South America; treacherous water, horrible weather, and massive waves; man-made canal); includes an inaccuracy (Panama chosen for its thin diameter and location near the equator)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that goes somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response contains some relevant historical facts and details. An impact of the construction on the Panama Canal is mentioned without being developed. However, the impact of the explorations of Lewis and Clarke is neither mentioned nor implied.

The foreign policy of the United States depends highly on geographic conditions within. These may include geography, climate and/or natural resources. Two examples of US action based on these conditions would be the ~~Panama~~ Panama Canal and the recent crises in the Middle East.

Beginning in 1904, a project began in a very unstable country, known as Panama. Because of high ship and merchant traffic overseas, there is always the search for a quicker route. To reach the western part of the world, ships would have to travel to the Southernmost point of South America. This area of ocean is not the easiest place to navigate through. A solution to this was to build a canal through this great barrier, in Panama. This project took ten years, costed millions of American dollars, and there were a few casualties. Despite all this, the project was considered a success and it is still used today. Critics said this was yet another form of American.

intervention. A while after the completion, the canal was given to Panama, along with economic prosperity.

Recently, our President has made the decision to intervene in one of his "axis of evil" countries. This country of Iraq was thought to have had "weapons of mass destruction", with nuclear capabilities, and was considered highly dangerous. It turns out that no such weapons were present and now we are fixated on democratizing this once critical nation. Coincidentally, Iraq is a major player in the game of global oil control, being a member of OPEC. This highly critical conflict has drawn much resentment to our once respected country.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for the construction of the Panama Canal and for intervention in Iraq
- Is primarily descriptive (*Panama Canal*: South American area of ocean is not the easiest place to navigate through; cost millions of American dollars and there were a few casualties; it is still used today; *Iraq*: was considered highly dangerous; no such weapons were present); includes isolated analysis (*Panama Canal*: there is always the search for a quicker route; despite all this, the project was considered a success; critics said it was another form of American intervention; *Iraq*: Iraq is a major player in the game of global oil control, being a member of OPEC)
- Includes few relevant facts, examples, and details (*Panama Canal*: high ship and merchant traffic overseas; southernmost part of South America; a while after the completion, the canal was given to Panama along with economic prosperity; *Iraq*: one of the “axis of evil”; weapons of mass destruction with nuclear capabilities; fixated on democratizing)
- Demonstrates a general plan of organization; includes an introduction but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response contains some isolated analysis but is mostly descriptive. The response lacks development of the ideas presented. Historical details are mentioned, but not explained.

Geography has many influences on the actions taken by a government. Since the beginning America in particular has been affected by ~~the~~ geography because it is ^{mostly} surrounded by water. Two specific actions taken by the government are, ~~and it has~~ water separating it from all European, and Asian threats. Two specific actions the federal government have taken because of ~~the~~ geography are, the Monroe Doctrine, and the construction of the Panama Canal.

The Monroe Doctrine was put into effect in 1823. It stated that no country from the eastern hemisphere could take up land in the western hemisphere too. This was President James Monroe's way to protect America. It took advantage of America's location. This was the cause for the Cuban missile crisis. President Kennedy saw Russia's presence in Cuba as a direct violation of the Monroe Doctrine.

The Panama canal was completed in 1914. It was built on the isthmus of Panama because it was one of the narrowest parts of the

isthmus. It was built so that American ships could sail from one ocean to the other without traveling all the way around South America. America realized that they either needed two Navy fleets, one for each ocean, or a quick way to get from one ocean to another. ~~The~~ The canal has proved worthwhile while in both of the World Wars.

Geography has many effects on the actions of our country. The Monroe doctrine and the building of the Panama canal are just two things that have benefited the United States.

Anchor Level 2-B

The response:

- Minimally develops most aspects of the task for issuance of the Monroe Doctrine and for the construction of the Panama Canal
- Is primarily descriptive (*Monroe Doctrine*: this was President James Monroe's way to protect America; President Kennedy saw Russia's presence in Cuba as a direct violation of the Monroe Doctrine; *Panama Canal*: it was built so that American ships could sail from one ocean to the other without traveling all the way around South America); includes isolated analysis (*Panama Canal*: was built on the isthmus of Panama because it was one of the narrowest parts of the isthmus; America realized that they either needed two navy fleets or a quick way to get from one ocean to the other; the canal proved worthwhile in both of the world wars); includes faulty analysis (*Monroe Doctrine*: was the cause for the Cuban missile crisis)
- Includes few relevant facts, examples, and details; includes an inaccuracy (*Monroe Doctrine*: stated that no country from the Eastern Hemisphere could take up land in the Western Hemisphere)
- Demonstrates a general plan of organization; includes both an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although the discussion of the construction of the Panama Canal is more complete, overall, the response is a minimal development of the task. Very limited specific information is provided. The response is primarily descriptive for the issuance of the Monroe Doctrine and somewhat analytical for the construction of the Panama Canal.

Actions taken by the United States government have often been influenced by geographic factors. Some of these factors include location, climate, natural resources, and physical features. Two examples of these geographic influences are the Lewis and Clark expedition (1804-1806), which was blocked by mountains and unfamiliar territory, and the construction of the Panama Canal (1904-1914), which was a shorter cheaper route from the Pacific to the Atlantic Ocean.

The Lewis and Clark expedition, funded by George Washington further increased the popular belief of Manifest Destiny, that it was America's destiny to conquer from East to West. As Marywether Lewis and William Clark set off to the west they encountered mountains and terrain they were unfamiliar with, which held up their expedition. They eventually met an Indian woman willing to help show them the way; Sacagawea. She helped them learn about the land in the west and its native people which established a better understanding of the Indians for America's later use. Eventually Lewis and Clark reached the Pacific Ocean and Americans began moving west accomplishing America's destiny.

America wished to trade with as many countries as possible, but travel from the Pacific to Atlantic Ocean was hard if not almost impossible, we needed a better way than sailing all the way around South America, so we decided to take it from the Colombians and build a canal. After negotiating with

Colombia's government and failing we helped liberate Panama and they gave us the rights to build a canal. The canal gave us a quick and safe route from the Pacific to the Atlantic and further fueled our need for imperialism.

Anchor Level 2-C

The response:

- Develops some aspects of the task in some depth for the Lewis and Clark expedition and for the construction of the Panama Canal
- Is primarily descriptive (*Lewis and Clark*: they encountered mountains and terrain they were unfamiliar with, which held up their expedition; Sacajawea helped them learn about the land in the west and its native people; Americans began moving west accomplishing American destiny; *Panama*: they gave us the rights to build a canal); includes faulty analysis (*Lewis and Clark*: the Lewis and Clark expedition further increased the popular belief of Manifest Destiny); includes some isolated analysis (*Lewis and Clark*: established a better understanding of the Indians for America's later use; *Panama*: the canal gave us a quick and safe route from the Pacific to the Atlantic and further fueled our need for imperialism)
- Includes few relevant facts, examples, and details (*Lewis and Clark*: Meriwether Lewis and William Clark; Indians; Pacific Ocean; *Panama*: travel from the Pacific to Atlantic Oceans; Colombia; we helped liberate Panama); includes some inaccuracies (*Lewis and Clark*: funded by George Washington)
- Demonstrates a general plan of organization; includes an introduction but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response does not provide a reason for the Lewis and Clark expedition nor does it discuss the influence of a geographic factor on the action. However, the impacts of both actions are discussed.

Throughout the United States history geographic features have caused many events to occur. ^{and of the} ~~geographic~~ ^{to change the toll of these factors} factors have caused ^{effected} many major events. These major events ~~caused~~ by geographic features are the creation of the Panama Canal and also the expedition of Lewis and Clark both influenced by geographic factors.

The creation of the Panama Canal was a huge success to the U.S and other countries around the world. The pan canal was created so traders would not have to go all the way around South America, they were now able to just cut through using the Canal. ~~When~~ ^{While} building the canal the geographic features were very bad, including heat, mosquitoes and rugged terrain all which caused the creation of the Canal alot more harder on the workers and also caused many people to die.

The Expedition of Lewis and Clark was a long journey across america which was for finding new land and to see what was out there. The hot, rugged terrain and animals all caused the expedition to become alot more

strenuous and also caused it to take a very long time. The geographic factors caused the expeditions to take a harder hit on Lewis and Clark causing both of them to go through something which was very hard.

The United States has geographic factors which can put a lot of pain and stress on someone's body. Both the building of the Panama Canal and, Lewis and Clark Expeditions were influenced greatly because of geographic factors which surrounded them when doing what they were told to do.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by discussing the construction of the Panama Canal and the Lewis and Clark expedition
- Is descriptive (*Panama Canal*: when building the canal, the geographic features were very bad; *Lewis and Clark*: the rugged terrain and animals caused the expedition to become a lot more strenuous); lacks understanding and analysis
- Includes few relevant facts, examples, and details (*Panama Canal*: would not have to go all the way around South America; heat, mosquitoes, and rugged terrain; *Lewis and Clark*: rugged terrain); includes inaccuracies (*Lewis and Clark*: expedition was for finding new land)
- Demonstrates a plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response best fits the criteria for Level 1. In the response, the discussion of the construction of the Panama Canal does not address where Panama is located or the geographic reasons Panama was chosen other than the general statement "so traders would not have to go all the way around South America." The discussions of the impacts of both actions are minimal and do not clearly address the task.

An extremely important action taken by the United States Government in response to a geographical action would be the construction of the Panama Canal from 1904-1914. The United States decided to control the project because of the value the possession of the canal would hold. By constructing the Panama Canal the U.S. would be able to save money and time by traveling through the canal.

The passage of the Interstate Highway Act in 1956 allowed a large development in the geographical connection of the United States. It allowed highways to be built to connect states easier by interstate highways.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task by mentioning the Panama Canal and the Interstate Highway Act
- Is descriptive (*Interstate Highway Act*: allowed a large development in the geographical connection of the United States); contains elementary analysis (*Panama Canal*: the United States decided to control the project because of the value the possession of the canal would hold)
- Includes few relevant facts, examples, and details (*Panama Canal*: construction from 1904 to 1914; the United States would be able to save money and time by traveling through the canal; *Interstate Highway Act*: connect states easier by interstate highways)
- Demonstrates a weakness in organization; lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. While this response is very limited, it does contain some general factual statements that address the task, making this more than a Level 0 response.

Since its creation as a nation, the United States has been greatly affected by many geographic factors. First breaking away from its colonial ruler, England, not only over unfair taxation without representation, it also broke away because it was hard to be ruled from such a distant location.

Continuing into today, many of the federal government actions, both domestic as well as foreign, have been influenced by geographic factors. Many times this nation has taken action, or delayed taking action, because of geographic factors involved in the conflict, such as in World War II and the Persian Gulf War.

After the horrors of World War I, the United States developed a policy of isolationism. Even when conflicts and tensions began to bubble over in Europe during the late 1930s the United States remained isolated. This remaining state of isolationism is a luxury few countries could enjoy at this time in history. Drawn into the conflict because of the geographic closeness of nations, these countries had no other choice. The United States did. Because of its geographic distance from the conflict, the U.S. could remain isolated for as long as they choose, had it not been for Pearl Harbor on December 7, 1941.

With some distance keeping them out of the war, this distance also aided the Americans when they did enter the war. This distance kept the U.S. from getting bombed by Europeans and kept the manufacture of their supplies safe. However, distance from the battle sites also made it difficult to provide a constant flow of supplies once they entered the war. Supplies had to make it past

submarines and enemy troops.

Following the conclusion of World War II, this geographic factor is no longer as important as it was in the 1930s and 1940s. With the invention of new and faster means of communication and transportation, distance is no longer an obstacle, or in the U.S. case a blessing. The development of nuclear missiles has shortened the distance for attack and has created the problem of radiation contamination which can be carried on the wind.

Natural resources have also played a part in shaping the policies of the United States government. With oil being such a sought after necessity in these times, a threat to cut off this resource can greatly shape the policies of the government. In the early 1990s, this was a threat that was facing the United States.

After the invasion of the tiny nation of Kuwait on the Persian Gulf by the Iraqis Iraqis and their leader, Saddam Hussein, the United States was worried over the control and flow of oil. With the oil and gas shortages of the 1970s still in the memories of the people, President George H. W. Bush, Congress, the American people, and a coalition of several dozen other nations knew that they had to do something.

The U.S. ^{led} coalition started off with air strikes in January of 1991. A ground campaign was launched on February 24, 1991. This coalition managed to push the Iraqis and Hussein out of Kuwait and back into Iraq. During the retreat, the Iraqis burned the oil wells and created another problem.

Though successful in this mission of continuing the flow of oil, the Persian Gulf War entrenched the United States even more in Middle Eastern affairs. For the next decade and a half the Persian Gulf War and its after effects shaped a great deal of the U.S. foreign policy. One natural resource could have brought this nation to a standstill, and this one resource has a great effect on U.S. policy.

Many times the United States has taken action, or delayed taking action, because of geographic factors involved in the conflict, such as in World War II in 1941, and fifty years later with the Persian Gulf War in 1991. From the birth of this nation, the wide-sweeping geography of the country, as well as the world, has affected the policies of the federal government.

Geographic factors will always have an affect on governmental policy.

Throughout United States History, the U.S. is often influenced by geographic factors which include: location, physical, ^{to the} natural resources and climate. Two actions that help make this statement true is the U.S. involvement in the Mexican War, and the involvement in the Persian Gulf War. Here we see how the ~~geographic~~ ^{climate,} location and natural resources portion of the geographic factors played a role in the actions taken by the U.S. government.

In 1846, the United States was in the midst of a war with Mexico for land. Many states were at stake and the U.S. wanted to get their hands on them. While the climate of these states was different from eastern U.S., the location was more important. Mexico as well as the other states were located in the center of the U.S. as well as near the Persian Gulf helping trade and increasing the size of the U.S. While to Mexico, their loss was very great in the war, the impact on the U.S. gave us reason to be satisfied with war, coming away with about 6 new states which included: Nebraska, New Mexico, Colorado and Arizona, this war seemed to pay off for the U.S. as well as the government.

Another action taken by the U.S. government was the involvement into the Persian Gulf War. Here the United States was protecting their own economic

interests in that, this area was where most of our oil was being held. So for that matter, the ^{natural resources} ~~natural resources~~ being the geographic factor here, was most likely the main reason for the U.S. entering into the Persian Gulf War. To many the impact would again be ~~great~~ great in that we still have connections over in the middle east that supply us oil, therefore making the choice by the U.S. government to involve us in the Persian Gulf war, correct.

To conclude, in the past, the United States ~~has~~ Government has taken many actions and made several decisions. Though what most people don't know is how the Geographic Factors played a major role in those actions and decisions.

The Mexican war in 1846 and the involvement into the Persian Gulf War in 1991 are some prime examples of how location, climate and the need for natural resources ~~help~~ have influenced governmental decisions. Luckily for the U.S., these actions always seem to pay off.

Throughout the years, actions taken by the US Government have been influenced by geographic features. Location, climate, natural resources, and physical features have altered the course of history. The Louisiana purchase, the purchase of Alaska and the construction of the Panama canal are all fine instances of actions taken that were influenced by geography.

The United States purchased Alaska because it is rich in oil. Oil is a very important natural resource.

