

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT**

Thursday, January 28, 2016 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

Part I

Answer all questions in this part.

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

- 1 Which geographic feature did the British government use in 1763 as a boundary to restrict the westward settlement of American colonists?

(1) St. Lawrence River
(2) Rocky Mountains
(3) Appalachian Mountains
(4) Mississippi River

- 2 Which heading best completes the partial outline below?

I. _____

A. House of Burgesses
B. Mayflower Compact
C. New England town meetings

- (1) British System of National Government in North America
(2) Colonial Responses to the Practice of Salutary Neglect
(3) British Attempts to Control Colonial Governments
(4) Colonial Efforts at Self-Government
- 3 During the colonial era, the British promoted the policy of mercantilism to
- (1) control the commerce of their American colonies
(2) promote colonial trade with France and Spain
(3) ban all trade between the British colonies in North America
(4) restrict the importation of enslaved Africans

Base your answers to questions 4 and 5 on the passage below and on your knowledge of social studies.

...We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed,...

- 4 Which document includes this passage?

(1) Mayflower Compact
(2) Declaration of Independence
(3) Northwest Ordinance
(4) Monroe Doctrine

- 5 This passage suggests that the authority of government

(1) originates from the divine right of kings
(2) is based on a social contract meant to guarantee individual rights
(3) includes the power to seize private property for national defense
(4) is the source of all the natural rights of citizens

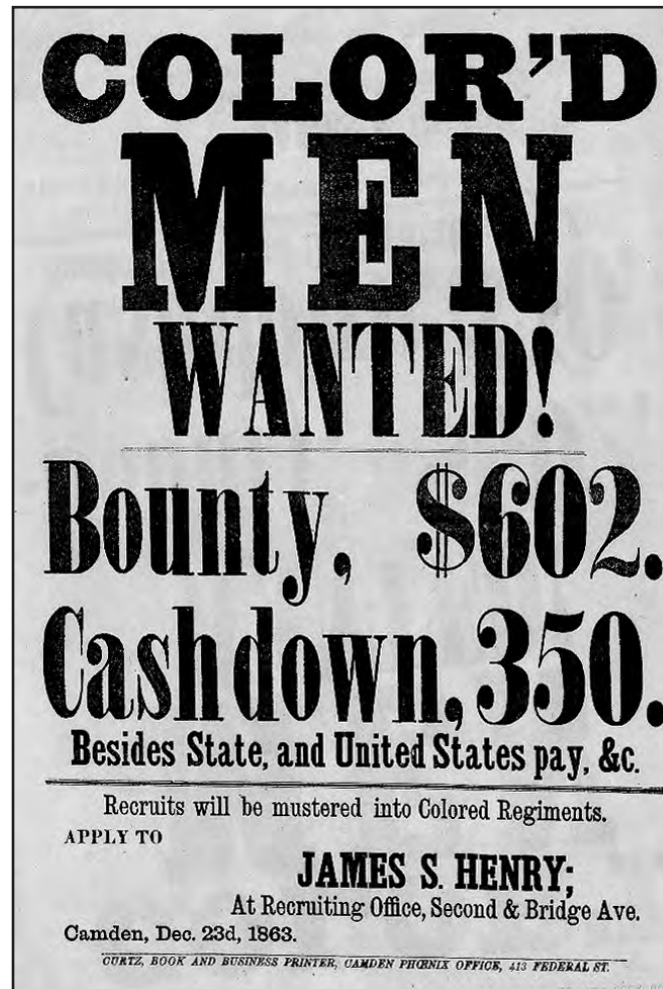
- 6 Which issue did the Virginia Plan, the New Jersey Plan, and the Great Compromise address at the Constitutional Convention (1787)?

(1) the power to regulate interstate commerce
(2) the number of justices on the Supreme Court
(3) a system for electing the president
(4) a method of determining state representation in Congress

- 7 Which headline is reporting the clearest example of the United States Constitution's system of checks and balances?
- (1) **"Environmental Protection Agency Proposes Stricter Air Pollution Controls"**
 - (2) **"Supreme Court Rules on Arizona Immigration Law"**
 - (3) **"President Vetoes Defense Spending Bill"**
 - (4) **"California Passes Strict Gun Control Law"**
- 8 The Three-fifths Compromise adopted in the Constitution in 1787 had the effect of
- (1) increasing the representation of southern states in Congress
 - (2) providing a method for ratifying amendments
 - (3) making possible the impeachment of the president
 - (4) allowing the use of the elastic clause in the legislative process
- 9 What was the major argument of those who opposed ratification of the United States Constitution?
- (1) The states should not be forced to pay taxes to the federal government.
 - (2) The new constitution did not adequately protect individual liberties against abuse by the federal government.
 - (3) The judicial branch was granted more power than the legislative and executive branches.
 - (4) The federal government did not have enough power to defend the nation against foreign enemies.
- 10 Which foreign policy toward Europe did President George Washington recommend in his Farewell Address?
- (1) military alliances
 - (2) internationalism
 - (3) imperialism
 - (4) neutrality
- 11 What was a primary goal of President Thomas Jefferson's 1803 decision to purchase the Louisiana Territory?
- (1) studying Native American Indian societies
 - (2) mining gold and silver in California
 - (3) gaining control of the port of New Orleans
 - (4) securing access to the iron ore deposits near the Great Lakes
- 12 The case of *Marbury v. Madison* (1803) established the principle that
- (1) the Supreme Court can declare federal laws unconstitutional
 - (2) the states have power over the federal government
 - (3) the president nominates federal judges
 - (4) Congress can override presidential vetoes
- 13 Which heading best completes the partial outline below?
- I. _____

 - A. Disputes over tariff rates
 - B. Introduction of slavery into the territories
 - C. Demands of abolitionists
 - D. Disagreements over States rights
- (1) Reasons for the American System
 - (2) Successes of Third Political Parties
 - (3) Causes of Sectionalism
 - (4) Justifications for Economic Reform

Base your answer to question 14 on the poster below and on your knowledge of social studies.



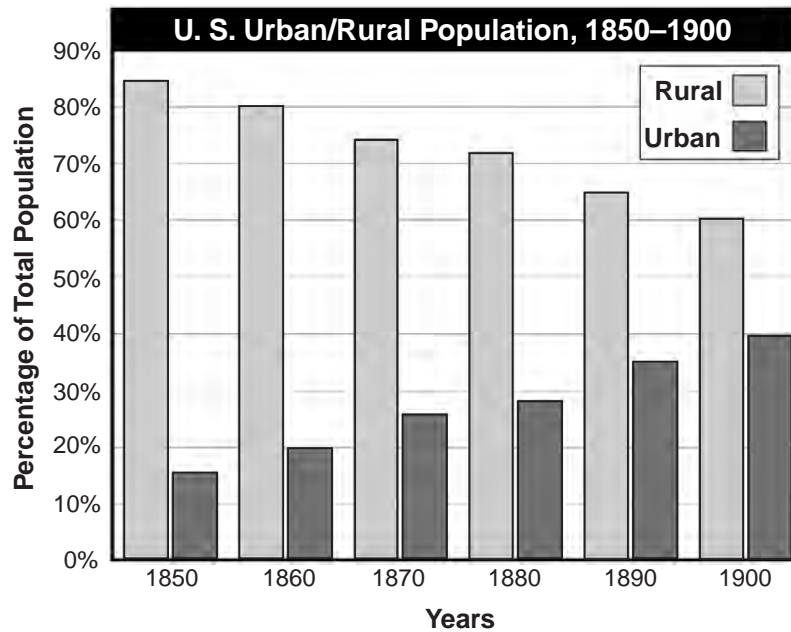
Source: Library of Congress

- 14 This 1863 poster is recruiting African Americans to help
- (1) defeat the Confederacy in the Civil War
 - (2) assist in the efforts of the Underground Railroad
 - (3) settle land in the South and in border states
 - (4) enforce the terms of the Fugitive Slave Act

- 15 After the Civil War, many owners of large plantations in the South responded to the loss of enslaved labor by
- (1) hiring Irish immigrants to do the work of freedmen
 - (2) selling their plantations to formerly enslaved persons
 - (3) creating tenant farms and sharecropping
 - (4) paying wages to farmworkers who had migrated from the North

- 16 The federal government responded to the railroad strikes of 1877 and the Pullman strike of 1894 by
- (1) using military force against the workers
 - (2) requiring negotiation to resolve the disputes
 - (3) maintaining a neutral position between labor and management
 - (4) providing economic aid to striking workers

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



Source: U.S. Bureau of the Census (adapted)

17 What was the primary cause of the trends shown on the graph?

- (1) closing of the western frontier
- (2) industrialization in the North and the Midwest
- (3) passage of the Homestead Act
- (4) completion of the transcontinental railroad

18 Few restrictions were placed on immigration to the United States in the late 19th century primarily because immigrants

- (1) would work for low wages
- (2) provided a rich source of investment capital
- (3) would add to the diversity of the population
- (4) faced little opposition from citizens

19 The “separate but equal” doctrine established by the Supreme Court in *Plessy v. Ferguson* (1896) upheld the legality of

- (1) woman’s suffrage in state elections
- (2) the activities of the Ku Klux Klan
- (3) racial segregation in public facilities
- (4) restrictions on voting rights of African Americans

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



Source: Nebraska State Historical Society, 1890



Source: Smithsonian Institution, National Anthropological Archives

20 These photographs of 19th-century life on the Great Plains indicate that

- (1) Native American Indians and white settlers used the same building materials for protection
 - (2) Native American Indians and white settlers adapted differently to the same environment
 - (3) white settlers learned farming practices from Native American Indians
 - (4) both Native American Indians and white settlers depended on the buffalo for survival
-

21 From 1870 to 1900, business leaders in the United States often attempted to increase productivity, maximize profits, and decrease costs by

- (1) reducing competition through the formation of trusts
- (2) increasing benefits for industrial workers
- (3) supporting the passage of strict antitrust laws
- (4) preventing foreign investment in the United States

22 Which proposal was most consistent with the goals of the American Federation of Labor under the leadership of Samuel Gompers?

- (1) government ownership of the transportation and communication industries
- (2) collective bargaining to reach agreements on wages and hours
- (3) formation of a third political party to promote union policies
- (4) organization of unskilled workers into one national union

Base your answers to questions 23 and 24 on the cartoon below and on your knowledge of social studies.

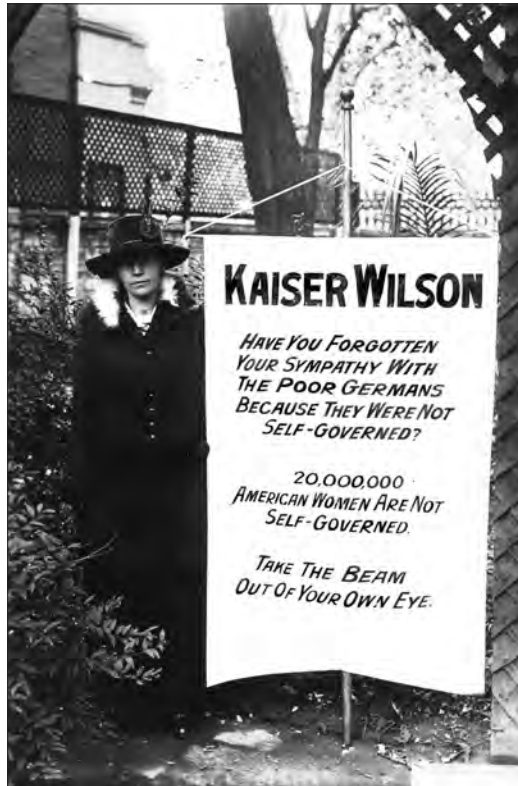
NO LACK OF BIG GAME
The President Seems to Have Scared Up Quite a Bunch of Octopi.



Source: Charles Bartholomew, *The Minneapolis Journal*,
April 13, 1903 (adapted)

- 23 Based on the information provided by the cartoon, President Theodore Roosevelt's goal was to
- (1) persuade businesses to accept nationalization
 - (2) assist businesses in resisting interference by investors
 - (3) establish worker safety regulations in factories
 - (4) use federal power to control monopolies
- 24 Which act of Congress gave President Roosevelt the authority that he demonstrates in this cartoon?
- | | |
|---------------------------|----------------------------|
| (1) Meat Inspection Act | (3) Underwood Tariff Act |
| (2) Sherman Antitrust Act | (4) Pure Food and Drug Act |
-

Base your answer to question 25 on the photograph below and on your knowledge of social studies.



Source: Library of Congress

25 Which activity is illustrated in this photograph?

- (1) picketing against United States involvement in World War I
- (2) making a statement of support for the League of Nations
- (3) protesting the nation's denial of woman's suffrage
- (4) supporting punishment of Germany for causing World War I

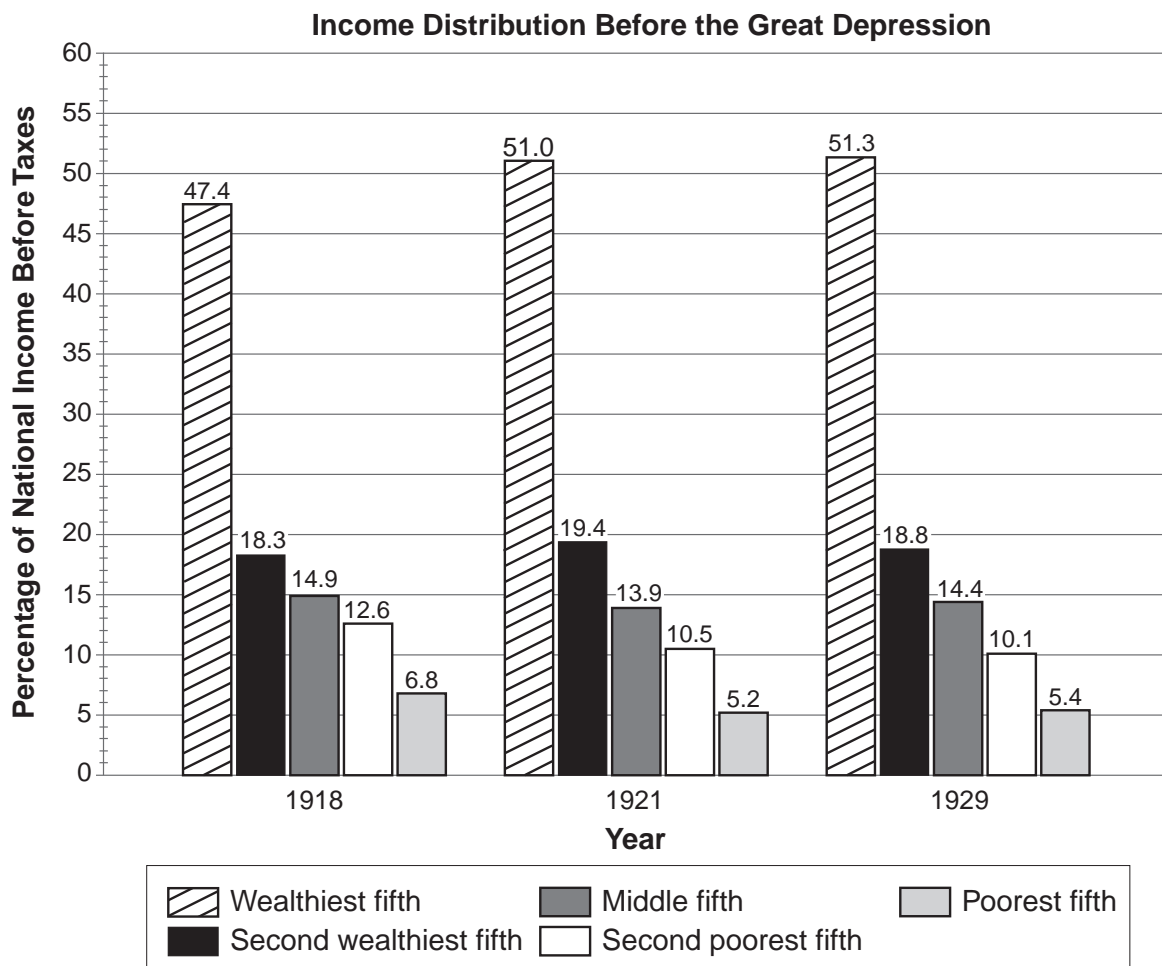
26 The Federal Reserve Act of 1913 was passed in an attempt to