The Panama Canal was constructed to allow trade ships to pass through quickly without having to go all the way around South America. This opened up new trade routes and greatly benefitted many countries economically.

In conclusion, geography has a heavy impact on the actions taken by our government. Many circumstances have been swayed by location, climate, natural resources and physical features.

Actions taken by the United States government have often been influenced by geographic factors. Some of these factors include location, climate, natural resources, and physical features. Two examples of actions taken by the United States were the passage of the Homestead Act, and the construction of the Panama Canal.

The passage of the Homestead Act was one result of manifest destiny. The United States believed that they had the right to rule and expand from sea to sea. In order to encourage people to settle in the West, the United States passed the Homestead Act, which gave settlers free land, however they were to farm and maintain the land. Geographic factors such as the Great Plains and ~~poorly suited~~ hard to farm lands, influenced the passage of the Homestead Act because the gov't were going to let the people ~~themselves~~ make the land suitable for agriculture. The Homestead Act helped the U.S. ~~never~~ meet its manifest destiny, more people were attracted to the free land given away, resulting in the settlement ~~of the area~~ and development of the West.

The construction of Panama canal ~~was the~~

~~At the time, the United States~~ helped the United States and its neighboring countries. The United States built the canal mainly to provide a shorter route from the Atlantic to the Pacific, this also helped the U.S. because now their navy would be more mobile in protecting the East and West coasts. Geographic factors such as the location, and the relatively thin area ~~in~~ compared to other places, influenced the United States in constructing the Canal. In the long term, this canal was beneficial to everyone. Since there was no air travel at the time, the Panama Canal made it easy for trade and transportation.

Since the beginning, many decisions have been influenced by geographical factors. These factors were evident in the passage of the Homestead Act, and in the construction of Panama canal.

Actions taken by the United States government have often been influenced by geographic factors. Some of these factors include location, climate, natural resources, and physical features.

Geographic factors have influenced ~~the~~ political, economic, and social aspects during ~~the~~ United States' history. The Lewis and Clark expedition and the construction of the Panama Canal are ~~an~~ strong examples of this.

The Lewis and Clark expedition, early in America's history, was a ~~dis~~mission to discover the unknown wilderness of the West. The U.S. had just acquired the Louisiana Territory from the French, more than doubling the nation's area. The land was recorded, measured, and studied later to be developed and populated for America's use.

The role geography plays in economic aspirations is no better exemplified than the construction of the Panama Canal. Cargo traveling between the Atlantic and Pacific Oceans used to be forced far out of its way around the tip of South America. A canal through the geographic center of

the Americas cut travel times in half, greatly increasing the amount of goods able to be transported. The mammoth project cost billions of dollars and lost many lives, as well as America's deep political involvement with Panama and Colombia.

Practice Paper A—Score Level 5

The response:

- Thoroughly develops all aspects of the task in depth for the United States entry into World War II and for involvement in the Persian Gulf War by stating a reason the United States government took each action, describing how a geographic factor influenced each action, and discussing the impact of each action on the United States
- Is more analytical than descriptive (*entry into World War II*: after the horrors of World War I, the United States developed the policy of isolationism; this remaining state of isolationism was a luxury few countries could enjoy at this time in history; because of its geographic distance from the conflict, the United States could remain isolated; when the United States entered the war, the distance kept the United States from being bombed and kept the manufacture of supplies safe; *Persian Gulf War*: with the oil and gas shortages of the 1970s still in the memories of people, President George H. W. Bush, Congress, the American people, and a coalition of several dozen other nations knew that they had to do something; though successful in their mission of continuing the flow of oil, the Persian Gulf War entrenched the United States even more in Middle Eastern affairs; the wide sweeping geography of the country, as well as the world, has affected the policies of the federal government)
- Richly supports the theme with relevant facts, examples, and details (*entry into World War II*: Pearl Harbor on December 7, 1941; Axis powers; submarines; nuclear missiles; radiation contamination; *Persian Gulf War*: invasion of the tiny nation of Kuwait; the Iraqis and their leader Saddam Hussein; air strikes; burning of oil wells)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. This response is primarily analytical and contains the quantity and quality of detailed historical information that should typically be found in a level 5 response.

Practice Paper B—Score Level 2

The response:

- Minimally develops all aspects of the task for the Mexican War and for intervention in the Persian Gulf War
- Is descriptive (*Mexican War*: in 1846, the United States was in the midst of a war with Mexico for land); includes isolated analysis (*Mexican War*: while the climate of these states was different from eastern United States, the location was more important; while to Mexico their loss was very great in the war, the impact on the United States gave us reason to be satisfied with war, coming away with about six new states; *Persian Gulf War*: United States was protecting their own economic interests; the impact would again be great in that we still have connections over in the Middle East that supply us oil)
- Includes few relevant facts, examples, and details (*Mexican War*: new states of New Mexico, Colorado, and Arizona); includes some inaccuracies (*Mexican War*: refers to “states” instead of “territories”; Mexico as well as the other states were located in the center of the United States as well as near the Persian Gulf; Nebraska as one of the six new states; *Persian Gulf War*: area was where most of our oil was being held)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Although the response contains more analysis than is typical of a Level 2 response, much of the analysis is weak. Little relevant historical detail is provided.

Practice Paper C—Score Level 1

The response:

- Minimally develops some aspects of the task by discussing construction of the Panama Canal and by briefly referring to the purchase of Alaska
- Is descriptive (*Panama Canal*: was constructed to allow trade ships to pass through quickly without having to go all the way around South America); includes isolated analysis (*Panama Canal*: greatly benefited many countries economically)
- Includes few relevant facts, examples, and details (*Panama Canal*: opened new trade routes); includes inaccuracies (*purchase of Alaska*: purchased because it is rich in oil)
- Demonstrates a plan of organization; contains an introduction and a conclusion that restate the theme

Conclusion: Overall, the response best fits the criteria for Level 1. The discussion of the reasons for the purchase of Alaska is faulty. However, the discussion of the Panama Canal contains some general factual statements.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task with little depth for the passage of the Homestead Act and for the construction of the Panama Canal
- Is both analytical and descriptive (*Homestead Act*: the passage of the Homestead Act was one result of Manifest Destiny; more people were attracted to the free land given away, resulting in the settlement and development of the West; *Panama Canal*: this also helped the United States because now their navy would be more mobile in protecting the east and west coasts; geographic factors such as the location and the relatively thin area compared to other places; in the long term, this canal was beneficial to everyone; since there was no air travel at the time, the Panama Canal made it easy for trade and transportation)
- Includes some relevant facts, examples, and details (*Homestead Act*: free land; Great Plains; agriculture; *Panama Canal*: Atlantic to the Pacific); includes an overgeneralization (*Homestead Act*: however they were to farm and maintain the land)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. While the response contains some good analysis, especially for the construction of the Panama Canal, it does not have the quantity and quality of analysis and historical detail that is characteristic of a Level 4 response.

Practice Paper E—Score Level 2

The response:

- Minimally develops all aspects of the task for the Lewis and Clark expedition and for the construction of the Panama Canal
- Is primarily descriptive (*Lewis and Clark*: the land was recorded, measured, and studied, later to be developed and populated for America's use; *Panama Canal*: a canal through the geographic center of the Americas cut travel times in half); includes isolated analysis (*Panama Canal*: greatly increasing the amount of goods to be transported)
- Includes few relevant facts, examples, and details (*Lewis and Clark*: mission to discover the unknown wilderness of the West; Louisiana Territory acquired from the French and doubled the size of the United States; *Panama Canal*: Atlantic and Pacific Oceans; tip of South America)
- Demonstrates a general plan of organization; includes an introduction that restates the theme; lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. All aspects of the task are briefly mentioned with limited development of the ideas, e.g., the mention of America's deep political involvement with Panama and Colombia is unexplained.

United States History and Government
Part A Specific Rubric
Document-Based Question
January 2007

Document 1

. . . At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one.

One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression.

The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio, fixed elections, and the suppression of personal freedoms.

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation [control] by armed minorities or by outside pressures.

I believe that we must assist free peoples to work out their own destinies in their own way. . . .

Source: President Harry Truman, Address to Congress (Truman Doctrine), March 12, 1947

1a According to President Harry Truman, what is *one* problem when governments are controlled by the will of a minority?

Score of 1:

- States a problem when governments are controlled by the will of a minority as stated in this document
Examples: they rely on terror/oppression; people are oppressed; the press/radio is controlled by a minority; elections are fixed; personal freedoms are suppressed; people have fewer freedoms

Score of 0:

- Incorrect response
Examples: there are free elections; individual liberty is guaranteed; they have representative government
- Vague response that does not answer the question
Examples: choice is free; it is a second way of life; alternate ways of life are used; attempted subjugation; outside pressures; they are better
- No response

1b According to President Truman, what policy must the United States support?

Score of 1:

- States the policy the United States must support according to President Truman
Examples: one that supports free people; assisting people who are working out their destiny; one that supports free peoples who are resisting armed minorities/outside pressures; encouraging majority rule; a policy against political oppression/must oppose political oppression

Score of 0:

- Incorrect response
Examples: one that does not guarantee individual liberty; one that does not support free peoples; denying free elections; suppressing personal freedoms
- Vague response that does not answer the question
Examples: a way of life; their own destinies; a helping policy
- No response

Document 2a

. . . Communist aggression in Korea is a part of the worldwide strategy of the Kremlin to destroy freedom. It has shown men all over the world that Communist imperialism may strike anywhere, anytime.

The defense of Korea is part of the worldwide effort of all the free nations to maintain freedom. It has shown free men that if they stand together, and pool their strength, Communist aggression cannot succeed. . . .

Source: President Harry Truman, Address at a dinner of the Civil Defense Conference, May 7, 1951

2a According to President Harry Truman, why was it important for the United States to help defend Korea?

Score of 1:

- States why President Harry Truman thought it was important for the United States to help defend Korea
Examples: it was part of the communist worldwide strategy to destroy freedom; communist imperialism could strike nations without warning; to help free nations maintain their freedom; to contain communism; to encourage others to fight against communism; so communism does not take over

Score of 0:

- Incorrect response
Examples: freedom must be destroyed; to promote civil defense; because Korea was against us
- Vague response that does not answer the question
Examples: imperialism; to pool their strength; a worldwide strategy; so Korea is part of things
- No response

Document 2b

Another Hole in the Dike



Source: Fred O. Seibel, *Richmond Times-Dispatch*, May 5, 1953 (adapted)

2b Based on this cartoon, what problem did the United States face in Asia by 1953?

Score 1:

- States a problem the United States faced in Asia by 1953 that is shown by this cartoon
Examples: communist aggression was spreading in Indochina; communist aggression broke out in Indochina; United States had trouble stopping communist aggression; communism was spreading in Asia; peace efforts were going on in Korea while communism was spreading to Indochina; the dike against communism was leaking in Indochina

Score of 0:

- Incorrect response
Examples: communist aggression had been stopped in Asia; Indochina and Korea were fighting; monsoons threatened our allies; the wall; floods; peace efforts were occurring in Korea
- Vague response that does not answer the question
Examples: communism; Indochina and Korea; another hole opened in the dike
- No response

Document 3

THE NATURE OF THE CONFLICT

. . . The world as it is in Asia is not a serene or peaceful place.

The first reality is that North Viet-Nam has attacked the independent nation of South Viet-Nam. Its object is total conquest.

Of course, some of the people of South Viet-Nam are participating in attack on their own government. But trained men and supplies, orders and arms, flow in a constant stream from north to south.

This support is the heartbeat of the war. . . .

WHY ARE WE IN VIET-NAM?

Why are these realities our concern? Why are we in South Viet-Nam?

We are there because we have a promise to keep. Since 1954 every American President has offered support to the people of South Viet-Nam. We have helped to build, and we have helped to defend. Thus, over many years, we have made a national pledge to help South Viet-Nam defend its independence.

And I intend to keep that promise. . . .

Source: President Lyndon B. Johnson, Speech at Johns Hopkins University, April 7, 1965

3 According to President Lyndon B. Johnson, why was the United States involved in Vietnam?

Score of 1:

- States a reason the United States was involved in Vietnam according to President Lyndon B. Johnson
Examples: North Vietnam attacked the independent nation of South Vietnam; North Vietnam wanted to conquer South Vietnam; we made a national pledge to help South Vietnam defend its independence; we promised to support the people of South Vietnam

Score of 0:

- Incorrect response
Examples: we made a national pledge to help North Vietnam; Asia is a serene/peaceful place; South Vietnam attacked North Vietnam; some South Vietnamese attacked their own government
- Vague response that does not answer the question
Examples: conquest in Vietnam; heartbeat of war; men are trained
- No response

Document 4a

... When the country looks to Lyndon Johnson these days, it gains the inescapable impression that Vietnam is America's top priority. Mr. Johnson uses the bully pulpit [power] of the Presidency (not to mention the Rose Garden) time and again to tell a painfully divided nation why it is fighting and must continue to fight in Southeast Asia. No amount of resistance—and it is growing—can blunt [lessen] his resolve. Few question his personal resolve on the Negro [African American] problem (he is, after all, the President who proclaimed “We Shall Overcome!” in a speech three years ago). But his public posture [position] here projects none of the sense of urgency that marks his Vietnam crusading. . . .

Source: “The Negro in America: What Must Be Done,”
Newsweek, November 20, 1967

Document 4b

“First things first!”



Source: Charles Brooks,
Birmingham News (adapted)

4 According to these documents, what were *two* effects of the Vietnam War on American society?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* effect of the Vietnam War on American society as shown in these documents

Examples: the nation was divided; Great Society programs lost tax dollars/most tax dollars were spent on the Southeast Asia crisis; Vietnam received more attention than civil rights/solving African American problems became secondary/the Negro problem was not considered as urgent as the war; Vietnam was taking money away from domestic programs/the Great Society

Note: To receive maximum credit, two *different* effects on America society must be stated. For example, *Great Society programs lost tax dollars* and *most tax dollars were spent on the Southeast Asia crisis* are the same effect expressed in different words. In similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: Great Society programs expanded; it united the nation; taxes rose dramatically
- Vague response that does not answer the question
Examples: top priority; inescapable impression; first things first; it brought great change
- No response

Document 5a



Anti-Vietnam War protesters march down Fifth Avenue in New York City on April 27, 1968. The demonstration attracted 87,000 people and led to 60 arrests. Also on the 27th, some 200,000 New York City students boycotted classes.

Source: *The Sixties Chronicle*, Legacy Publishing

Document 5b

This article appeared in the *New York Times* three days after the Kent State shootings.

Illinois Deploys Guard

More than 80 colleges across the country closed their doors yesterday for periods ranging from a day to the remainder of the academic year as thousands of students joined the growing nationwide campus protest against the war in Southeast Asia.

In California, Gov. Ronald Reagan, citing “emotional turmoil,” closed down the entire state university and college system from midnight last night until next Monday. More than 280,000 students at 19 colleges and nine university campuses are involved.

Pennsylvania State University, with 18 campuses, was closed for an indeterminate [indefinite] period.

In the New York metropolitan area about 15 colleges closed, some for a day, some for the week, and some for the rest of the term.

A spokesman for the National Student Association said that students had been staying away from classes at almost 300 campuses in the country. . . .

Source: Frank J. Prial, *New York Times*, May 7, 1970

5 Based on these documents, state *two* ways the Vietnam War affected American society.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way the Vietnam War affected American society as shown in these documents

Examples: protestors marched to end the war/students joined a nationwide protest against the war; students boycotted classes/college educations were disrupted; colleges across the country closed; there were peace parades; there were shootings at Kent State; it divided our society

Note: To receive maximum credit, two *different* effects on American society must be stated. For example, *there were shootings at Kent State* and *college students were shot in Ohio* are the same effect expressed in different words. In similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: students protested peace; government banned protests
- Vague response that does not answer the question
Examples: students in New York City; student associations; it unified the nation
- No response

Document 6

After the Vietnam War ended in 1975, large numbers of Vietnamese refugees settled in Westminster, California.

“Little Saigon” in Westminster, California



Source: Bailey and Kennedy, *The American Pageant*, D. C. Heath and Co., 1991

6 According to this photograph, how have Vietnamese immigrants contributed to American society?

Score of 1:

- Identifies how Vietnamese immigrants contributed to American society as shown in this photograph
Examples: they became lawyers/doctors/store owners; they opened businesses; they shared their culture; they made us a more diverse society

Score of 0:

- Incorrect response
Examples: they kept their Vietnamese names; they interacted only with each other
- Vague response that does not answer the question
Examples: they lived in California; they did nothing
- No response

Document 7

. . . Within sixty calendar days after a report is submitted or is required to be submitted pursuant to section 1543(a)(1) of this title, whichever is earlier, the President shall terminate any use of United States Armed Forces with respect to which such report was submitted (or required to be submitted), unless the Congress (1) has declared war or has enacted a specific authorization for such use of United States Armed Forces, (2) has extended by law such sixty-day period, or (3) is physically unable to meet as a result of an armed attack upon the United States. Such sixty-day period shall be extended for not more than an additional thirty days if the President determines and certifies to the Congress in writing that unavoidable military necessity respecting the safety of United States Armed Forces requires the continued use of such armed forces in the course of bringing about a prompt removal of such forces. . . .

Source: War Powers Act, 1973

7 Based on this document, state *one* way in which the War Powers Act could limit United States involvement in foreign conflicts.

Score of 1:

- States a way in which the War Powers Act could limit United States involvement in foreign conflicts
Examples: the president can only send troops for 60 days; the president has to consult with Congress; within 60 days, Congress decides if troops can stay longer; limits the power of the president as commander in chief

Score of 0:

- Incorrect response
Examples: the president can no longer send troops out of the country; only Congress can send troops out of the country; Congress has complete control over the armed forces
- Vague response that does not answer the question
Examples: Congress decides; sixty calendar days; Congress has declared war; it gave more power
- No response

Document 8

. . . Fourteen years after the last United States combat units left Vietnam, at least 15 men who were there have made their way into Congress.

Each Draws His Own Lesson

Some are Republicans, like Representative David O'B. Martin of upstate New York; some are Democrats, like Representatives H. Martin Lancaster of North Carolina and John P. Murtha of Pennsylvania; some are conservatives, and some are liberals. Each has drawn his own lesson from having participated in the war, and each applies the experience in his own way to the issues of foreign policy he confronts as a legislator.

Some support military aid to the Nicaraguan rebels, some oppose it. A few favored sending the Marine contingent to Beirut in 1982, though most say they had grave reservations. Some see the Soviet threat in larger terms than others.

But the Vietnam experience has given almost all of them a sense of seasoned caution about using American military power without having the broad support of the American people. And this translates into some sober views on the limitations of force, especially in impoverished countries torn by internal strife. . . .

Source: David K. Shieler, "The Vietnam Experience and the Congressman of the 1980's," *New York Times*, May 28, 1987

8 According to this article, how has the experience of many Congressmen who served in Vietnam affected their views on when to use American military force?

Score 1:

- States how the experience of many Congressmen who served in Vietnam affected their views on when to use American military force
Examples: they are cautious about using American military power; most had reservations about sending the Marines to Beirut in 1982; each applied his own experience when deciding if the United States should use military force; it led them to support some efforts to use force and to oppose others

Score of 0:

- Incorrect response
Examples: they avoid foreign policy issues; they always vote "no" to military aid; they ignore public opinion; most supported the use of force in Beirut
- Vague response that does not answer the question
Examples: they learned; the Soviets are a threat; they have made their way to Congress; it has changed their view
- No response

Document 9

Comments on United States participation in Operation Desert Storm and Persian Gulf War, 1991

“By God, we’ve kicked the Vietnam syndrome once and for all!” So said President George Bush in a euphoric [joyful] victory statement at the end of the Gulf War, suggesting the extent to which Vietnam continued to prey on the American psyche more than fifteen years after the fall of Saigon. Indeed the Vietnam War was by far the most convulsive and traumatic of America’s three wars in Asia in the 50 years since Pearl Harbor. It set the U.S. economy on a downward spiral. It left America’s foreign policy at least temporarily in disarray, discrediting the postwar policy of containment and undermining the consensus that supported it. It divided the American people as no other event since their own Civil War a century earlier. It battered their collective soul.

Such was the lingering impact of the Vietnam War that the Persian Gulf conflict appeared at times as much a struggle with its ghosts as with Saddam Hussein’s Iraq. President Bush’s eulogy for the Vietnam syndrome may therefore be premature. Success in the Gulf War no doubt raised the nation’s confidence in its foreign policy leadership and its military institutions and weakened long-standing inhibitions against intervention abroad. Still it seems doubtful that military victory over a nation with a population less than one-third of Vietnam in a conflict fought under the most favorable circumstances could expunge [erase] deeply encrusted and still painful memories of an earlier and very different kind of war. . . .

Source: George C. Herring, “America and Vietnam: The Unending War,” *Foreign Affairs*, Winter 1991/92

9 According to this document, what was *one* impact of the Vietnam War on United States foreign policy?

Score of 1:

- States the impact of the Vietnam War on United States foreign policy as expressed in this document
Examples: it discredited the postwar policy of containment/left America’s foreign policy in temporary disarray/undermined the consensus supporting Cold War foreign policy/the Vietnam syndrome led to a more cautious foreign policy; it set the economy on a downward spiral; divided the American people over intervention abroad; the United States avoided military intervention/created the Vietnam syndrome that made Americans wary about committing troops

Score of 0:

- Incorrect response
Examples: it led to the Persian Gulf War; raised the nation’s confidence in its foreign policy leadership; still a painful memory
- Vague response that does not answer the question
Examples: there was consensus; it was traumatic; participation became important; battered the collective soul of the nation
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question—January 2007

Historical Context: Since World War II, conflicts in Asia have played a major role in the Cold War. One of these conflicts arose in Vietnam. The United States involvement in this conflict was sometimes controversial. The decision to send troops to Vietnam had a major impact on American society and on United States foreign policy.

Task:

- Explain the reasons for United States involvement in Vietnam
- Discuss the impact of the Vietnam War on American society
- Discuss the impact of the Vietnam War on United States foreign policy

Scoring Notes:

1. This document-based question has a minimum of **four** components (**two** reasons for United States involvement in Vietnam, **one** impact of the Vietnam War on American society, and **one** impact of the Vietnam War on United States foreign policy).
2. Reasons for United States involvement in Vietnam can be discussed from different points in the chronology of the conflict, i.e., theoretical support (containment policy as outlined in the Truman Doctrine or application of the domino theory); financial support for French efforts (Truman and Eisenhower); role of military advisors (Eisenhower and Kennedy); commitment of military troops (Kennedy, Johnson, and Nixon).
3. The discussion of the impact on United States foreign policy can either be immediate or long-term.
4. The same issue may be used to discuss the impact of the Vietnam War on American society and the impact on United States foreign policy although the historical development of that issue would be different, e. g., the impact of the Tet offensive.
5. As is the case with many historical topics, what constitutes an impact of the Vietnam War is subject to the student's point of view. The response may discuss the impacts of the Vietnam War from any perspective as long as the position taken is supported by accurate historical facts and examples.
6. For the purposes of meeting the criteria of using **at least five** documents in the response, documents 2a, 2b, 4a, 4b, 5a, and 5b may be used as separate documents **if** the response uses specific separate facts from the individual document.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing reasons for United States involvement in Vietnam, discussing the impact of the Vietnam War on American society, and discussing the impact of the Vietnam War on United States foreign policy
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., connects the financial support given to the French by the Truman administration to military advisors being sent by the Eisenhower and Kennedy administrations to Johnson's Americanization of the war and then to Nixon's Vietnamization
- Incorporates relevant information from **at least five** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the Vietnam War (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., Marshall Plan; French Indochina; Truman Doctrine; Eisenhower Doctrine; Gulf of Tonkin Resolution; bombing of Cambodia; Kent State; War Powers Act; Persian Gulf War
- 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 by discussing reasons for United States involvement in Vietnam, discussing the impact of the Vietnam War on American society, and discussing the impact of the Vietnam War on United States foreign policy but may do so somewhat unevenly 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., links the Truman Doctrine and the beginning of containment to eventual military participation in Southeast Asia
- 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

Note: At score levels 5 and 4, all **four** components of the task should be developed.

Holistic Scoring Reminder: This note applies only to the evaluation of bullet 1.

Score of 3:

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

Key Ideas from the Documents

Reasons for United States Involvement in Vietnam

Doc 1—

- Assisting free peoples to work out their destinies (representative government, free elections, freedom from political oppression)
- Supporting free peoples who are resisting control by armed minorities or by outside pressures
- Belief that will of minority should not be forced upon the majority

Doc 2—

- Fear of communist aggression in Korea as part of a worldwide strategy of Kremlin to destroy freedom
- Fear of communist imperialism that could strike anywhere, anytime
- Part of worldwide effort of all free nations to maintain freedom
- Fear of communist aggression spreading in Indochina

Doc 3—

- Attack by North Vietnam on the independent nation of South Vietnam
- Stopping North Vietnam's objective of total conquest of South Vietnam
- Pledge of the United States to help South Vietnam defend its independence

Impact of Vietnam War on American Society

Doc 4—

- Impression that Vietnam was America's top priority
- Growing resistance to continued United States fighting in Southeast Asia
- Shift of tax dollars from Great Society programs to Vietnam War needs

Doc 5—

- Boycott of classes by New York City students
- Kent State shootings
- Nationwide college campus protests
- Closing of State university and college systems by Governor Reagan in California
- Closing of colleges in Pennsylvania and New York

Doc 6—

- Immigration of many Vietnamese to the United States
- Contributions of Vietnamese immigrants to American society as doctors, lawyers, business owners
- More heterogeneous society

Doc 9—

- Downward spiral of economy
- Division of American people
- Effect on the American psyche

Impact of Vietnam War on United States Foreign Policy

Doc 7—

- Placing of limits on unilateral action of president by War Powers Act

Doc 8—

- Vietnam veterans serving in Congress cautious about using military power

Doc 9—

- Discrediting of containment policy
- Impact of Vietnam syndrome on military involvement

Relevant Outside Information

(This list is not all-inclusive.)

Reasons for United States Involvement in Vietnam

Post–World War II competition between the United States and the USSR
Fear of the spread of communism (Eastern Europe, China)
Precedents for global containment (Marshall Plan, NATO, Korea, SEATO)
Economic aid to support French efforts against Ho Chi Minh (Truman and Eisenhower)
Interpretation of domino theory (Eisenhower, Kennedy, Johnson)
Instability of the South Vietnamese government
Influence of McCarthyism
North Vietnamese attack on United States destroyer in Gulf of Tonkin
Tonkin Gulf Resolution (1964)
Bombing campaign of 1965 as result of North Vietnamese attacks on Americans
Inability of South Vietnamese army to defeat Vietcong

Impact of Vietnam War on American Society

Differences of public opinion (Hawk vs. Dove)
Racial tensions (Black Power, Long Hot Summer, over-drafting of minorities, War on Poverty cutbacks, role of Martin Luther King, Jr., role of Mohammed Ali) versus legislative achievements (Civil Rights Acts, Voting Rights Act)
Deficit spending, higher taxes, and inflationary trends as a result of war expenditures
Alienation of students and middle class parents by draft lottery (draft card burnings, resisters fled United States)
Details of Kent State shootings
Emergence of radical student groups (Students for a Democratic Society [SDS], Weathermen)
Protest marches in Washington, D.C., and other major cities
Widening of credibility gap (Tet offensive)
Influence of television and print journalism on public opinion about war
Contribution of the division in Democratic Party to the Republican victory in 1968
Influence of musicians on antiwar cause (Bob Dylan, Joan Baez)
Quieting of protests after Vietnamization announced
Increasing violence and student protests after the invasion of Cambodia (Jackson State)
Sentiment building for 18-year-old vote
Erosion of public support for war (Pentagon Papers, My Lai incident, declining morale in armed services)
Reassessment of the use of presidential powers
Difficulty of veterans in readjusting to American society
Issue of military service in Vietnam in political campaigns
Initial poor reception of veterans, then eventual support for Vietnam Veterans Memorial in Washington, D.C.

Impact of Vietnam War on United States Foreign Policy

Expansion of presidential war-making power as a result of events in Gulf of Tonkin (“blank check”)
Introduction of Vietnamization strategy
Less national interest in military interventions as reflected in Nixon Doctrine
Questioning of the role of print and television journalists in coverage of future conflicts
Reevaluation of the domino theory as applied in Asia
Impact of the War Powers Act
Critics of Iraq War cited similarities to Vietnam “quagmire”
Recognition of the limitations of technological superiority in fighting less developed countries
Controversial reactions to restoration of diplomatic relations with Vietnam
Continued influence of Vietnam veterans on foreign policy debates (Senator John McCain, Senator John Kerry, Representative John Murtha)

Since World War II, conflicts in Asia have played a major role in the Cold War and American foreign policy. One such conflict was the Vietnam War. The effects of this conflict, however, were not simply contain within the region of Southeast Asia. Instead, the repercussions were felt even in the United States, having a great impact on American society and foreign policy alike.

There were a variety of reasons for the initial and continued involvement of the United States in the Vietnam War. One idea that greatly influenced America's involvement in Southeast Asia was containment. Brought to light by George Kennan, the idea of containment held that the spread of Communism must be halted. This would, in turn, eventually defeat the Soviet Union by essentially "cutting off its air!" The United States went about their policy of containment in a variety of ways. The Marshall Plan, for instance, promised economic aid to the war-torn regions of Europe following World War II. The hope was that if these country's economies were stabilized, they would not fall to communist factions. Areas such as Greece and Turkey were indeed assisted by America's foreign policies,

In addition, the United States lent military aid to regions that were in direct peril of communist take over. This included Korea, as evidenced by Document 2a. The United States got involved in the Korean War to contain communism. Furthermore, as depicted by Document 2b, Asia was not understanding communist threats very effectively. As a result, America felt the need to intervene themselves to prevent communism from spreading further in Asia. All of this led to American involvement in the Vietnam War. When North Vietnam invaded South Vietnam, it posed a threat that the domino theory would affect Southeast Asia. In order to attempt to contain the spread of communism, America involved itself as it did linking the concept of the Truman Doctrine first in Korea and then in Vietnam. Thus, there were a variety of reasons that the United States got involved in Vietnam; all of these reasons related to the policy of containment. Another reason that the United States got involved over time in Vietnam was that it had promised the South Vietnamese government aid. For years before the full-scale arrival of American troops were sent to Vietnam, America had been funneling aid first to France and then to the South Vietnamese government more directly. South Vietnamese and American cooperation was not enough to stop Ho Chi Minh. The North Vietnamese

government was much more organized, for example, and they were able to consistently supply invading troops through the Ho Chi Minh trail. This is illustrated by Document 3. These reasons all combined to lead to sustained U.S. involvement in Vietnam.