- (1) increase United States exports
- (2) safeguard the health of workers
- (3) regulate the amount of money in circulation
- (4) protect national forests from destruction

27 The Great Migration of African Americans between 1915 and 1930 was mainly a movement from

- (1) cities to suburban developments
- (2) northern farms to northern cities
- (3) southern cities to free land in the West
- (4) the rural South to northern cities

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



Source: John M. Murrin et al., *Liberty, Equality, Power: A History of the American People*, Thomson Wadsworth, 2006 (adapted)

28 Which statement about the period from 1918 through 1929 is most clearly supported by information in the graph?

- (1) The percentage of income controlled by the wealthiest Americans declined.
- (2) The income gap between the wealthiest fifth and the rest of the population increased.
- (3) The overall per capita income in the United States declined.
- (4) The percentage of income controlled by the poor steadily increased.

29 Which New Deal agency had the creation of new jobs as its primary goal?

- (1) Agricultural Adjustment Administration (AAA)
- (2) Federal Deposit Insurance Corporation (FDIC)
- (3) Securities and Exchange Commission (SEC)
- (4) Works Progress Administration (WPA)

30 The Wagner Act (National Labor Relations Act) of 1935 helped organized labor by

- (1) mandating government control over industry
- (2) guaranteeing workers the right to collective bargaining
- (3) banning the closed shop in the workplace
- (4) requiring all workers to join unions

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

QUALIFYING TEST FOR SUPREME COURT JOBS



Source: Edward S. Brown, *New York Herald Tribune*, February 12, 1937 (adapted)

31 The main idea of the cartoon is that President Franklin D. Roosevelt wanted to

- (1) impeach justices who did not support him
- (2) control the decisions of the Supreme Court
- (3) create higher qualifications for justices
- (4) encourage the Supreme Court to act more efficiently

32 In the mid-1930s, which action did the federal government take in an attempt to avoid the situations that drew the United States into World War I?

- (1) passing the Neutrality Acts
- (2) allowing only the United States Navy to deliver military goods overseas
- (3) investing money in nations threatened by Germany
- (4) forming a military alliance with the Soviet Union

33 The Lend-Lease Act of 1941 significantly changed United States policy toward nations involved in World War II because it

- (1) supplied war materials to Allied nations without a declaration of war
- (2) imposed a trade boycott on Germany and Japan
- (3) authorized the seizure of British assets in the United States
- (4) approved the appeasement policies of the French and British governments

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



Source: Western Historical Manuscript Collection, University of Missouri-St. Louis (adapted)

- 34 The instructions referred to in this public notice resulted in the
- (1) deportation of most Japanese aliens to Japan
 - (2) protection of the homes and property of Japanese Americans
 - (3) removal of Japanese Americans to internment camps
 - (4) drafting of all young Japanese American men into the United States military

- 35 The scientists working on the Manhattan Project during World War II were responsible for
- (1) designing weapons for the D-Day invasion
 - (2) building satellites to spy on the Axis nations
 - (3) creating materials for biological and chemical warfare
 - (4) developing the atomic bomb

Base your answer to question 36 on the passage below and on your knowledge of social studies.

...It is hereby declared to be the policy of the President that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin. This policy shall be put into effect as rapidly as possible, having due regard to the time required to effectuate [implement] any necessary changes without impairing efficiency or morale....

— Section 1, Executive Order 9981

- 36 The purpose of Executive Order 9981, issued by President Harry Truman, was to
- (1) encourage women to join the armed services
 - (2) end racial segregation in the military
 - (3) ensure adequate manpower to fight the Korean War
 - (4) establish war crimes tribunals in Western Europe

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

...The truth of the matter is that Europe's requirements for the next three or four years of foreign food and other essential products—principally from America—are so much greater than her present ability to pay that she must have substantial additional help, or face economic, social, and political deterioration of a very grave character....

— Secretary of State George Marshall, Remarks at Harvard University Commencement, June 5, 1947

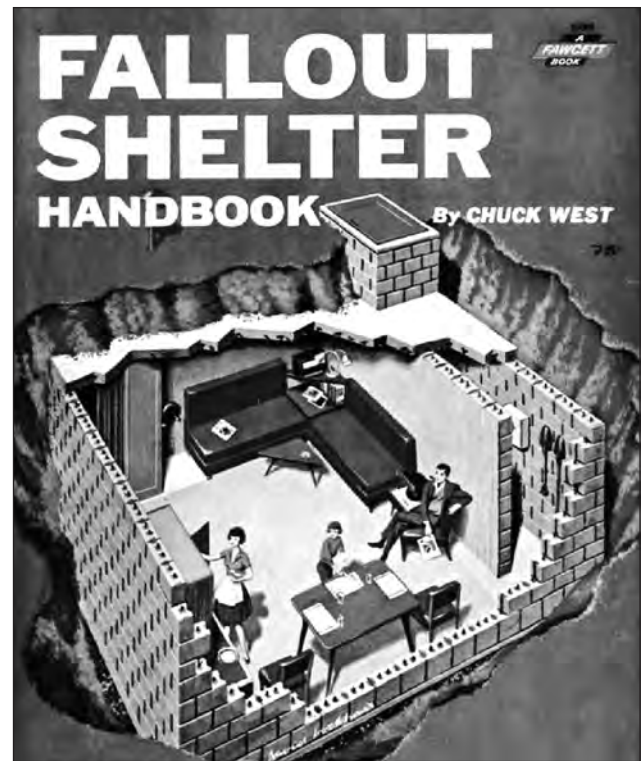
37 In this excerpt, Secretary of State George Marshall is identifying the need to

- (1) provide economic assistance to struggling European nations
- (2) allow European workers to settle in the United States
- (3) install democratic governments in the nations of Western Europe
- (4) strengthen European military defenses

38 The situation in Europe described by Secretary of State George Marshall was the result of the

- (1) failure of the United Nations to help people in need
 - (2) devastation caused by fighting in World War II
 - (3) construction of the Berlin Wall by the Soviet Union
 - (4) takeover of Greece and Turkey by communists
-

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



Source: Fawcett Publications (adapted)

39 The shelter pictured in this handbook was designed to help Americans survive

- (1) global climate changes
 - (2) pandemic diseases
 - (3) natural disasters
 - (4) nuclear war
-

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

HARLEM

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?

Or fester like a sore—

And then run?

Does it stink like rotten meat?

Or crust and sugar over—
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

— Langston Hughes, 1951 (adapted)

40 The “dream deferred” in this poem refers to the hopes African Americans had for

- (1) social and political equality
 - (2) an independent African American nation
 - (3) access to affordable medical treatment
 - (4) separate public accommodations
-

41 One of the main effects of the passage of the Interstate Highway Act of 1956 was the expansion of

- (1) ridership on long-distance passenger trains
- (2) immigrant populations
- (3) communities in the suburbs
- (4) the airline industry

42 One way in which the Supreme Court decisions in *Mapp v. Ohio* (1961), *Gideon v. Wainwright* (1963), and *Miranda v. Arizona* (1966) are similar is that each resulted in

- (1) more legal searches without warrants
- (2) fewer gun control regulations
- (3) additional limitations on religious freedom
- (4) expanded rights for people accused of crimes

43 A major impact of the 24th amendment banning poll taxes and of the 1965 Voting Rights Act was the

- (1) increase in the number of Jim Crow laws
- (2) movement to create a new political party for Hispanics
- (3) decrease in voting among African American women
- (4) elimination of discriminatory voting practices against African Americans

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



Source: Jimmy Margulies, *The Record* (Hackensack, NJ), April 14, 2009

44 Which statement best expresses the cartoonist's point of view?

- (1) Citizens sometimes fail to appreciate the tax-funded benefits provided by government.
- (2) More social benefits programs are needed for older Americans.
- (3) Older Americans reject tax-supported government assistance.
- (4) The Tea Party movement lacks public support.