The effects of the Vietnam War were not just felt in Vietnam; it had numerous effects on American society as well. One effect on American society was that it diverted attention away from domestic issues. For instance, President Johnson's plan for a "Great Society" that would help eradicate poverty was pushed aside. Available funds and attention were concentrated on Vietnam, leaving the Great Society unable to be carried out. Also, the issue of Civil Rights was pushed aside for much of the same reasons. Government energy was focused overseas, and, as a result, important domestic issues were ignored. This can be seen in Document 4a and b. Moreover, the war caused deep divisions in American society, leading to widespread antiwar protests. These protests were often found on college campuses, and sometimes, lead to violence. Kent State is one example of this; four students were killed by the National Guard during the protest. This is depicted by Document 5a and b. Thus, the Vietnam War had many effects on American society.

Finally, the Vietnam War also impacted American

foreign policy. This occurred in a variety of ways, and is perfectly highlighted by the War Powers Act. The American military intervention officially began when it appeared that an American ship was attacked in the Gulf of Tonkin. This led to the passage of the Tonkin Gulf Resolution, in which Congress authorized the president to use all necessary force in Vietnam. However, following the Vietnam War, this legislation was reversed. The president had been given too much power, and the War Powers Act was passed over President Nixon's veto – limiting the president's right to use this force. This is displayed by Document 7. Therefore, the Vietnam War altered American foreign policy.

In conclusion, the Vietnam War was an example of American involvement in Asia due to the Cold War. It also is an example of the far-reaching effects of this involvement, both on American society and American foreign policy. The Vietnam War showed America that its activities and conflicts would have many consequences. It left America changed, for better or worse, and will leave a lasting legacy on the country.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by explaining reasons for United States involvement in Vietnam, discussing the impact of the Vietnam War on American society, and discussing the impact of the Vietnam War on United States foreign policy
- Is more analytical than descriptive (the halt of the spread of communism would defeat the Soviet Union by essentially “cutting off its air”; the hope that if a country’s economy was stabilized it would not fall to communism; Asia did not withstand communist threats very effectively; concept of military aid of the Marshall Plan was utilized first in Korea and then in Vietnam; following the war, the Gulf of Tonkin Resolution was reversed)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 7
- Incorporates substantial relevant outside information (the idea of containment was brought to light by George Kennan; Marshall Plan promised economic aid to the war-torn nations of Europe following World War II; Greece and Turkey were assisted by America’s foreign policies; invasion of South Vietnam by North Vietnam posed a threat that the domino theory would affect Southeast Asia; America first funneled aid to France and then to the South Vietnamese government more directly; more organized North Vietnamese government was able to consistently supply invading troops through the Ho Chi Minh trail; issue of civil rights was pushed aside; it appeared that an American ship was attacked in the Gulf of Tonkin, which led to the passage of the Tonkin Gulf Resolution; War Powers Act was passed over President Nixon’s veto)
- Richly supports the theme with many relevant facts, examples, and details (containment; involvement of the United States in Korea to contain communism; diversion of American attention away from domestic issues because of Vietnam; Johnson’s Great Society; widespread antiwar protests on college campuses; Kent State)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response effectively uses document information as a starting point for the discussion of the Vietnam War and its impacts. A good understanding of the connection between different facets of the Vietnam War, as exemplified in the discussion of the connection between the Gulf of Tonkin and the War Powers Act needing to be passed over Nixon’s veto, is demonstrated in the response.

World War II served as a wake-up call to American foreign and domestic policy after decades of isolationism. In the period after WWII, the US further grew from its tradition of non-intervention policies to embrace its role as a new world Superpower. As every Superpower has a super-villain, the US had the USSR and its communist agenda to combat. Concerns over communism led to several conflicts, hot spots in a Cold War, primarily within Southeast Asia. The war in Vietnam, perhaps the most publicized Cold War conflict, was a complicated international blunder with devastating repercussions at home. The war also led to several changes in American foreign policy.

One of the very first examples of US involvement, mostly in the form of money, came from President Dwight D. "Ike" Eisenhower. Eisenhower and his staff pursued a policy of brinkmanship in response to communism in Eastern Europe. Brinkmanship is defined as pushing an issue until war is imminent. In Southeast Asia, however, US involvement was more cautious. Next President Kennedy sent aid to Vietnam in the form of money and advisors. At this point, few American troops were officially involved in combat. As President Johnson expressed in a 1965 speech, Americans were already in-

involved and committed to the Vietnam conflict. The very involvement was initiated because of a difference in ideals. President Truman, the first president in a post-WWII America, spoke in 1947 of two forms of government. Free and democratic government was ideal for him and continues to be for most of the western world. The other form he described as "relies on terror and oppression..." This totalitarian style of government was threatening Western Europe. Communism and the Soviet Union used this "minority" system when it took over the satellite nations. The first incidence of "hot war" because of Cold War tensions occurred in Korea. In 1950 America, as the major part of the newly formed UN troops were sent to stop North Korea. As Truman described at a Civil Defense Dinner in May of 1951, the war was also to contain the spread of Communism. Containment was the policy of stopping the further spread of Communism. Americans worked hard at the Korean War only for a return to status quo at the 38° parallel. By 1953, as the peace efforts neared completion, problems began to bubble over in Vietnam. At this point the conflict was primarily internal and against French colonial presence. A May 1953 political

Cartoon amply displays the hardships in containment

American military presence exploded under the direction of LBJ. The Gulf of Tonkin Resolution spurred the country into motion. The conflict meant higher taxes. In document 4b, Johnson is depicted at the helm of a tank pumping tax dollars into Vietnam. Johnson # 2, the "good twin" with a revolutionary social agenda, has to wait for money. This split in interests was present across the country. A 1967 Newsweek article cries of conflict of interest within the Johnson administration similar to the cartoon. The article also highlights the social climate, as the 1960's were a fast paced bed of change that had to take a back seat to the Vietnam War. Hardcore opposition to the war spiked after the 1968 Tet offensive. A snapshot of the size of the movement is pictured in document 5a. "Hippies" as they were called rallied for peace and love. Hippies and other war protestors could be found throughout the country but were especially prevalent in colleges and universities. Deferment from the draft could be achieved if enrollment in college was the reason. Once in college, students could and did join the Students for a Democratic Society. SDS organized demonstrations on and off campuses. In 1970 Illinois was forced to deploy the National Guard due to violent protests

on campus. As a May 1970 New York Times article mentions, they were not the only school to do so. At Kent State, 4 ~~students~~ ^{Hayd-} students were killed during protest and clashed with the National

The aftermath of the Vietnam led to changes in American domestic + foreign policy. As the vets returned home some became public servants serving in the US Congress. David Shipper commented in a 1987 New York Times article that returning veterans had a more somber and mature outlook on the use of force in American foreign policy. This new attitude, as well as experience from fighting an undeclared war, contributed to the passage of the War Powers Act. This 1973 act limits the President's power to run a war w/o declaring war, which Congress must do. This came also in response to Nixon's bombing of Cambodia.

One of the first wars this was enacted with was the 1st Gulf War. This war as document 9 points out was the first "winning" experience in a war perhaps pulling the country out of a slump caused by Vietnam. Domestically, immigrants have always contributed to bettering the country and after the war Vietnamese immigrants were no different. An Asian-American female architect, Maya Lin designed the national monument honoring Americans who fought in Vietnam.

The Vietnam War changed many things about US society. After the fall of Communism, more changed. Now as the US faces further into the 21st cen, it is essential to learn from the past. Why protest occurred, why the War Powers Act was passed and why we must support, question and lead the country into a better position in the world.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task by explaining reasons for United States involvement in Vietnam, discussing the impact of the Vietnam War on American society, and discussing the impact of the Vietnam War on United States foreign policy
- Is more analytical than descriptive (World War II served as a wake-up call; after World War II, the United States grew further away from its tradition of nonintervention policies to embrace its role as a superpower; the United States had a super-villain, the USSR and its communist agenda, to combat; the Vietnam War was a complicated international blunder with devastating repercussions; free and democratic government continued to be an ideal for most of the western world; in the 1950s, the conflict was primarily internal and against French colonial presence; American military presence exploded under the direction of Johnson; Johnson's revolutionary social agenda had to wait for money; the racial climate was a fast-paced bed of change that had to take a back seat to the Vietnam War)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (the first example of United States involvement in Vietnam was in the form of money during the Eisenhower administration; Eisenhower pursued a policy of brinkmanship in response to communism in Eastern Europe; totalitarian government threatened Western Europe; communism and the Soviet Union used their "minority system" when satellite nations were taken over; newly formed United Nations troops were sent to stop North Korea; Americans worked hard at the Korean War only for a return to the status quo at the 38th parallel; Gulf of Tonkin Resolution spurred the country into motion; opposition to the Vietnam War spiked after the 1968 Tet offensive; "Hippies" rallied for peace and love; deferment from the draft could be achieved if college was the reason; students could and did join the Students for a Democratic Society; Vietnam was an undeclared war; War Powers Act was passed in response to Nixon's bombing of Cambodia; an Asian American, Maya Lin, designed the national Vietnam War monument)
- Richly supports the theme with many relevant facts, examples, and details (decades of isolationism; Kennedy sent money and advisors to Vietnam; containment was used to stop the further spread of communism; higher taxes were a result of the Vietnam War; war protestors were prevalent in colleges and universities; Illinois was forced to deploy the National Guard; students were killed at Kent State; some returning Vietnam veterans became public servants; terms of the War Powers Act; after the Vietnam War, Vietnamese immigrants contributed to improving the country)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses insights about changes in American foreign policy after World War II and a conclusion that discusses the impact of the Vietnam War on the 21st century

Conclusion: Overall, the response fits the criteria for Level 5. Analysis and integration of outside information and document information strengthen the response. Sophisticated historical references enhance the narrative.

The confidence of all nations is tempered by failure. The United States learned this lesson bitterly after the fall of Saigon and withdrawal of troops from Vietnam. The United States involvement in Vietnam was a result of the policy of containment and the "national pledge" to South Vietnam. The conflict divided American society, and the defeat has had a lasting effect on American foreign policy.

Presidents Truman and Eisenhower adhered to a policy of containment that served to slow and even stop some of the Communist expansion. The potential of the spread of communism in Europe after World War II led many politicians and citizens to advocate containment. In keeping with President Truman's plan to support all peoples who resist communist influences, Eisenhower lent American support to the South Vietnamese government as early as 1954 when Vietnam was divided. As such, both Kennedy and Johnson felt that the U.S. had not only the obligation to contain North Vietnam and the Vietcong's communist influence, but also to honor their America's "national pledge" and continue to support the

government that they had so unflinchingly provided for since 1954. (Doc. 1 & 3)

However, America's isolationist tendencies still lived in American society. While containment activities in Korea were classified as a success, Americans mourned their dead soldiers and were wary about sending more troops to Asian hot spots. Once involved in Vietnam, the heavy casualties and especially the Tet offensive served only to rile Americans who disagreed with the war. American society came to be divided, anti-war rallies thrived while many, usually older Americans were shocked at the protests staged by America's youth. Universities were riddled with protests, rallies and disputes. After the tragic Kent State shooting, many colleges were closed while at others, students simply did not show up. As if the government did not have enough to deal with abroad, protests destroyed the national peace and led to discontent and distrust of the government. Sadly for the legacy of Lyndon Johnson, the Vietnam war disrupted the economy, drained funds from his promised "Great Society" programs, and led to his decision not to run for re-election. This distrust of the national government and economic issues involving government spending and inflation would last for decades and contribute to the "Vietnam Syndrome" (Doc. 4 & Doc. 5)

After Vietnam, America's morale was weak and its foreign policy was rent asunder. The failed attempt to stop Communism in Vietnam has haunted the nation. The containment policy that had seemed so successful in Europe was discredited in Asia. Many people lost faith in the Commander-in-Chief, the military and even the entire national government. The distrust of the President is evidenced by the 1973 War Powers Act which limited his power to send troops abroad. The distrust of the military and its leadership is evidenced by the rejuvenation of isolationist attitudes and the nation's caution about military involvement. Thirty years later no one has forgotten what transpired in Vietnam and critics of George W. Bush's War on Terrorism and the war in Iraq fear that he has "involved the U.S. in a military quagmire - just like Vietnam." Even though George H.W. Bush felt that he managed to shake the nation's "Vietnam Syndrome" it lives on in the memories of many Americans and has created many reservations and cautions in America's foreign policy. (Doc. 7, Doc. 8 and Doc. 9)

America got involved in Vietnam to protect a weak government and of course, to stop the spread of Communism. America got out of Vietnam many years and casualties later to salvage the nation's collective spirit and American lives. Yet the "Vietnam quagmire" will never be forgotten for the societal divisions and lasting fears that it caused.

Anchor Level 4-A

The response:

- Develops all aspects of the task evenly and in depth by explaining reasons for United States involvement in Vietnam, discussing the impact of the Vietnam War on American society, and discussing the impact of the Vietnam War on United States foreign policy
- Is more analytical than descriptive (the United States learned the bitter lesson of failure after the fall of Saigon and the withdrawal of troops from Vietnam; potential of the spread of communism in Europe after World War II led many politicians and citizens to advocate containment; Kennedy and Johnson felt that the United States had not only the obligation to contain North Vietnam and the Vietcong's communist influence but also the obligation to honor America's pledge; containment activities in Korea were classified as a success; antiwar rallies thrived while many, usually older Americans, were shocked at the protests staged by America's youth; protests destroyed the national peace and led to discontent and distrust of the government; distrust of the national government and economic issues involving government spending and inflation would last for decades; failed attempt to stop communism in Vietnam has haunted the nation; containment policy that seemed so successful in Europe was discredited in Asia)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 7, 8, and 9
- Incorporates relevant outside information (Truman and Eisenhower's adherence to the policy of containment served to slow and even stop some of the communist expansion; America's isolationist tendencies still lived in American society; heavy casualties and especially the Tet offensive served only to rile Americans who disagreed with the war; Johnson's decision not to run for re-election; rejuvenation of isolationist attitudes and the nation's caution about military involvement; critics of George W. Bush's War on Terrorism and the war in Iraq fear that he has involved the United States in a military quagmire)
- Supports the theme with relevant facts, examples, and details (Vietnam was the conflict that divided American society; Vietnam was divided in 1954; after the tragic Kent State shooting, many colleges were closed; Vietnam War disrupted the economy; funds were drained from Johnson's Great Society programs; Vietnam syndrome; War Powers Act limited the president's power to send troops abroad)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how the confidence of the United States was affected by failure in Vietnam and a conclusion that discusses reasons for the United States involvement in Vietnam and reasons for its decision to withdraw from the conflict

Conclusion: Overall, the response fits the criteria for Level 4. Conclusions that are drawn from both documents and outside information demonstrate a good understanding of the Vietnam War and its effects. The conclusions about Vietnam's impact on American morale are good; however, the response lacks the supporting historical facts and details characteristic of a level 5 paper.

After World War II, President Truman and Josef Stalin became enemies as the Cold War heated up. In order to stop Stalin's Communist dictatorship of Russia from spreading to other countries, a containment policy was created. This policy led us into the Korean War and over ten years later, it led us into the Vietnam War.

In Vietnam during World War II, Communist guerilla's led by Ho Chi Minh, fought against the Japanese occupation. When the war was over, the Vietnamese people believed that they should be in charge of their own country, not the French. However, the French did not want to leave their colony, as it was an important country to have, due to its location in Asia. Eventually fighting broke out between the Vietnamese and the French. Since the United States was an ally to France, France asked for military support from the United States. President Eisenhower decided to provide the French with economic aid, but not direct military support. As the fighting continued, France began to lose many troops and eventually, the French would pull out of Vietnam, and United States military forces were sent to Vietnam by President Kennedy and even more were sent under President Johnson. The United States would now be the lead fighting force in Vietnam because the South

Vietnamese army was not strong enough to win the battle against the Communists.

At home in the United States, news of increasing numbers of troops and personnel being sent over to Vietnam troubled many people. The country soon became divided on what kind of foreign policy should be followed in Vietnam. Many believed that Communism needed to be stopped so the Domino Theory doesn't come true. Also, many others believed that the United States didn't need to be in Vietnam. Since televisions were now found in almost every home, the war in Vietnam began to be seen as a televised war. Reports and footage would be on the six o'clock news every night, giving families to the television set. Many people in the U.S. started to dislike the war because of the gruesome footage showing American soldiers dying in a country half a world away. As shown in documents 5a and 5b, protest marchers went down the streets of cities, and college students boycotted classes, causing almost 300 colleges to shut down. As public support for the war ended, the United States withdrew more and more troops. When the war finally ended immigration of non-Communist Vietnamese people into the United States increased and benefited the economy. Many Americans through church groups

And other community groups helped these immigrants assimilate. Vietnamese immigrants helped the economy by building businesses in areas, such as "Little Saigon", which is shown in document 6.

The United States foreign policy didn't change too much, after the Vietnam War because it had already changed during the war. Since the war was not very well liked by many in the United States, after the Tet offensive, the military did not have the backing and support they should have had from the Vietnamese people. Due to the lack of support, and the determination of the Viet Cong the military in Vietnam did not do well. Some of the soldiers, who were drafted, did not support the war, and they would fight just for their lives and not for the cause. Many soldiers rebelled and disobeyed orders and deserted. If they returned home, they joined protestors and protested the war. In document 8 it states "... the Vietnam experience has given almost all of them (Veterans) a sense of seasoned caution about using American military power without having the broad support of the American people. This affects the foreign policy of the United States because future Presidents were reluctant to involve the United States in foreign conflicts until problems arose in the Middle East.

The Vietnam War affected the United States severely. The nation was split, and the homefront suffered. However, slightly better foreign policy has been created. Communism thought the world is

Coming to an end, and the policy of Containment
worked out ok in the long run.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by explaining reasons for United States involvement in Vietnam and discussing the impact of the Vietnam War on American society more thoroughly than discussing the impact of the Vietnam War on United States foreign policy
- Is both descriptive and analytical (President Truman and Joseph Stalin became enemies as the Cold War heated up; since the United States was an ally to France, France asked for military support; President Eisenhower provided the French with economic aid but not direct military support; after the French pulled out, the United States became the lead fighting force in Vietnam because the South Vietnamese army was not strong enough to win the battle against the Communists; gruesome footage seen on the daily news turned people against a war half a world away; as public support for the war ended, the United States withdrew more and more troops; due to the lack of support from the Vietnamese people and the determination of the Viet Cong, the military in Vietnam did not do well; some of the soldiers who were drafted fought for their lives rather than the cause)
- Incorporates relevant information from documents 2, 5, 6, and 8; refers to documents 1, 3, and 9
- Incorporates relevant outside information (during World War II, communist guerillas led by Ho Chi Minh fought against the Japanese occupation; after the war, they fought against the French who tried to re-establish colonial rule; many believed that communism needed to be stopped so the domino theory did not continue while others believed we should not be there; people began to see a televised war; church groups and other community groups helped Vietnamese immigrants assimilate; many in the United States did not like the war after the Tet offensive; many soldiers in Vietnam rebelled and deserted; communism throughout the world is coming to an end)
- Supports the theme with relevant facts, examples, and details (containment policy was created and this led us into the Korean and Vietnam wars; Vietnam was located in Asia; college students boycotted classes; United States presidents were reluctant to involve the United States in foreign conflicts after Vietnam until problems arose in the Middle East)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how efforts to stop Stalin's spread of communism led us into Korea and Vietnam and a conclusion that discusses how containment worked in the long run

Conclusion: Overall, the response fits the criteria for Level 4. The strength of the response is the understanding demonstrated by the discussion of the French efforts to maintain their colony and how that led to United States involvement. Some analytical statements enhance the interpretation of document information.

After the alliance nation defeats Nazi Germany, it seemed as though the world would now be at peace. But there was a bomb ticking in world peace, waiting to explode. That bomb was Communism. During post World War II to 1990, Communism spread quickly throughout Asian countries. In particular, Vietnam caused great conflict in American foreign policy. The United States wanted peace in the world and democracy, but the rapid spread of Communism was hindering America's chance to spread Democracy.

After North Vietnam invaded South Vietnam, it was the United States promise to come to the aid of the South Vietnamese people. (Doc. 3) The United States was the leading nation in trying to contain Communism. If South Vietnam fell to communist control, the United States would have a more difficult time containing the spread of Communism. The United States wanted the South Vietnam to remain free. (Doc. 2) But to keep South Vietnam free, military aid was needed for the weak South Vietnamese army. America needed to contain Communism in Asia and military intervention became necessary.

Many Americans to this day, continue to speculate as to reasons why the United States entered the war. Even today, many Americans still do not have a clear understanding of the involvement in Vietnam. The impact the Vietnam war had on American society was great. Much of the nation during the 1960s

was immediately divided. (Doc. 4) Many Americans supported the war, while others protested the war. Also veterans of World War II were greatly upset by the measures taken by those who feared being drafted into the war. The burning of draft cards and moving to Canada to avoid the draft were seen as unpatriotic to the vets of World War II. Not only was the nation divided over the support of the war, but also soldiers were fighting the war divided. The war also created many protests at home, especially by college students. (Doc. 5) To many Americans, the involvement in war was unclear. To many, it seemed outrageous and useless to be participating in the war. The unclear reasons for war drove many students to protest the government's decision, especially after the invasion of Cambodia. Protests, such as Kent State, became violent, killing four students. Even when the war ended and when the soldiers returned, there was no parade or applause like those of World War II. There was spitting on soldiers and calling them "baby killers". The Vietnam War was created a negative impact on the American society, which was not short lived.

As soon as the troops were pulled from Vietnam, it was a relief. The ~~divided~~ nation was slowly reconnecting

and America was in her recuperating stage. But by the 1970s limitations on United States foreign policy was enforced. In 1973, the War Powers Act was established (Doc. 7). This greatly limited American involvement with foreign affairs. If the president did not report in ^{sixty} 60 days and persuade Congress to stay in war, the United States would end any military force being used. When Richard Nixon came to power, he announced his doctrine informing nations around the world that they could not rely on America for constant military support and must deal with the burden of war by themselves.

The Vietnam war caused an immense amount of controversy throughout America. A nation was torn with the involvement of the war and even at home Americans were dealing with war of a declining economy and an unclear reason for the action of war. The war brought limitations in America's involvement in foreign affairs. Though South Vietnam was eventually overrun by the Communists, America's effort to save South Vietnam and help contain the spread of Communism was one of heroism and has a lasting effect on the world.

Anchor Level 4-C

The response:

- Develops all aspects of the task by explaining reasons for United States involvement in Vietnam, discussing the impact of the Vietnam War on American society, and discussing the impact of the Vietnam War on United States foreign policy
- Is both descriptive and analytical (after World War II, it seemed as though the world would be at peace; communism was hindering America's chance to spread democracy; if South Vietnam fell to communism, the United States would have a more difficult time containing the spread of communism; many Americans continue to speculate as to the reasons the United States entered the Vietnam War; Vietnam War created a negative impact on American society which was not short-lived; after the war, the divided nation was slowly reconnecting and America was in her recuperating stage)
- Incorporates relevant information from documents 1, 3, 4, 5, and 7; refers to documents 2 and 9
- Incorporates relevant outside information (Allied nations defeated Nazi Germany; to keep South Vietnam free, military aid was needed for the weak South Vietnamese army; World War II veterans were greatly upset by the measures taken by those who feared being drafted; burning of draft cards and moving to Canada to avoid the draft were seen as unpatriotic to World War II veterans; many students protested the government decision, especially after the invasion of Cambodia; when soldiers returned, there were no parades or applause like those of World War II; there was spitting on returning soldiers and they were called "baby killers"; when Richard Nixon came to power he announced his doctrine informing nations around the world that they could not rely on America for constant support; South Vietnam was eventually overrun by the Communists)
- Supports the theme with relevant facts, examples, and details (after World War II, communism spread quickly throughout Asian countries; North Vietnam invaded South Vietnam; many Americans supported the Vietnam War, while others protested the war; four students were killed at Kent State; by the 1970s, limitations on United States foreign policy were enforced; the War Powers Act was passed)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses how communism was hindering America's chances to spread democracy and a conclusion that discusses the reasons the Vietnam War was controversial

Conclusion: Overall, the response fits the criteria for Level 4. Although the reasons for United States involvement in the Vietnam War are repeated several times, interpretation of document information is used effectively as a bridge to both analyze and discuss the Vietnam conflict. Outside information, especially the specific historical details used to discuss the impact of the war on American society, demonstrates a good knowledge of the issues surrounding the United States involvement in Vietnam.

The war in Vietnam occurred in a time of great conflict, not ~~only~~ only between nations but also within them. The war drained the American economy and ~~its morale and faith~~ the morale and faith of American Citizens. Those who supported the use of troops in Vietnam in the beginning quickly began to question the reasoning and the motives of the American government. The war, which was fought in the name of freedom, took an immense toll on both internal and foreign American affairs, ^{The Conflict} almost destroying ~~ed~~ the American Society and the great power and large presence the U.S. had in the world.

^{After World War II} ~~in the beginning~~, communism started to spread throughout Europe and Asia. Fearful of the effects, ~~the~~ The U.S. began sending troops over in effort to contain the spread of communism. The American ~~the~~ public fully supported the government's attempts to stop communism, even in lands far away from home. They supported this due to their fear of communism which was created by the McCarthy trials and many other factors of pop culture of the time. President Truman began to concentrate the U.S. military in Korea, stating that "The defense of Korea is part of the worldwide effort of all the free nations to maintain freedom" (Document 2a) This statement, and others made by U.S. officials, gave reasoning to U.S. involvement in other

country's affairs. President Truman believed, and convinced the American public, that in order to stop the spread of communism and to ensure freedom, the U.S. must send military aid to Korea. This motion was the beginning of the long and tedious ~~time~~ time of U.S. involvement in South East Asia.

As efforts in Korea continued, other nations began falling under communist rule. This is depicted in document 2b. As efforts in Korea began to wind down, new problems arose in IndoChina. North Vietnam, which was communist, began to put pressure upon South Vietnam, and a civil war erupted. The U.S. government sent troops to ~~aid~~ aid South Vietnam, and the Citizens of America were along for the ride. The American government committed many troops and billions of dollars to stop North Vietnam from taking over non-communist South Vietnam. The U.S. was in this ~~fight~~^{war} solely to fight with the soviets, and the U.S. government claimed that they owed it to the people of South Vietnam to help them in their struggle. "We are there because we have a promise to keep... Thus, over many years, we have made a national pledge to help South Vietnam defend its independence" (Document 3). These words spoken by president Johnson tried to justify U.S. involvement, and allowed the President to be able to

receive billions of dollars and troops from congress to use in the Vietnam War.

As the war waged on, the death toll of American troops began to soar. Those who supported the war, due to their fear of communism, began to not see the point of U.S. involvement. ~~And despite~~ Citizens began questioning the government's need to involve troops in another country's civil war, and the country became deeply divided. Many, especially the youth of America, began protesting the war. Problems, like the civil rights problems were tearing the nation apart, but were being ignored by President Johnson and congress. Those who opposed the war were being put down, which was talked of in document 4a, and the concentration of U.S. money and troops in Vietnam ~~just~~ kept escalating despite the desperate need for tax money on the home front. In document 4b, the picture illustrates the lack of tax money put into American society, and shows how it ^{was} being spent on the Vietnam war.

As tensions grew, more and more people became frustrated by the what felt like "the never ending war in Vietnam". The youth, especially, took action and formed many anti-war rallies, like the one seen in document 5a. Old society was being challenged by the baby-boomer generation, and they demanded their rights. People no longer had a blind faith in their government

and wanted a change. Due to violence and protests, colleges began to be closed, and the nation seemed to be falling to pieces. ~~The war~~ The war had a profound effect on American society which would last for many years following it, maybe even permanent.

Not only did it have a long lasting effect on internal American affairs, but also foreign ones. U.S. foreign policy was greatly discredited by the unsuccessful war. It lost momentum and backing, not only by American citizens but also by other countries. "[The war] set the US economy on a downward spiral. It left America's foreign policy at least temporarily in disarray, discrediting the postwar policy of containment and undermining the consensus that supported it" (Document 9). This statement encapsulates the loss of the great motivation ~~as~~ the US ~~foreign policy~~ ^{foreign policy} and military had once reared, fueled by fear of communism and complete trust in the American government. This loss was due to the conflict in Vietnam, which would put a large damper on U.S. foreign policies for many years.

In conclusion, the war in Vietnam was unlike any other war America had ever seen. It destroyed a unified America, and drastically changed the world. "It divided the American people as no other event since their own civil war a century earlier. It battered their collective soul." (Document 9). In order for the world to gain any good from such a tragic time, it must study the history and prevent any of the same mistakes from ~~re~~ reoccurring.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth
- Is both descriptive and analytical (war drained the American economy and the morale and faith of American citizens; those who supported the use of troops in Vietnam in the beginning began to question the reasoning and the motives of the American government; the conflict almost destroyed the great power and large presence the United States had in the world; President Truman convinced the American public that in order to stop the spread of communism and ensure freedom the United States must send military aid to Korea; Truman's motion was the beginning of the long and tedious time of United States involvement in Southeast Asia; citizens of America were along for the ride when the United States government sent troops to aid South Vietnam; American government committed many troops and billions of dollars to stop North Vietnam; as tensions grew, more and more people became frustrated by what felt like "the never ending war in Vietnam"; people no longer had a blind faith in their government and wanted a change; United States foreign policy was greatly discredited by the unsuccessful war)
- Incorporates some relevant information from documents 2, 3, 4, 5, and 9
- Incorporates limited relevant outside information (Americans feared communism because of the McCarthy trials and other factors of pop culture at the time; civil war erupted in Vietnam; old society was being challenged by the baby boomer generation)
- Includes some relevant facts, examples, and details (after World War II, communism started to spread throughout Europe and Asia; as efforts in Korea continued, other nations began falling under communist rule; North Vietnam was communist; death toll of Americans increased; the youth of America began protesting the war; concentration of United States money and troops in Vietnam continued to escalate); includes some minor inaccuracies (the United States was in the war solely to fight with the Soviets)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses the toll of the Vietnam War on both internal and foreign affairs and a conclusion that states the Vietnam War was unlike any other war America had ever seen

Conclusion: Overall, the response fits the criteria for Level 3. Although analytical statements, which appear throughout the response, demonstrate a depth of understanding that is characteristic of a Level 4 response, they are not supported with specific facts and details. For example, the statements, "civil rights problems were tearing the nation apart" and "baby boomers demanded their rights," are not explained.