45 President George Washington's response to the Whiskey Rebellion (1794) and President Dwight Eisenhower's response to events at Little Rock High School (1957) show that the

- (1) Supreme Court has often declared presidential actions unconstitutional
- (2) federal supremacy clause of the Constitution is rarely enforced
- (3) states have been successful in defying federal law
- (4) president may use troops to enforce federal decisions

46 Which book title is accurately matched with the book's theme?

- (1) *Uncle Tom's Cabin*—political machine corruption
- (2) *The Jungle*—environmental conservation
- (3) *How the Other Half Lives*—urban poverty
- (4) *The Grapes of Wrath*—racial discrimination

47 "Attorney General Palmer Orders Raids on Reported Communists"

"Senator McCarthy Launches Investigation of Accused Traitors in State Department"

"Attorney General Ashcroft Authorizes Use of Wiretaps on Suspected Terrorists"

These headlines demonstrate the tension between

- (1) States rights and federal control
- (2) Democratic and Republican party platforms
- (3) national security and individual liberties
- (4) legislative authority and executive power

Base your answer to question 48 on the cartoon below and on your knowledge of social studies.



Source: Pat Oliphant, November 10, 2000

- 48 This cartoon was published in response to the
- (1) ratification of the 22nd amendment limiting presidential terms
 - (2) influence of third-party candidates in presidential elections
 - (3) decision of the Supreme Court establishing the "one man-one vote" principle
 - (4) dispute over the presidential election between George W. Bush and Al Gore
-

Base your answer to question 49 on the cartoon below and on your knowledge of social studies.

Into the abyss



Source: John de Rosier, *Albany Times Union*, November 26, 2009

49 The main idea of the cartoon is that President Barack Obama

- (1) is determined to end President Lyndon B. Johnson's foreign policy commitments
- (2) is better prepared than President Lyndon B. Johnson to lead the nation in war
- (3) should learn from President Lyndon B. Johnson's failure in Vietnam
- (4) should follow the advice of President Lyndon B. Johnson

50 **"Hoover and Smith Campaign on Radio"**

"Kennedy Passes Nixon in Polls After Televised Debate"

"Obama Raises Record Donations Using the Internet"

Which statement about the use of media in political campaigns is illustrated by these headlines?

- (1) Media bias does not affect the ability of political leaders to communicate with voters.
- (2) Political leaders adapt to new forms of media to communicate with voters.
- (3) Electronic media are an ineffective way for political leaders to communicate with voters.
- (4) Endorsements by the media have the greatest influence on voters.

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: Foreign Policy—Latin America and the Caribbean

During the 19th and 20th centuries, the foreign policy goals of the United States led to many diplomatic **and/or** military actions involving nations in Latin America and the Caribbean.

Task:

Select **two** United States diplomatic **and/or** military actions involving nations in Latin America and the Caribbean and for **each**

- Describe the historical circumstances that led to the United States action
- Describe a goal the United States had in pursuing this action
- Discuss the success **and/or** failure of the United States in achieving this goal

You may use any United States diplomatic and/or military action involving nations in Latin America and the Caribbean. Some suggestions you might wish to consider include issuance of the Monroe Doctrine in 1823, declaration of war against Mexico in 1846, declaration of war against Spain in 1898, acquisition of the Panama Canal Zone in 1903, Roosevelt Corollary to the Monroe Doctrine in 1904, announcement of the Good Neighbor Policy in 1933, naval blockade of Cuba in 1962, and adoption of the North American Free Trade Agreement (NAFTA) in 1994.

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

Part III

DOCUMENT-BASED QUESTION

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

Historical Context:

In United States history, there have been conflicts between the three branches of government. Three issues that have led to conflict include **President Andrew Jackson's refusal to enforce a Supreme Court decision, the Senate's debate over the Treaty of Versailles negotiated by President Woodrow Wilson, and the investigation by Congress of President Richard Nixon's role in the Watergate affair.**

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

Choose **two** of the issues mentioned in the historical context and for **each**

- Describe the historical circumstances that led to the conflict between two branches of government
- Discuss how the outcome of the conflict affected the United States *and/or* American society

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

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

Part A

Short-Answer Questions

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

Document 1

...The Cherokees of Georgia, one of the most progressive tribes, attempted to consolidate their position there by setting up a state within a state. They were encouraged to do this by a series of treaties with the United States that recognized them as a nation capable of making peace and war, owning the land within its boundaries and “punishing its own citizens by its own laws.” Georgia was bound, like any other state, to observe the treaties concluded by the federal government, but was obdurate [uncompromising] where the Cherokee treaties were concerned. It [Georgia] refused to recognize the Cherokees as an independent nation, and pressed them to sell their lands. They [the Cherokees] turned a deaf ear to this demand and asked for federal protection. In two major cases [*Cherokee Nation v. State of Georgia* (1831) and *Worcester v. Georgia* (1832)], the United States Supreme Court upheld the “rights” of the Cherokees against Georgia, only to have the state flout [ignore] each decision.

[President Andrew] Jackson supported Georgia. Whether or not he made the famous comment, “John Marshall has made his opinion, now let him enforce it,” the Jacksonian policy was in full accord with the spirit of the remark. His first annual message [December 1829] asked Congress to set aside a region in the Far West to which the Indians might remove. Congress did so by a strict party vote, and the forced migration began, to continue through the decade of the eighteen-thirties....

Source: Glyndon G. Van Deusen, *The Jacksonian Era: 1828–1848*, Harper & Row, 1959

- 1a According to Glyndon G. Van Deusen, what was **one** reason the Cherokees asked for federal protection from the state of Georgia? [1]