With the end of World War II came a new kind of war. It was felt in the hearts and minds of people all over the world, but mostly in the countries involved. The Cold War was a struggle between communism and democracy, and it was anybody's game. Troubles in Asia played a major role in this conflict, most notably the communist expansion in Vietnam. The decision to send American troops to South Vietnam was met with an onslaught of criticism and a clear lack of support, but the decision stood. This decision greatly impacted both American society and foreign policy.

When the United States joined the war in Vietnam, society changed dramatically. To the American citizens, it seemed as if their president, Lyndon B. Johnson, had abandoned them in favor of the Vietnamese. Winning the war was clearly his top priority, and everything else fell to the wayside. Despite resistance from his own people, Johnson forged ahead in the foreign conflict. (Doc. 4a) When running for the presidency, he used the platform of the "Great Society" for the Democratic party. He was elected with the mandate to reform, and yet Americans were not reaping any benefits. In fact, their tax dollars were going toward the war effort rather than their own country. (Doc. 4b) Understandably, people were upset by Johnson's one-track mind. "Few question his personal resolve on the Negro problem... But his public posture here projects none of the sense of urgency that marks his Vietnam crusading..." gripes a 1967 article from Newsweek. (Doc. 4a)

It stands to reason then, with all this unrest, that the American people would do what they know it is their right to do: protest.

In the late 1960s and early 1970s, anti-war rallies, marches, and demonstrations rose up with surprising force. Although the civil rights movement was gaining speed around the same time, the Vietnam protests were actually becoming violent. In early May of 1970, students were shot and killed at Kent State. On May 7, 1970, the New York Times ran an article on a dismaying topic. Schools were actually closing in response to nationwide protest against the war. More than 80 colleges closed their doors for varying periods of time, ranging from a day to the rest of the school year. A spokesman for the National Student Association informed the newspaper that students had not been attending classes at almost 300 campuses in the U.S. (Doc. 5b) America's young people were actually hindering their education in response to the Vietnam War. Society definitely took a turn for the worse during this period, and Lyndon B. Johnson did not serve a second presidential term.

At the beginning of the Cold War, America had a very clear foreign policy. In 1947, President Harry Truman addressed Congress to explain his doctrine. He claimed that it was the duty of the U.S. to support free people who were resisting control by armed minorities or outside pressures. (Doc. 1) Truman supported containment of communism, as he did not want any more countries falling to minority

rule. "Communist imperialism may strike anywhere, anytime," he declared four years later, in 1951. For this reason, he justified U.S. involvement in Korea, the first major Asian conflict of the Cold War. (Doc. 2a) America was victorious, and Truman set a precedent that the U.S. should act in the defense of freedom whenever it could. It seemed like a kind-hearted plan, but it became increasingly difficult to pull off as communist aggression spread more rapidly than U.S. peace efforts could contain. Just as one problem was fixed, another would start, or even more dangerous, multiple problems could occur at the same time. (Doc. 2b) It no longer seemed like such a great deal, but the presidents remained steadfast. In 1965, Johnson defended his decision by claiming the need to defend S. Vietnam's independence. (Doc. 3) As support decreased, the U.S. began going back on their policies. In 1973, Congress passed the War Powers Act, which took rights from the president involving foreign affairs by limiting when troops could be sent. (Doc. 7) Nothing was sure anymore. When Saigon fell and the Americans were defeated, soldiers were disrespected. Ever since then, foreign policy has centered around redeeming the importance of U.S. involvement. (Doc. 9)

The Vietnam War was a low period for both American society and foreign policy. Without the support of the people, a country falls apart. This is shown very clearly by the downfalls of America during the Vietnam conflict.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth
- Is both descriptive and analytical (Cold War was a struggle between communism and democracy, and it was anybody's game; to American citizens, it seemed as if President Johnson had abandoned them in favor of the Vietnamese; America's young people were actually hindering their education in response to the Vietnam War; at the beginning of the Cold War, America had a very clear foreign policy; Truman set a precedent that the United States should act in the defense of freedom whenever it could; it seemed like a kind-hearted plan, but it became increasingly difficult to pull off; as support decreased, the United States began going back on their policies)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, 7, and 9
- Incorporates limited relevant outside information (civil rights movement was gaining speed around the same time, Johnson did not serve a second presidential term)
- Includes some relevant facts, examples, and details (antiwar rallies, marches, and demonstrations rose with surprising force; students were shot and killed at Kent State; colleges closed in response to the nationwide protest against the war; Truman supported containment of communism; Korea was one of the first major conflicts of the Cold War; Congress passed the War Powers Act); includes some minor inaccuracies (decision to send American troops to South Vietnam was met with an onslaught of criticism and a clear lack of support; Saigon fell, the Americans were defeated, soldiers were disrespected)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses how the Vietnam War was a new kind of war and a conclusion that demonstrates how the Vietnam War was a low period for American society and foreign policy

Conclusion: Overall, the response fits the criteria for Level 3. The core of the response focuses on interpretation of the documents. With the one exception already noted, the chronological development of each aspect of the task is accurate. Scattered analytical statements strengthen the response.

After WWII, an increasing number of countries throughout the world fell to communism. This problem was especially visible in Asia.^(2B) Because of its fear of communism, the United States adopted a policy known as "containment." This policy said that the US would use all its resources to prevent further expansion of communism. First, the US became involved in the Korean conflict in order to prevent South Korea from falling to communism^(2a). Later, when South Vietnam received a similar threat, the US became involved. This involvement had a profound impact on the US government, population and psyche.

When ~~with~~ North Vietnam threatened to invade the ~~old~~ dictator ruled, but anti-communist South Vietnam, the US felt an obligation to interfere. As President Johnson said, "We are there because we have a promise to keep.... we have made a ~~promise~~ national pledge to help South Vietnam defend its independence..."⁽³⁾. The President felt that if the US did not interfere then the communist countries would see it as weak. Therefore, these ^{communist} countries would continue their aggression. Although the President saw this reasoning as justification for involvement in Vietnam, many disagreed.

During the Vietnam War, the US became a divided nation. Some, known as War Hawks, supported the

war and the use of ~~violence~~ force to contain communism. Others saw the war as unnecessary and unjustified. These people, who advocated for peace, rioted throughout the country. Many anti-war protestors marched throughout the country to show their dismay with the American government. One such protest occurred in New York City in 1968 (5a). During ~~another protest~~, in ~~Illinois~~, other protests, schools and universities were forced to be shut down (5b). The war also affected the domestic activities of the American government. Johnson's "Great Society" program, which he had worked hard to pass, fell onto the back burner during the war (4). Johnson's proposed legislations regarding welfare and civil rights "died" because he shifted his support to the conflict in Vietnam. During the war the domestic culture of the country changed dramatically, due to the divided nature of the population and the new priorities of the federal government. Because the US failed to contain communism in Vietnam, it lost self-confidence in its military abilities. The country as a whole feared future conflicts because it questioned its ability to rise to challenges. This fear came to be known as the "Vietnam syndrome" (9). The syndrome also affected individuals. Many former soldiers in Vietnam later came to serve in the US Senate.

Despite their various party affiliations, the congressmen all were especially hesitant to send troops into foreign countries (8). The failure in Vietnam caused the US to pull back from its formerly prominent role on the International Stage.

The Vietnam Era and its aftermath had a profound effect on the American psyche. Many Americans began to openly speak out against the government in order to express their beliefs. Also, Americans became divided in their support for the war. Even after, Americans who had been on different sides of the divide, resented each other for their previous actions. The war in Vietnam was an important experience in American history which has shaped American culture and policy since.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth
- Is both analytical and descriptive (President Johnson felt that if the United States did not interfere then the communist countries would see it as weak and continue their aggression; many antiwar protestors marched throughout the country to show their dismay with the American government; Johnson's Great Society program fell onto the back burner; domestic culture of the country changed dramatically due to the divided nature of the population and the new priorities of the federal government; the country as a whole feared future conflicts because it questioned its ability to rise to challenges; failure in Vietnam caused the United States to pull back from its formerly prominent role on the international stage; Americans began to openly speak out against the government in order to express their beliefs)
- Incorporates some relevant information from documents 2, 3, 4, 5, 8, and 9
- Incorporates relevant outside information (South Vietnam was dictator-ruled, but anticommunist; War Hawks supported the war and the use of force to contain communism; others saw the war as unnecessary and unjustified; Johnson's proposed legislation regarding welfare and civil rights "died" because he shifted his support to the conflict in Vietnam)
- Includes some relevant facts, examples, and details (after World War II, an increasing number of countries throughout the world fell to communism; United States adopted a policy of containment; schools and universities were forced to shut down; Vietnam syndrome); includes a minor inaccuracy (North Vietnam threatened to invade South Vietnam)
- Demonstrates a satisfactory plan of organization; includes an introduction that uses the Korean conflict to introduce United States involvement in Vietnam and a conclusion that discusses how the Vietnam War divided American society but was important in shaping future American culture and policy

Conclusion: Overall, the response fits the criteria for Level 3. The response relies extensively on interpretation of document information with limited discussion of factual references. The inclusion of some analytical statements strengthens the discussion.

The cold war was a conflict between the U.S. and the communist Soviet Union. This period of turmoil between the two superpowers was a result of the foreign policy of Containment. The evergrowing threat of Communism was becoming more realistic as communist ideas began spreading more rapidly around the world. In an effort to contain communism, the U.S. came to Vietnam and sided with the Southern Vietnamese against the invading communists, the Northern Vietnamese. By entering the Vietnam War and becoming involved, the American Society was directly affected as was U.S. foreign policy.

The United States became involved in Vietnam mainly to contain communism and sustain Vietnamese independence. As shown in document 2b, by 1953 the U.S. was facing a big problem in Asia. Communism was spreading faster than the United States could keep up. By the time peace efforts could contain communism in Korea, communist aggression was already spreading into Indochina. According to president Johnson in document 3, the U.S. was involved with Vietnam because of a past agreement. Since 1954, American aid has been offered to Southern Vietnam and now that Northern Vietnam had attacked their southern counterpart, LBJ felt that the U.S. should step up and protect Southern Vietnamese independence. The U.S. aided South Vietnam with supplies, fuel, weapons, ammunition and troops.

Not only was the Vietnamese economy affected by the war, but the American Society also felt an impact. Two effects of the war on American Society were that tax dollars were going to the war effort before American needs. Our Society as a whole also became divided on their

views of the war (document 4). Based on document 5, thousands of anti-war people demonstrated and protested around the country. Over 300 college campuses closed in protest and students were skipping classes. A common slogan during this time was "Hey Hey LBJ, how many kids did you kill today?" This was referring to the thousands of body bags of loved ones and friends that came home every day.

United States foreign policy was also affected by the Vietnam war. At the end of the war, the U.S. went through a time known as the Vietnam Syndrome. According to President Bush (episode 1) in document 9, the Vietnam Syndrome affected U.S. foreign policy. It discredited the policy of containment and undermined any groups that supported the policy. The passing of the War Powers Act in 1973 was also a result of the war. As stated in doc. 7, United States involvement in foreign conflicts could be limited by this act. The War Powers Act basically allowed 60 days for the removal of U.S. troops once a report was submitted. Only if Congress gave a valid reason such as declaring war, could troops remain.

U.S. involvement in the Vietnam war had its impact on all aspects of American society. The foreign policy of containment was looked at again and much of society became unsure of this plan anymore.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (ever-growing threat of communism was becoming more realistic as communist ideas began spreading more rapidly around the world; communism was spreading faster than the United States could keep up; not only was the Vietnamese economy affected by the war but the American society also felt an impact; tax dollars were going to the war effort before American needs were met); includes weak application (Vietnam syndrome undermined any groups who supported the containment policy)
- Incorporates limited relevant information from documents 2, 3, 4, 5, 7, and 9
- Presents little relevant outside information (a common slogan during this time was “Hey, Hey, LBJ, how many kids did you kill today?” referring to the body bags of loved ones and friends that came home every day)
- Includes few relevant facts, examples, and details (the United States sided with South Vietnam against the invading North Vietnamese communists; United States became involved in Vietnam to contain communism and sustain Vietnamese independence; communism was spreading in Indochina; the United States aided South Vietnam with supplies, food, weapons, ammunition, and troops; people demonstrated and protested around the country; Vietnam syndrome affected American foreign policy; terms of the War Powers Act); includes a minor inaccuracy (thousands of body bags came home every day)
- Demonstrates a general plan of organization; includes an introduction that discusses that turmoil between the superpowers resulted from containment and a conclusion that states American society became unsure of the policy of containment

Conclusion: Overall, the response fits the criteria for Level 2. Although good information is included, it is presented in isolated statements. This document-based response lacks the supporting details and outside information that are characteristic of a Level 3 response.

The communist aggression that spread throughout South Vietnam led to America's involvement in the Vietnam War. The reason for America's involvement was because of a national pledge that the United States had made. As stated in Document 3, the U.S. pledged to help South Vietnam maintain their independence. U.S. involvement also occurred because America did not want communist aggression spreading throughout Asia, as portrayed in the cartoon Document 2b. This led to the Vietnam War, which resulted in an interesting era for American Society.

The impact of the Vietnam War on American Society was very long lasting. Society went through "Vietnam Syndrome", as stated in Document 9. This syndrome was a stage where Americans ~~that~~ could not forget the traumatic experiences of the war, ~~and~~ to the extent where Vietnam was constantly on their minds. This syndrome also led to the crash of the American economy. Throughout the war, America's priority was the Vietnam War, as stated on document 4b. However, the war also led to many protest. Both documents, 5a + 5b, describe how much the American people did not want the country to be involved in this war. Document 5b stated that as many as 80 colleges in the United States closed down due to America's involvement in Vietnam. Document 5a discussed the protest that took place along fifth avenue. More than 87,000 people marched along New York City, and led to more than 60 arrests.

After the Vietnam War, many war veterans have used their experience in Vietnam with today's issues. Document 8 states that

these veterans, who are now in Congress, are more careful about using American military power without having the support of the American people. They use their experience in the war to voice their opinion on certain Foreign policies. These war veterans have learned alot through their experience with the Vietnam War. ~~After~~ As soon as the war ended, it left America's foreign policy in total confosion, discrediting the post war policy of containment, as reported in Document 9. The Vietnam war also resulted in the War Powers Act (1973), which was designed to limit United States involvement in foreign affairs. Document 7 describes the certain ^{laws} ~~preventions~~ that were listed in the Act, as ways of preventing United States involvement in foreign affairs.

The Vietnam War was a very traumatic experience for many Americans. It was a time where many lives were lost and a time of struggle for society. The war led to many ~~are~~ outcomes, both good and bad. It resulted in many Vietnamese immigrants making their way to the United States and helping out the economy by starting their own businesses, as ^{portrayed} ~~stated~~ in Document 6. Although the effects are not felt as strong as they were before, the Vietnam war definitely left its mark on American history.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (veterans who are now in Congress are more careful about using American military power; the Vietnam War left America's foreign policy in total confusion; laws were listed in the War Powers Act); includes faulty application (Vietnam syndrome led to the crash of the American economy)
- Incorporates limited relevant information from documents 2, 3, 5, 6, 7, 8, and 9
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (definition of the Vietnam syndrome; the Vietnam War led to many protests; colleges in the United States closed down due to America's involvement in Vietnam; War Powers Act limited United States involvement in foreign affairs; Vietnamese immigrants made their way to the United States and helped the economy)
- Demonstrates a general plan of organization; includes an introduction that states the reasons for United States involvement in Vietnam and a conclusion that discusses the impact of the Vietnam War on American society

Conclusion: Overall, the response fits the criteria for Level 2. The strength of the response is in the use of documents to both introduce and conclude a discussion of the good and bad outcomes of the Vietnam War. While the narrative of the impact of the Vietnam War on American society is satisfactory, the other two aspects of the task are limited.

The Vietnam War is known today as one of the largest mistakes the United States has ever made. Despite this accusation, there is still plenty that can be learned by examining and understanding the justification ~~of~~ (at the time), war-time impact, and long lasting effects of this war.

Entry into the war was extremely controversial. The claimed reasons were to help South Vietnam in their fight to preserve freedom as well as maintain a policy of containment (Documents 1 ~~and~~ & 3). This Containment policy was very difficult to maintain in Asia considering the recent explosion of communism, therefore causing America to put much more money into the war effort than they did at home (Documents 2 & 4).

Resentment for the war was obvious at home. Huge protests caused riots on city streets and shutdown countless universities (Document 5). ~~W~~ Muhammed Ali, once known as the most recognizable man in the world, a famous and extremely well-liked boxer, went to jail as protest to being drafted.

Asking Vietnam Veterans he'll tell you about the horrors of the war (actually, some won't). The horrors of the war have left them unable to talk about it. The Vietnam War left vets (and many others) with the notion of making extremely cautious decisions about entering a war (Document 6), in one

reason because of the messiness in which the Vietnam War left our foreign policy. (Document 9)

The Vietnam War was a tough time for America, but it survived as a nation. In any case, the Vietnam War was an important period that laid down the line for much of America's views on foreign policy today.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task by mentioning reasons for United States involvement in Vietnam, discussing the impact of the Vietnam War on American society, and mentioning the impact of the Vietnam War on United States foreign policy
- Is primarily descriptive (containment policy was difficult to maintain in Asia considering the recent explosion of communism; America was forced to put more money into the war effort than they did at home; resentment for the war was obvious at home)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, 8, and 9
- Presents little relevant outside information (Muhammad Ali, once known as the most recognizable man in the world because he was an extremely well-liked boxer, went to jail as a protest to being drafted; ask any Vietnam vet and he will tell you about the horrors of war—actually some will not because the torments of the war have left them unable to talk about it)
- Includes few relevant facts, examples, and details (containment policy; protests on the city streets; universities were shut down); includes some overgeneralizations (the Vietnam War is known today as one of the largest mistakes the United States has ever made)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction that refers to how much can be learned from the Vietnam experience and a conclusion that explains why the Vietnam War was a tough but important time for America

Conclusion: Overall, the response fits the criteria for Level 2. A few analytical statements and the inclusion of historical references in the discussion of the impact of the Vietnam War on American society demonstrate an understanding of the time period. However, the development of reasons for United States involvement in Vietnam and discussion of the impact of the war on United States foreign policy are limited in scope. Many statements are not supported with specific details.

The United States have been involved in many Asian military conflicts since World War II. One of ~~which~~^{these} was the Vietnam Conflict. There have been many reasons for United States ~~now~~ involvement in Vietnam. This conflict has also had an impact on U.S. society and foreign policy.

There were many reasons for United States involvement in ~~the~~ Vietnam. According to document 1, President Truman stated that the United States must support free peoples that are resisting control from a minority-run government. In document 2a, he stated we must defend Asian nations to maintain freedom throughout the rest of the world.

United States involvement in Vietnam ~~brought both in~~ impacted both U.S. society and foreign policy. According to ~~the~~ President Johnson in document 3, it was unwritten foreign policy to protect South Vietnam because we promised to protect it and its people. In document 4a, it is shown that the author believed that American society was affected because President Johnson's focus was on Vietnam. Document 4b showed that ~~the~~ a rise in taxes because of the Vietnam Conflict affected United States economy significantly.

Since WWII, The United States has been involved in Asian Military conflicts. The Conflict in Vietnam was one of them. It affected United States foreign policy and society significantly. There were also many reasons for our involvement in this event in our history.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task by explaining reasons for United States involvement in Vietnam and mentioning the impact of the Vietnam War on American society
- Is descriptive (the United States has been involved in many Asian military conflicts since World War II; we must defend Asian nations to maintain freedom throughout the rest of the world; we promised to protect South Vietnam and its people); lacks understanding and application (rise in taxes because of the Vietnam conflict affected the United States economy significantly)
- Consists primarily of relevant information from documents 1, 2, 3, and 4a, but misinterprets document 4b
- Presents no relevant outside information
- Includes a relevant detail (terms of the Truman Doctrine)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. An attempt is made to address the task and use the documents. However, the information presented is limited in scope and details.

In the years during the cold war communist ideas and government was expanding in areas Asia. Because of the theory of Containment many conflicts arose in Asia. One such conflict was Vietnam. American involvement in Vietnam created much controversy, and the decision to send troops into Vietnam had a lasting impact on ~~at~~ ^{the} United States society as well as foreign policy.

Communism was seen as a serious threat to the United States. At the time of Vietnam ~~The~~ the United State was experiencing a cold war with the Soviet Union. (a Communist country) Americans felt ~~the only way to stop comm~~ The Soviet Union was providing aid to countries who have suffered during WWII. This made communism look very appealing, and some countries adopted communism. This action angered many Americans. Some felt the only way to stop communism was to contain it. This is partially what was occurring in Vietnam. Also, as Lyndon Johnson ~~felt~~ has said "we have a promise to keep." Even since 1954 every American president has offered support to Vietnam. "we have a national pledge to help ~~at~~ South Vietnam" (DOC.3)

Anchor Level 1-B

The response:

- Minimally develops an aspect of the task by explaining reasons for United States involvement in Vietnam
- Is descriptive (communism was seen as a serious threat to the United States; the Soviet Union was providing aid to countries who suffered during World War II; this made communism look appealing, and some countries adopted communism as a result)
- Consists primarily of relevant information copied from document 3
- Presents little relevant outside information (way to stop communism was to contain it)
- Includes few relevant facts (United States was experiencing a cold war with the Soviet Union; the Soviet Union was a communist country)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Most of the response is based on a general discussion of communism. Elements of the discussion demonstrate a limited understanding of the Cold War.

Ever since World War II, the United States has not really had a break when it comes to its foreign policy problems. After World War II, the Cold War quickly ensued which would cause two additional wars to the United States' history. First came the Korean War, and soon after, the Vietnam crisis broke out in Indochina. Both these wars were related, and the US's involvement in both these wars was similar as well. The US felt it had an obligation to contain the spread of Communism. This was the US's main goal in their involvement in the Vietnam war. Although as a result of this war, the ~~United States~~ American society would be hurt greatly and the US's ~~foreign~~ ~~policy~~ reputation for its foreign policy would be demolished. ~~in the~~

The US ~~was~~ ~~the~~ felt obligated to get involved into the action in Vietnam. Like in Korea, the US needed to stop the spread of communism and help maintain a country's freedom. (Doc. 3a) The US felt that if communism ~~fell~~ took over in a region like Indochina, first starting with Vietnam, then the rest of the surrounding nations would fall to Communism. This was known as the Domino Effect. Also President Lyndon Johnson said that we as a nation promised to help South Vietnam, "we have made a national pledge to help South Viet-nam defend its independence." (Doc. 3) Along with the nations fear of the spread of Communism, they also did not want a country to lose its independence and freedom ~~to~~ ^{to} another country.

The American Society as well was hurt from the war. Lyndon Johnson promised African Americans that he would help solve their problems in society, but that managed to never fall through due to the magnitude of the war. (Doc. 4a) Lyndon Johnson had more priorities during his term as president, so he was unable to follow through on some of his plans that he could have achieved as president. The American Society also was hurt economically as well. All the available resources went to the war effort. The tax money that the citizens paid went to the war effort. (Doc. 4b). This money was supposed to go back into the society to improve it, though instead it was used to build guns and ammunition and vehicles for the war. ~~Students as well~~

Students as well were hurt from the war. More than 80 colleges closed their doors for periods ranging from a day to the remainder of the academic year. (Doc. 5b) This hurt thousands and thousands of students nationwide.

It brought problems as well. College students were right around the age of the draft. This would bring massive protests nationwide against the war.

Up until the war in Vietnam, the US was a world power. Its military was unbeatable, and no one thought that anyone could defeat the force that brought down Hitler. Though after the loss in Vietnam, the world's view towards whether the US was really an international

power was questioned. It was an embarrassment that the US lost to small, undeveloped country like Vietnam. The US had the manpower and certainly the technological superiority over their enemy, so when they lost, it came as a big shock to the world. "It left America's foreign policy at least temporarily ~~in~~ disarray, discrediting the postwar policy of containment..." (Doc. 9) The US had failed in its goal to prevent the spread of Communism in a country that had once been an independent nation. There was no North Vietnam and South Vietnam any longer, it united as one country, a communist country.

The US's involvement in the Vietnam war was questionable. It was a low time in the Nation's history. It was the country's first loss in a war, they failed to contain Communism and they failed in their end of the bargain to help a nation in its time of need. Everything that could have gone wrong for the US, did go wrong. The US society and ~~the~~ the country's foreign policy was left in the dark. ~~in the dark~~

One of the most notorious wars of American history is the Vietnam War. Never before had the United States withdrawn and failed to win a war. The Vietnam War engendered mixed reactions from the American public. In addition, the war maintained a legacy that impacted society and the foreign policy of the United States.

The United States had joined the war in Vietnam for various reasons. Prior to the war, the world was shadowed by the spread of communism. Communism, which first took a hold in the Soviet Union in 1917, was on the path of spreading to Asian countries. In the 1940s, China turned communist when the rebel Mao Zedong overthrew the Chinese govt and forced it to move to a nearby island of Taiwan. Hence, the United States, a harbor for democracy and free institutions, saw it as their moral duty to exercise the policy of containment — curbing the spread of communism. The United States saw it as their duty to defend the interests of democracy overseas. Even before the Vietnam War, the United States had participated in the Korean War. In this war, United States fought to contain communism and prevent North Korea from invading and taking over South Korea. Thus, one of the reasons for the United States intervention in the Vietnam War was to curb the spread of communism and defend the principles of democracy. But why would the United States try to curb the spread of communism? This is because communism is almost the exact antithesis of democracy. In an ideal communist government, according to the Communist Manifesto written by Karl Marx and Friedrich Engels, the people will work for their good and the distribution of wealth will be equally allotted to all people.

During the 20th century the principles of communism changed dramatically.

Communism employed terror and oppression towards the people, limitations of freedom of speech (censorship), fixed elections, and suppression of personal freedoms. Since this is a threat to democracy, the United States saw it as their duty to "contain" communism. Another reason for United States intervention in Vietnam is the pledge to support and defend the independence of South Vietnam. Lyndon B. Johnson argued that since every president since 1954 had vowed to support the South Vietnamese, it is implied that United States had made a national pledge to South Vietnam to help it fight the North Vietnamese in this war.

The Vietnam War had mixed responses in the United States at home. Although some Americans supported the war in Vietnam for its effort to defend democracy, there were far more Americans who were opposed to the war. The Americans who opposed the war feared that their loved ones were being killed and fighting a "useless" war. These Americans organized mass protests throughout the nation. One such protest was a large Anti-Vietnam War demonstration in New York City on April 27th, 1968 that led to 60 arrests and attracted 87,000 people. In addition, many colleges nationwide had to close due to students who boycotted class and attended protests. According to the New York Times: "More than 80 colleges across the country closed their doors yesterday..." Eventually these protests influenced President Nixon to gradually withdraw troops from Vietnam and leave the South Vietnamese to fight on their own.

The war had a devastating effect on the United States economy as well. Taxes paid by the Americans had been "pumped" into the Vietnam War effort. This action contributed to an unstable economic situation because money from taxes was

being directed toward Vietnam and domestic programs suffered. The United States found it difficult to do both. This actually contrasts to previous wars because usually during a war period, the economy of the United States booms, as seen when World War II increased industry production helped sweep the United States out of the Great Depression that occurred during the 1930s.

The war finally had an effect on the foreign policy of the United States. The effects on foreign policy was the greatest impact of the Vietnam War on the United States. As a result of the war, Congress has been more cautious of using the United States Armed Forces. Indeed, some of the Vietnam War veterans became Congressmen and learned their lesson from their experience during the war and thought twice about committing the United States to foreign involvement. Congress also passed the War Powers Act. This Act basically stated that Congress had the power to curb the President's power as commander-in-chief. This Act placed some restrictions on the amount of time that the President could commit the US Armed Forces.

The Vietnam War was one of the most controversial wars in United States history. The war divided the nation almost as much as the Civil War had back in the 1860s. Usually, United States intervention in wars have resulted in their winning of that war. However, the United States lost the Vietnam War. It failed to prevent the communists from taking over South Vietnam. The effects of the Vietnam War, also known as the "Vietnam syndrome," still brought memories back to the people in future conflicts such as the Persian Gulf War and the Iraqi conflict with Saddam Hussein.

The Vietnam War is considered one of the most controversial wars in American history as well as one of the only wars we have ever lost. Many wonder how a conflict in a little Southeast Asian country could have such a great effect on the strongest nation in the world. When all was said and done, Vietnam left the United States with about 60,000 casualties and as a nation divided.

Vietnam was divided into the communist north and democratic south by the 17th parallel. The north was led by a dictator named Ho Chi Minh while the south was led by US backed Ngo Dinh Diem. Diem was a corrupt ~~leader~~^{ruler} who took money from the Vietnamese people and preached Catholicism to the largely Buddhist population. It got so bad that Buddhist monks began lighting themselves on fire all over Vietnam as a form of protest. Eventually Diem was executed but North Vietnamese communists continued to try to spread communism to the south. The United States increased its involvement to prevent the communist takeover, and stuck to their popular policy of containment outlined in the Truman Doctrine (Document 1). At first, American presidents didn't really want to get involved in the conflict, but after a supposed attack on American ~~ships~~ ships in the Gulf of Tonkin that opinion changed. American forces entered the war anticipating a victory like they got defending fellow Asian nation South Korea from communism earlier (Document 2). Little did they know how devastating the war would actually be.