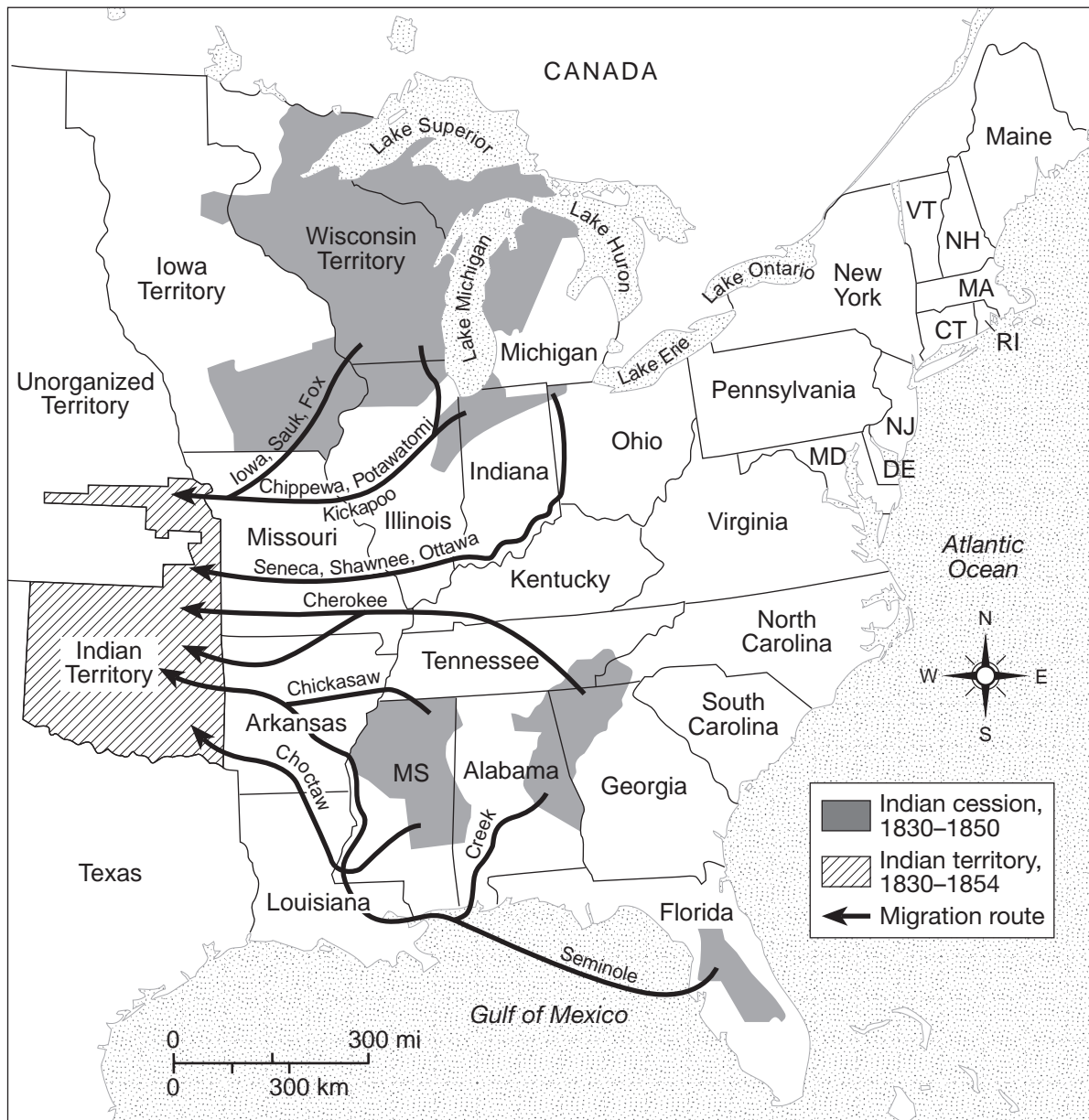
Score

- b According to Glyndon G. Van Deusen, what was **one** action taken by President Andrew Jackson that supported Georgia? [1]

Score

Document 2a

Effect of Policies Toward Native American Indians, 1830–1850



Source: Irving F. Ahlquist et al., *United States History*, Addison-Wesley, 1984 (adapted)

Document 2b



Source: Robert Lindneux, *Trail of Tears*

2 Based on these documents, what was **one** effect of President Andrew Jackson's policies toward Native American Indians? [1]

Score

Document 3

...In the Indian Territory problems quickly developed among the new arrivals and Cherokees who had already settled, especially as reprisals were taken against the contingent [group] who had signed the Treaty of New Echota [1835 treaty with the Cherokees]. As these problems were resolved, the Cherokees proceeded to adapt to their new homeland, and they reestablished their own system of government, which was modeled on that of the United States....

This autonomy remained reasonably strong until the Civil War, when a faction of the Cherokees sided with the Confederacy. During Reconstruction they suffered a loss of self-government and, more importantly, their land base. Government annuities [payments] were reduced, and lands were sold to newly arrived tribes. Cessions of land continued during the later 19th century, and the federal government emerged as the major force for land cession under the Dawes Act of 1887, which divided up tribal lands. The establishment of the state of Oklahoma in 1907 increased pressure for land cessions. Many people of questionable Cherokee ancestry managed to get on the tribal rolls and participate in the allotment of these lands to individuals. By the early 1970s the western Cherokees had lost title to over 19 million acres of land....

Source: Trail of Tears Association

- 3 Based on this document, what is **one** impact of the federal government's policies toward the Cherokees? [1]

Score

Document 4

...When, in 1919, President [Woodrow] Wilson sailed back home after his triumphant progress throughout Europe, he was the virtual author of the peace treaty. When the three government leaders — Lloyd George, Signor Orlando, Georges Clemenceau — saw him off they mimicked the joy and grief of disciples parting from an holy man.

By the way — and it's important to the developing plot — none of them liked him. But they all knew that the success of the infant League of Nations would depend a great deal on its care and feeding by the United States. They were confident, as Wilson was, that the Treaty would pass the United States Senate.

A little detail to which Europeans didn't pay much attention at the time, namely a firm clause in the constitution of the United States, ratified in 1787.* It laid down in article two, which is about the powers of the president — “He shall have power by and with the advice and consent of the Senate to make treaties, provided two thirds of the Senate present concur.”...

Much worse for him and for the fate of the League of Nations, President Wilson was openly detested by the man who, in this cause, carried most weight in the Congress — the chairman of the Senate foreign relations committee — who would have and has today really the last word about whether to provide the necessary Senate consent to any foreign treaty....

Source: “A Plea to the Senate,” *BBC News*, October 15, 1999 (adapted)

* The United States Constitution was actually ratified in 1788.

- 4 According to this *BBC News* article, what was **one** problem faced by President Woodrow Wilson in his efforts to gain Senate approval of the Treaty of Versailles? [1]

Score

Interrupting the Ceremony



Source: Carey Orr, *Chicago Daily Tribune*, December 27, 1918 (adapted)

By United Press

WASHINGTON, March 20. — The Peace Treaty is now up to President Wilson.

The Senate washed its hands of the pact last night when by a vote of 49 to 35 it refused to ratify it, and by a vote of 47 to 37 voted to send it back to President Wilson with word that it could not be ratified. The question today was: "What will President Wilson do about it."

He can send it back to the Senate. In that case Senator Lodge and other Republicans, as well as some Democrats, declared that no action would be taken on it until after the issue of the treaty or no treaty is fought out in the coming campaign.

He can go to the American people in a "solemn referendum," as he said he would do in a letter to the Jackson Day dinner on the question of ratification of the pact as it is as nn [an] issue in the national campaign of 1920.

He can drop the treaty and begin negotiations with Germany for resuming the state of peace.

The general expectation among senators is that he will take the second course and ask the Democratic party to make the treaty the paramount issue in the campaign....

Source: *Columbia Evening Missourian*, March 20, 1920 (adapted)

5 Based on these documents, what was **one** outcome of the Senate debate over the Treaty of Versailles? [1]

Score

Document 6

...The last chance of reversing that decision [the Senate's final vote on the Treaty of Versailles] lay in the election of the Democratic candidate, James Cox, to succeed [President Woodrow] Wilson in the White House. But in the November election, Cox was defeated, and Warren Harding, the Republican, became President. Before he was elected, some believed that Harding, too, wanted to see America in the League of Nations, but as soon as he took office he made clear he intended to keep the United States free of any such involvement with the rest of the world's troubles. Thus started the twenty years during which America isolated itself, twenty years for which the whole world, including, eventually, the Americans themselves, were to pay such a terrible price....

Source: George Scott, *The Rise and Fall of the League of Nations*, Macmillan Publishing Co., 1973

- 6 According to George Scott, what was **one** impact of the Senate's final vote on the Treaty of Versailles on United States foreign policy? [1]

Score

Document 7a

...By now, of course, Watergate has become part of our folklore: Five men wearing business suits and surgical gloves arrested in the middle of the night with illegal bugging devices at the Democratic Party headquarters in the Watergate building in Washington, D.C. The burglars turned out to be part of a wide-ranging political espionage and sabotage operation run by President [Richard] Nixon's top aides, one that triggered a massive White House cover-up directed by the president himself. After that cover-up unraveled, more than 70 people, including cabinet members and White House assistants, were convicted of criminal abuses of power; only a pardon by his presidential successor spared Nixon himself from becoming the first chief executive in history to be indicted for felonies committed in the Oval Office. In the words of Stanley Kutler, the scandal's leading historian, Watergate "consumed and convulsed the nation and tested the constitutional and political system as it had not been tested since the Civil War."...

Source: Mark Feldstein, "Watergate Revisited," *American Journalism Review*, August/September 2004

7a Based on this document, identify **one** event that led to the Watergate investigation. [1]

Score

Document 7b

Trials and Tribulations > Overview

When Congress reconvened in January 1974, following its Christmas break, the House of Representatives compounded Nixon's legal troubles. On February 6, it authorized the Judiciary Committee to investigate grounds for the impeachment of President Nixon. This added to investigations already underway by Judge [John] Sirica and the grand jury, Special Prosecutor [Leon] Jaworski and the Justice Department, and the work done by the Senate select committee on Watergate....

The Aftermath > Overview

By May 9, 1974, the House Judiciary Committee began hearings on articles of impeachment. Judge Sirica turned over to the committee evidence gleaned against Nixon by the grand jury. Meanwhile, Jaworski appealed to the Supreme Court to force Nixon to surrender more tapes. On July 24, the Court handed down an 8-0 decision, laying bare the president's last line of defense.

In late July, the House committee drafted three articles of impeachment against Nixon:

- Obstructing the Watergate investigation
- Misuse of power and violating his oath of office
- Failure to comply with House subpoenas...

Source: "The Watergate Files," Gerald R. Ford Presidential Library & Museum

7b Based on this document, identify **one** action the legislative branch took during the Watergate investigation. [1]

Score

Document 8

...The central issue raised by Watergate, finally, was not resolved. This was how to make American government, especially the President, more accountable to the people. A raft of legislation in 1973–74, including the War Powers Act of 1973, a law to regulate campaign financing and spending (1974), a Freedom of Information Act (1974), and a Congressional Budget and Impoundment Act (1974), tried to promote such accountability, but these laws for the most part failed to accomplish what they set out to do, largely because Presidents and other politicians figured out ways of evading them. As acts by subsequent Presidents made clear, White House high-handedness could and did happen again in the future....

Source: James T. Patterson, *Grand Expectations: The United States, 1945–1974*, Oxford University Press, 1996 (adapted)

8 According to James T. Patterson, what is **one** impact of the Watergate investigation? [1]

Score

Document 9

...The founders of this nation would have been stunned by the revelations of Watergate. But they would have been especially proud of the judiciary they had created. There was a trial judge who did not accept distortions of the truth. There was an appellate court that acted with decisiveness and dispatch to meet the first challenge by President Nixon opposing the release of the tapes. The same trial court and the same appellate court, without delay, decided that a crucial grand jury report should be transmitted to the House Judiciary Committee. And that trial court overruled the President's claim of executive privilege in response to a subpoena *duces tecum* [to produce evidence] in a situation involving criminal wrongdoing. The Supreme Court, in the interest of expediting [hastening] justice, bypassed the Court of Appeals and then boldly and with a minimum of delay laid to rest the troublesome problems that beset the nation....

From Watergate we learned what generations before us have known: our Constitution works. And during the Watergate years it was interpreted again so as to reaffirm that no one—absolutely no one—is above the law...

Source: Leon Jaworski, *The Right and the Power: The Prosecution of Watergate*, Pocket Books, 1977

9 According to Leon Jaworski, what is **one** impact of the Watergate investigation on the United States? [1]

Score

Part B

Essay

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

Historical Context:

In United States history, there have been conflicts between the three branches of government. Three issues that have led to conflict include **President Andrew Jackson's refusal to enforce a Supreme Court decision, the Senate's debate over the Treaty of Versailles negotiated by President Woodrow Wilson, and the investigation by Congress of President Richard Nixon's role in the Watergate affair.**

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

Choose **two** of the issues mentioned in the historical context and for **each**

- Describe the historical circumstances that led to the conflict between two branches of government
- Discuss how the outcome of the conflict affected the United States *and/or* American society

Guidelines:

In your essay, be sure to

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

FOR TEACHERS ONLY

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

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 28, 2016— 9:15 a.m. to 12:15 p.m., only

VOLUME
1 of 2
MC & THEMATIC

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

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

Scoring the Part I Multiple-Choice Questions

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

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

Part I			
13.....	133.....	263.....	394.....
24.....	141.....	274.....	401.....
31.....	153.....	282.....	413.....
42.....	161.....	294.....	424.....
52.....	172.....	302.....	434.....
64.....	181.....	312.....	441.....
73.....	193.....	321.....	454.....
81.....	202.....	331.....	463.....
92.....	211.....	343.....	473.....
104.....	222.....	354.....	484.....
113.....	234.....	362.....	493.....
121.....	242.....	371.....	502.....
	253.....	382.....	

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

United States History and Government
Content-Specific Rubric
January 2016

Theme: Foreign Policy—Latin America and the Caribbean

During the 19th and 20th centuries, the foreign policy goals of the United States led to many diplomatic *and/or* military actions involving nations in Latin America and the Caribbean.

Task: Select *two* United States diplomatic *and/or* military actions involving nations in Latin America and the Caribbean and for *each*

- Describe the historical circumstances that led to the United States action
- Describe a goal the United States had in pursuing this action
- Discuss the success *and/or* failure of the United States in achieving this goal

You may use any United States diplomatic and/or military action involving nations in Latin America and the Caribbean. Some suggestions you might wish to consider include issuance of the Monroe Doctrine in 1823, declaration of war against Mexico in 1846, declaration of war against Spain in 1898, acquisition of the Panama Canal Zone in 1903, Roosevelt Corollary to the Monroe Doctrine in 1904, announcement of the Good Neighbor Policy in 1933, naval blockade of Cuba in 1962, and adoption of the North American Free Trade Agreement (NAFTA) in 1994.

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (for *each* of *two* diplomatic and/or military actions involving nations in Latin America and the Caribbean, discussing the historical circumstances that led to the action, a goal of the United States in pursuing the action, and the success and/or failure of the United States in achieving that goal).
2. The actions taken by the United States do not need to be identified as diplomatic or military as long as the information is implied in the discussion.
3. A description of the action itself may or may not be included in the discussion of historical circumstances that led to the United States action.
4. The diplomatic and/or military actions selected must be from the 19th or 20th centuries; however, the discussion of the historical circumstances and/or the success or failure of the actions may include information from other centuries.
5. The description of the goal the United States had in pursuing an action may appear in any part of the response.
6. The goals the United States had in pursuing these actions may be similar as long as separate and distinct information is included for each, e.g., the acquisition of the Panama Canal Zone in 1903 and the adoption of NAFTA in 1994 were both attempts to increase trade.
7. The historical circumstances and the success and/or failure of the United States actions in Latin America and the Caribbean may be discussed from any perspective as long as the positions taken are supported by specific facts and details.
8. The discussion of the success and/or failure of each action must relate directly to the goal described in the response.
9. If more than two diplomatic and/or military actions are discussed, only the first two actions may be rated.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the historical circumstances that led to **each** of **two** United States diplomatic and/or military actions involving nations in Latin America and the Caribbean during the 19th and 20th centuries, a goal of the United States in pursuing the action, and the success and/or failure of the United States in achieving that goal
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *declaration of war against Mexico*: connects the annexation of Texas, the ensuing boundary dispute, and the killing of American troops in the disputed territory to President Polk's demand for war to achieve the nationalist goal of Manifest Destiny that resulted in victory over Mexico, adding valuable farmland, rich mineral deposits, and Pacific ports but escalated divisive sectionalism over the expansion of slavery; *declaration of war against Spain*: connects the Monroe Doctrine's policy of keeping European nations from gaining new colonies in the Western Hemisphere, reports of Spanish atrocities in Cuba, and the sinking of the USS *Maine* to intense public pressure for war with the goal of eliminating Spanish control of Cuba and protecting United States interests in Latin America that resulted in ending Spanish rule in Cuba but began decades of United States economic dominance and military intervention in the Western Hemisphere and increased anti-Americanism in Latin America
- Richly supports the theme with relevant facts, examples, and details, e.g., *declaration of war against Mexico*: Texas independence; election of 1844; Rio Grande; Nueces River; Zachary Taylor; "American blood has been shed on American soil"; Treaty of Guadalupe Hidalgo; Mexican Cession; "sea to shining sea"; gold rush; Asian trade; California as a free state; Compromise of 1850; Fugitive Slave Act; Civil War; *declaration of war against Spain*: reconcentration camps; yellow journalism; William Randolph Hearst; "Remember the Maine"; President William McKinley; Theodore Roosevelt and the Rough Riders; "splendid little war"; Puerto Rico, Guam, and the Philippines; United States as a world power; imperialism; Platt Amendment; Big Stick policy; Roosevelt Corollary; Panama Canal; Fidel Castro; Bay of Pigs; Guantanamo Bay
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one action more thoroughly than the other *or* by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *declaration of war against Mexico*: discusses how the annexation of Texas and the killing of American troops in disputed territory on the border led President Polk to demand war to achieve the goal of Manifest Destiny, and how victory over Mexico gave the United States the Southwest and California with its farmland, minerals, and Pacific ports; *declaration of war against Spain*: discusses how yellow journalism reported Spanish abuses in Cuba and the sinking of the USS *Maine* led to public pressure for war to achieve the goal of eliminating Spanish rule in Cuba and protecting United States interests in Latin America, and how the war ended Spanish control of Cuba and led to "policing" of the Western Hemisphere by the United States
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