The war was also reeking havoc on the American society. President Lyndon Johnson and General Westmoreland would give weekly updates on American progress in Vietnam. The only problem was that these

reports lied about how bad the war was really going. When the American people found out that they were being lied to, a state of outrage swept across the nation. There were massive student protests on college campuses around the country. Some were so big that they forced colleges to be shut down for several days (document 5). People were also upset because domestic issues were being put off while Johnson fought his war in Vietnam. Problems like racial equality and civil rights were ignored in favor of fighting a war in a small Asian nation (document 4). Johnson became so unpopular that he didn't opt to run for a second term.

American involvement in the Vietnam War had a dramatic on the United States society and foreign policy. Not only was it considered one of the worst military defeats in the nation's history, but it also divided the country in two.

In the early 1960's, North Vietnam became communist and began trying to force these political views on South Vietnam. The United States soon became involved in order to let South Vietnam try to keep its freedom. Many opposed US involvement in Vietnam and during this time period the US became very divided

The United States approached the threat of communism with aggression and determination. The U.S. was determined to suppress communism and implant democratic values throughout the world. After a heroic and successful effort in WW II, the U.S. had an obligation to take a stand as a leading world power and rid the world of communism. With support on the home front, the American government dived into a conflict in Vietnam. Although the intentions of the U.S. government seemed admirable, the U.S. presence in South Vietnam became disastrous and had a significant impact on both American society and foreign policy.

The United States presented legitimate reasons for going to war with North Vietnam. The most prominent reason was an increase in communist aggression. North Korea and North Vietnam both posed threats of communist aggression and a deterioration of democracy and freedom. It was the United States belief that halting the ~~spread~~^{spread} of communism in these countries would prevent a domino effect; other Asian nations could adopt communist ideas (doc 2b). The United States also had an obligation to protect South Vietnam from the invading Viet Cong. The U.S. Presidents had offered support to the country for many years starting in 1954 and continued to pledge help for South Vietnam (doc 3). The United States defended its presence in South Vietnam by asserting that as a world power the U.S. had an obligation to defend ~~suppressed~~ nations (South being oppressed). The United States has always showed interest in third world countries, not just for resources, but also to better the world.

Initially, the war in Vietnam was widely supported, but after a long and grueling battle, the people of the United States became discouraged and urged an end

to the war. U.S. citizens protested under President Johnson. Johnson's primary policies were directed at Vietnam even though he was aiding the Civil Rights Movement (doc 4) and asked Congress to pass Civil Rights legislation. American society had believed for a long time that our presence in Vietnam was a good idea. After ~~an~~ increases in troop involvement in the war, Americans' faith in the war effort, protests broke out throughout the country including protests at colleges. College students were the leaders of the anti-war movement (doc 5). Public support also decreased because Americans were bombarded every day with news programs showing the brutality of the war.

Foreign policy was significantly changed as a result of the War in Vietnam. One of the results of the malevolent feelings toward the war was that Congress passed a War Powers Act. The Act stated that in order for a President to continue a war effort past 60 days, he must have the consent of Congress. This act put a damper on the President's power because he no longer could decide if a war was legitimate on his own (doc 7). The United States also realized the importance of having full American support on the home front before continuing foreign policies. A government without the support of the people finds it hard to function. When a nation works together for a common goal more can be accomplished (doc 8). The United States also became hesitant in future foreign policies because the people feared another conflict like Vietnam. This hesitation was present as America prepared for a war in the Persian Gulf. The US needed to gain back confidence to carry out foreign missions (doc 9).

It is easy to argue that American involvement was not appropriate because the event was a disaster, but America had good intentions. America was significantly affected by the war in Vietnam.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth
- Is both descriptive and analytical (President Johnson was unable to follow through on some of his plans that he could have achieved as President; thousands of students were hurt nationwide when colleges closed; after the loss in Vietnam, the world's view towards whether the United States was really an international power was questioned; it was an embarrassment that the United States lost to a small, undeveloped country like Vietnam; the United States had failed in its goal to prevent the spread of communism; United States involvement in the Vietnam War was questionable)
- Incorporates some relevant information from documents 2, 3, 4, 5, and 9
- Incorporates some relevant outside information (definition of the domino effect; college students protested because they were right around the age of the draft; no one thought that anyone could defeat the force that brought down Hitler; the United States had the manpower and certainly the technological superiority over their enemy, so when they lost, it came as a big shock to the world; there was no longer a North Vietnam and a South Vietnam, rather they were united as a communist country; Vietnam was the country's first loss in a war)
- Includes some relevant facts, examples, and details (the Cold War occurred after World War II; the Vietnam crisis broke out in Indochina; the United States felt it had an obligation to contain the spread of communism); includes some overgeneralizations (all available resources went to the war effort; the United States was a world power up until the war in Vietnam; everything that could have gone wrong for the United States, did go wrong)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses the similarities between the Korean War and the Vietnam War and a conclusion that discusses why the Vietnam War was a low time in our history

Conclusion: Overall, the response fits the criteria for Level 3. Some document information is quoted, and good historical conclusions are included in the discussion. Good analytical statements are used in interpretation of document information, especially in the discussion of the impact of the Vietnam War on United States foreign policy.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by explaining reasons for United States involvement in Vietnam, discussing the impact of the Vietnam War on American society, and discussing the impact of the Vietnam War on United States foreign policy
- Is more analytical than descriptive (never before had the United States withdrawn and failed to win a war; Vietnam War engendered mixed reactions from the American public; United States saw it as their moral duty to defend the interests of democracy overseas; communism is almost the antithesis of democracy; although some Americans supported the war in Vietnam for its effort to defend democracy, there were far more Americans who were opposed to the war; Americans who opposed the war feared that their loved ones were being killed and fighting a “useless” war; usually during a war period, the economy of the United States booms)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 7, 8, and 9
- Incorporates substantial relevant outside information (communism first took hold in the Soviet Union in 1917; China turned communist in the 1940s when the rebel Mao Zedong overthrew the Chinese government and forced it to move to the nearby island of Taiwan; containment was curbing the spread of communism; *Communist Manifesto* was written by Karl Marx and Friedrich Engels; 20th-century communism employed terror and oppression towards people, censorship, fixed elections, and suppression of personal freedoms; these protests influenced President Nixon to gradually withdraw troops from Vietnam and leave the South Vietnamese to fight on their own; World War II increased industry production and helped sweep the United States out of the Great Depression)
- Richly supports the theme with many relevant facts, examples, and details (United States participation in the Korean War to contain communism and prevent North Korea from invading and taking over South Korea; mass protests organized throughout the nation; anti-Vietnam War demonstration in New York City; most money from taxes directed toward Vietnam and domestic programs suffered; some Vietnam veterans became Congressmen; president’s power as commander in chief curbed by War Powers Act; Vietnam syndrome; Persian Gulf War)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses why the Vietnam War was one of the most notorious wars in American history and a conclusion that discusses the links of the Civil War to Vietnam and the links of Vietnam to the Iraqi conflict

Conclusion: Overall, the response fits the criteria for Level 5. The background information employed to explain United States involvement in Asia is both relevant and thorough. The response demonstrates a good understanding of different time periods in United States history and their connection to Vietnam.

Practice Paper C—Score Level 3

The response:

- Develops most aspects of the task in some depth by explaining reasons for United States involvement in Vietnam and discussing the impact of the Vietnam War on American society
- Is both descriptive and analytical (many wonder how a conflict in a little Southeast Asian country could have such a great effect on the strongest nation in the world; the United States increased its involvement to prevent the communist takeover and stick to their popular policy of containment; at first, American presidents did not want to really get involved in the conflict, but after a supposed attack on American ships in the Gulf of Tonkin that opinion changed; when the American people found out they were being lied to, a state of outrage swept across the nation)
- Incorporates some relevant information from documents 1, 2, 4, and 5
- Incorporates relevant outside information (Vietnam left the United States with about 60,000 casualties and as a nation divided; Vietnam was divided into the communist north and the democratic south by the 17th parallel; the North was led by a dictator named Ho Chi Minh while the South was led by United States-backed Ngo Dinh Diem; Diem was a corrupt ruler and preached Catholicism to the largely Buddhist population; Buddhist monks lighted themselves on fire all over Vietnam as a form of protest; eventually, Diem was executed but North Vietnamese Communists continued to try to spread communism to the south; problems like racial equality and civil rights were ignored; Johnson became so unpopular that he did not opt to run for a second term)
- Includes some relevant facts, examples, and details (policy of containment was outlined in the Truman Doctrine; there were massive student protests on college campuses around the country)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses the controversy of the Vietnam War and a conclusion that discusses the dramatic effect the Vietnam War had on the United States

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of reasons for United States involvement in Vietnam is thorough and illustrates a good understanding of the historical background of the Vietnam conflict. However, the failure to discuss the impact of the Vietnam War on United States foreign policy weakens the response.

Practice Paper D—Score Level 1

The response:

- Minimally develops some aspects of the task by mentioning reasons for United States involvement in Vietnam and mentioning an impact of the Vietnam War on American society
- Is descriptive (North Vietnam began trying to force these political views on South Vietnam; United States became involved in order to let South Vietnam try to keep its freedom); lacks application
- Makes vague, unclear references to documents 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts (North Vietnam became communist; many opposed United States involvement in Vietnam; the United States became very divided during this time period)
- Demonstrates a weakness in organization; lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Despite the brevity of the response, statements are made that address the task. Some attempt is made to use the documents and the response demonstrates a very limited knowledge of the Vietnam conflict.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by addressing the impact of the Vietnam War on American society less thoroughly than the other aspects of the task
- Is both descriptive and analytical (the United States approached the threat of communism with aggression and determination; after a heroic and successful effort in World War II, the United States had an obligation to take a stand as a leading world power; with support on the home front, the American government dived into the Vietnam conflict; although the intentions of the United States government seemed admirable, the United States presence in Vietnam became disastrous; North Korea and North Vietnam both posed threats of communist aggression and a deterioration of democracy and freedom; the United States has always shown an interest in third world countries, not just for resources but also to better the world; initially the Vietnam War was widely supported, but a long and grueling battle discouraged the American people; a government without the support of the people finds it hard to function; people feared another conflict like Vietnam)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, 7, 8, and 9
- Incorporates relevant outside information (it was the United States belief that halting the spread of communism would prevent a domino effect; President Johnson asked Congress to pass civil rights legislation; daily news programs showed the brutality of the war)
- Supports the theme with relevant facts, examples, and details (United States citizens protested the war under President Johnson; President Johnson was aiding in the civil rights movement; college students were the leaders of the antiwar movement; Congress passed the War Powers Act)
- Demonstrates a logical and clear plan of organization; includes an introduction that employs good analytical statements to introduce United States involvement in the Vietnam War and a conclusion that briefly summarizes the introduction

Conclusion: Overall, the response fits the criteria for Level 4. Repetition of some ideas and minimal outside information detract from the response. However, the inclusion of good analytical statements and an effective introduction demonstrate a strong understanding of United States policies in the post–World War II era.

United States History and Government Specifications Grid January 2007

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Government Actions; Places and Regions	Standards 1, 3, and 4: US and NY History; Geography; Economics
Document-based Essay	Foreign Policy; Presidential Decisions and Actions	Standards 1, 2, and 5: US and NY History; World History; Civics, Citizenship, and Government

The *Chart for Determining the Final Examination Score for the January 2007 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

1. Go to <http://www.emsc.nysed.gov/osa/exameval>.
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 2007

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

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 44 would receive a final examination score of 79.

	Total Essay Score										
	0	1	2	3	4	5	6	7	8	9	10
0	0	3	5	8	12	15	19	23	27	32	36
1	1	4	6	10	13	17	21	25	29	33	38
2	2	4	7	11	14	18	22	26	30	35	39
3	3	5	8	12	15	19	23	27	32	36	41
4	4	6	10	13	17	21	25	29	33	38	42
5	4	7	11	14	18	22	26	30	35	39	44
6	5	8	12	15	19	23	27	32	36	41	45
7	6	10	13	17	21	25	29	33	38	42	47
8	7	11	14	18	22	26	30	35	39	44	48
9	8	12	15	19	23	27	32	36	41	45	49
10	10	13	17	21	25	29	33	38	42	47	51
11	11	14	18	22	26	30	35	39	44	48	52
12	12	15	19	23	27	32	36	41	45	49	54
13	13	17	21	25	29	33	38	42	47	51	55
14	14	18	22	26	30	35	39	44	48	52	56
15	15	19	23	27	32	36	41	45	49	54	58
16	17	21	25	29	33	38	42	47	51	55	59
17	18	22	26	30	35	39	44	48	52	56	61
18	19	23	27	32	36	41	45	49	54	58	62
19	21	25	29	33	38	42	47	51	55	59	63
20	22	26	30	35	39	44	48	52	56	61	65
21	23	27	32	36	41	45	49	54	58	62	66
22	25	29	33	38	42	47	51	55	59	63	67
23	26	30	35	39	44	48	52	56	61	65	68
24	27	32	36	41	45	49	54	58	62	66	70
25	29	33	38	42	47	51	55	59	63	67	71
26	30	35	39	44	48	52	56	61	65	68	72
27	32	36	41	45	49	54	58	62	66	70	73
28	33	38	42	47	51	55	59	63	67	71	74
29	35	39	44	48	52	56	61	65	68	72	76
30	36	41	45	49	54	58	62	66	70	73	77
31	38	42	47	51	55	59	63	67	71	74	78

Total Part I and Part IIIA Score

	Total Essay Score										
	0	1	2	3	4	5	6	7	8	9	10
32	39	44	48	52	56	61	65	68	72	76	79
33	41	45	49	54	58	62	66	70	73	77	80
34	42	47	51	55	59	63	67	71	74	78	81
35	44	48	52	56	61	65	68	72	76	79	82
36	45	49	54	58	62	66	70	73	77	80	83
37	47	51	55	59	63	67	71	74	78	81	85
38	48	52	56	61	65	68	72	76	79	82	86
39	49	54	58	62	66	70	73	77	80	83	87
40	51	55	59	63	67	71	74	78	81	85	88
41	52	56	61	65	68	72	76	79	82	86	89
42	54	58	62	66	70	73	77	80	83	87	90
43	55	59	63	67	71	74	78	81	85	88	91
44	56	61	65	68	72	76	79	82	86	89	92
45	58	62	66	70	73	77	80	83	87	90	93
46	59	63	67	71	74	78	81	85	88	91	94
47	61	65	68	72	76	79	82	86	89	92	95
48	62	66	70	73	77	80	83	87	90	93	95
49	63	67	71	74	78	81	85	88	91	94	96
50	65	68	72	76	79	82	86	89	92	95	96
51	66	70	73	77	80	83	87	90	93	95	96
52	67	71	74	78	81	85	88	91	94	96	97
53	68	72	76	79	82	86	89	92	95	96	97
54	70	73	77	80	83	87	90	93	95	96	97
55	71	74	78	81	85	88	91	94	96	97	98
56	72	76	79	82	86	89	92	95	96	97	98
57	73	77	80	83	87	90	93	95	96	97	98
58	74	78	81	85	88	91	94	96	97	98	98
59	76	79	82	86	89	92	95	96	97	98	99
60	77	80	83	87	90	93	95	96	97	98	99
61	78	81	85	88	91	94	96	97	98	98	99
62	79	82	86	89	92	95	96	97	98	99	99
63	80	83	87	90	93	95	96	97	98	99	100

Total Part I and Part IIIA Score