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

United States foreign policy often focused on Latin America in order to gain advantages for itself politically and/or economically. The best example of American foreign policy in Latin America is the Monroe Doctrine, written by secretary of state John Quincy Adams during the administration of James Monroe, which outlines and sets the tone for American foreign policy between the United States and Latin America. Theodore Roosevelt's corollary to the Monroe Doctrine, best exemplified by the phrase "speak softly and carry a big stick" further defined America's foreign policy in the region. Both diplomatic policies were put in place to serve American self interest.

The Monroe Doctrine is one of the most important statements of foreign policy in American history. It was written in the early 1800's while America was just emerging from the early stages of its history. Although the United States had maintained itself as a sovereign country after the War of 1812, it was hardly a world power. Still President Monroe felt the need to protect United States interests and the doctrine was a key way to gain respect for the young nation. This opportunity came from Latin America, which, after years of European colonization, was undergoing successful revolutions to free itself from colonial rule. These revolutions started during the long period when Europe was at war during Napoleon's reign. Spain was weak and unable to put the revolutions down.

Secretary of state John Quincy Adams made it very clear that further European intervention in the Americas would not be tolerated. He crafted the Monroe Doctrine which states that the Americas were closed to further colonization and European interference would be considered a dangerous, unfriendly act. The United States was

determined to prevent Spain from re-establishing its colonial empire in the Western Hemisphere. Although this might seem like an altruistic document written to defend the rights of the South Americans' to rule themselves, this is not the case. A more in depth look at the whole issue shows that the United States had a self interest in having weak new republics as neighbors. This document is the foundation of United States policy in Latin America, however during Monroe's time period it was only effective because British naval power enforced it by making sure other European countries stayed away. America was hardly powerful enough to defend the doctrine at the time. In fact, the British had previously suggested a joint declaration with the United States but Adams wisely declined. In later years, after the United States established itself as a world power with its own strong navy, it was able to uphold the document on its own and limit European involvement in our hemisphere. The Monroe Doctrine was later relied on in other diplomatic disputes in the 19th century. President Polk used it in the disagreement over Oregon with Britain in the 1840s. It was later applied to foreign plans to build a canal in Central America, something that would only succeed under Teddy Roosevelt. One failure of this policy however is that today many Latin American people resent and are hostile toward the United States because of its heavy handed and selfish actions in the name of the Monroe Doctrine.

The Roosevelt corollary to the Monroe Doctrine was an aggressive extension of the original plan. During and after McKinley's administration the United States carried out imperialist actions in which it intervened and ruled over areas inhabited by foreign people

outside of the continental United States. America had established itself as a world power both with its industrialized economy and its victory in the Spanish American War. Roosevelt was an avid imperialist having fought in the Spanish American War which gave the United States a number of colonies such as Puerto Rico, Guam and the Philippines. Roosevelt's foreign policy is best described by the phrase "speak softly and carry a big stick," meaning he was not afraid to use American might to intervene in Latin American countries that were unstable, vulnerable to outside influence or "guilty of chronic wrongdoing." The corollary demonstrated United States power to maintain order in Latin America. Roosevelt used this police power to stabilize the Western Hemisphere and protect United States economic and national security interests. Although it often caused resentment by the inhabitants of the area, it proved to be a success in achieving United States objectives. One example of this "big-stick" policy was the Panama Canal, in which Roosevelt encouraged and supported a revolution by the native Panamanians against their Colombian rulers in order to gain the rights to build a canal through the isthmus of Panama. Roosevelt hardly cared about the inhabitants of Panama having their own self government. What he wanted, and achieved, was a two ocean navy, as recommended by Admiral Alfred Mahan. He had been willing to pay the Colombians for Panama but when they didn't accept his initial offer he used his corollary to intervene and start a revolution in order to bolster U.S. military power in the Western Hemisphere. Half a century later, President Kennedy used the "big stick" when he ordered a naval blockade to force the Soviet Union to remove its missiles from Cuba.

The United States has sent Marines into numerous Latin American countries to stop unrest or to help protect American business interests. These interventions often resulted in a United States backed government that kept order but lacked popular support. This was a direct cost of United States "success."

In conclusion, United States foreign policy in Latin America is determined by its own self interests. Both the policy statements of President Monroe, the Monroe Doctrine, and President Roosevelt, the Roosevelt corollary to the Monroe Doctrine, exemplify the fact that the United States has taken on the role of being in charge of the Western Hemisphere. Both have defined our relationships with Latin America and have met with some success. Although this often resulted in anti-American sentiments that are still felt today.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the issuance of the Monroe Doctrine and the Roosevelt Corollary
- Is more analytical than descriptive (*issuance of Monroe Doctrine*: the doctrine was a key way to gain respect; opportunity came from Latin America, which was undergoing successful revolutions to free itself from colonial rule; further European intervention in the Americas would not be tolerated; the United States was determined to prevent Spain from reestablishing its colonial empire in the Western Hemisphere; although this might seem like an altruistic document written to defend the right of South Americans to rule themselves, this is not the case; the whole issue shows that the United States had a self-interest in having weak new republics as neighbors; it was only effective because British naval power enforced it; America was hardly powerful enough to defend the doctrine; after the United States established itself as a world power with its own strong navy, it was able to uphold the document on its own; many Latin American people resent and are hostile toward the United States because of its heavy-handed and selfish actions in the name of the Monroe Doctrine; *Roosevelt Corollary*: an aggressive extension of the original plan; America had established itself as a world power both with its industrialized economy and its victory in the Spanish-American War; Roosevelt was not afraid to use American might to intervene in Latin American countries that were unstable, vulnerable to outside influence, or guilty of “chronic wrongdoing”; used this police power to stabilize the Western Hemisphere and protect United States economic and national security interests; encouraged and supported a revolution by the Panamanians against their Colombian rulers in order to gain the rights to build a canal through Panama; President Kennedy used the big stick when he ordered a naval blockade to force the Soviet Union to remove its missiles from Cuba)
- Richly supports the theme with relevant facts, examples, and details (*issuance of Monroe Doctrine*: after the War of 1812; young nation; years of European colonization; Secretary of State John Quincy Adams; foundation of United States policy; President Polk used it in the disagreement over Oregon; applied to foreign plans to build a canal in Central America; *Roosevelt Corollary*: outside of the continental United States; colonies such as Puerto Rico, Guam, and the Philippines; resentment by the inhabitants; Panama Canal; two-ocean navy; Admiral Alfred Mahan)
- Demonstrates a logical and clear plan of organization; includes an introduction which asserts that United States foreign policy in Latin America was motivated by national self-interest and concludes that United States Latin American policies have resulted in anti-American sentiments that are still felt today

Conclusion: Overall, the response fits the criteria for Level 5. The response focuses on the Monroe Doctrine and the extension of the Doctrine through the Roosevelt Corollary. Multiple examples demonstrating the usage of these policies to attain United States economic and national security goals are provided. Good analytic statements are supported with appropriate historical details.

Throughout American History, Latin America and the Caribbean have been a key area of focus for our foreign policy. This has resulted in the use of diplomatic and military action by the United States to protect its interests in Latin America. Two significant policy actions that have occurred were the acquisition of the Panama Canal Zone and the naval blockade of Cuba in 1962.

President Theodore Roosevelt had supported “big stick” diplomacy throughout his presidency. He believed that the United States should police the Western Hemisphere and that it should use its military to gain its goals in Latin America. As a Spanish-American war hero, and a disciple of Alfred Mahan, Roosevelt wanted a strong navy and supported imperialism. To build such an overseas empire, a strong, two-ocean navy was needed. Roosevelt wanted to build up the Navy in the Atlantic and Pacific oceans and make it fast and mobile by building a canal to connect the oceans. When a small uprising occurred in Panama for independence from Colombia, Roosevelt took advantage of this small scale revolution. He sent a warship to prevent the Columbians from suppressing the revolution. Roosevelt then quickly negotiated with the Panamanians to build a canal through their new country, which the Columbians had not allowed. Getting access to the Panama Canal Zone was just the first step. Building the canal was a huge engineering challenge, one that took most of a decade to achieve. This was very successful because it connected the Atlantic and Pacific oceans and allowed the United States Navy faster ship mobility by passing through the isthmus canal rather than making the long journey around South America. This facilitated a huge naval buildup and allowed America to have a powerful, multiocean navy that is

unequaled in the world today. During World War II the canal was a major route between the Atlantic and Pacific theaters of war. Theodore Roosevelt's bold maneuvers to gain the Panama Canal Zone allowed the United States to build a world class navy which played an important role in the defeat of the Axis powers.

During John Kennedy's presidency the Cold War heated up in the Western Hemisphere and nuclear war became a real threat to the United States. The Cuban government under Fidel Castro became allied with the Soviet Union after the failed Bay of Pigs invasion. In 1962, Cuba allowed the USSR to challenge the United States by putting intermediate range missiles on its soil, within striking distance of the U.S. When U.S. surveillance showed missile launch pads in Cuba, the Kennedy Administration agonized over a number of measures to deal with the crisis, including bombing or an invasion of Cuba. After days of intense debates among his advisors, Kennedy ordered a naval blockade of Cuba to prevent further buildup of nuclear missiles. As commander-in-chief, Kennedy demanded that Soviet missiles be dismantled or the United States would invade Cuba. This was very successful because the Soviet leader Khrushchev "blinked" — and Soviet ships were peacefully turned away and all the launch sites in Cuba were permanently removed. America kept peace while protecting itself from the potential of nuclear weapons just off its coast. The Cuban missile crisis, as it was called, ended peacefully and days of panic turned to relief. Around the world, the young president gained respect. Even in winning, Kennedy knew how close the world had been pushed to nuclear war. The next year he took steps to ease tensions. In a famous graduation speech at American University,

Anchor Paper – Thematic Essay—Level 5 – B

Kennedy reminded Americans of our common humanity and the need for peaceful coexistence with the Soviets. His choice to blockade Cuba, rather than invade it, left the nation safer and the world more peaceful, at least temporarily.

Diplomatic and military action has been used to achieve foreign policy goals in Latin America by the U.S. Gaining control of the Panama Canal Zone and creation of the naval blockade of Cuba were both actions taken by the U.S. to protect America. Both helped safeguarding our national security.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the acquisition of the Panama Canal Zone and the naval blockade of Cuba
- Is more analytical than descriptive (*acquisition of Panama Canal Zone*: believed the United States should police the Western Hemisphere and use its military to gain its goals in Latin America; to build an overseas empire a strong, two-ocean navy was needed; wanted to make navy fast and mobile by building a canal to connect the oceans; when a small uprising occurred in Panama for independence from Colombia, Roosevelt took advantage; sent a warship to prevent the Colombians from suppressing the revolution; during World War II the canal was a major route between the Atlantic and Pacific theaters; allowed the United States to build a world-class navy; *naval blockade of Cuba*: Cold War heated up in the Western Hemisphere and nuclear war became a real threat; Cuba allowed the USSR to challenge the United States by putting intermediate-range missiles on its soil, within striking distance of the United States; Kennedy administration agonized over a number of measures to deal with the crisis; Kennedy ordered a naval blockade to prevent further buildup of nuclear missiles; demanded that Soviet missiles be dismantled or the United States would invade Cuba; Soviet leader Khrushchev “blinked” and Soviet ships were turned away and all the launch sites in Cuba were permanently removed; days of panic turned to relief; Kennedy knew how close the world had been pushed to nuclear war; the next year he took steps to ease tensions; left the nation safer and the world more peaceful)
- Richly supports the theme with relevant facts, examples, and details (*acquisition of Panama Canal Zone*): “big stick” diplomacy; Spanish-American War hero; disciple of Alfred Mahan; negotiated with the Panamanians; long journey around South America; powerful multi-ocean navy; a major factor in the defeat of the Axis Powers; *naval blockade of Cuba*: Fidel Castro; failed Bay of Pigs invasion; surveillance; launch pads; Cuban missile crisis; Kennedy gained respect; graduation speech at American University; common humanity; peaceful coexistence)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that claims that both actions were successful in achieving national security

Conclusion: Overall, the response fits the criteria for Level 5. The response is cohesive and well-developed. It includes a clear overview of the historical circumstances that led to each policy action. Effective analytic statements and integrated details support the discussion of how each action successfully protected the national security of the United States.

Throughout the 19th and 20th centuries, the United States has demonstrated a great deal of influence in Latin America. In 1823, the Monroe Doctrine was invoked during a time of U.S. isolationism as a tool to prevent European involvement in Latin America. The naval blockade of Cuba was implemented in 1962 by president John F. Kennedy during an entirely different time of U.S. foreign policy. It was a direct effort to contain the spread of communism and prevent nuclear war with the Soviet Union. Both the Monroe Doctrine of 1823 and the naval blockade of Cuba in 1962 showed the United States' interest in the region of Latin America.

The Monroe Doctrine was a policy of the U.S. introduced in 1823 to support the newly independent nations that broke free from the Spanish Empire. It stated that further efforts to colonize land or interfere with states in North or South America would be viewed as direct acts against the U.S. and would require U.S. intervention. However, the United States promised to ignore any European colonies already in Latin America, and would only prevent new ones from forming. The main goal of the Monroe Doctrine was to protect the United States national security and ensure that the new and fragile independent former colonies would not be recolonized by European powers. The Atlantic Ocean served as a protective barrier but it was not enough. The U.S. wanted to keep the "Old World" from meddling in the "New World." The Monroe Doctrine might have been widely disregarded due to the United States' lack of a substantial, powerful navy, however, with the support of Great Britain's navy, the doctrine began to have influence. The new independent nations in the Americas would provide the U.S. and Great Britain with new economic markets for

goods, which also encouraged British support in enforcing the Monroe Doctrine. Eventually the United States would gain the power needed to enforce the policy itself. It would also gain power and prestige as well as the respect of Europeans. Although it was not an overnight success, the Monroe Doctrine became one of the defining documents in United States foreign policy. It is one of the longest standing policies of the U.S., and it was used and reinforced by many presidents to police the Western Hemisphere. Theodore Roosevelt used his “big stick” policy to police the hemisphere and John F. Kennedy did when he ordered the naval blockade of Cuba.

The U.S. naval blockade of Cuba in 1962 was put into place during a time of fear and danger in our history. It was the height of the Cold War with the Soviet Union and tensions were at their peak. Although no shots were ever fired between the U.S. and USSR, the Cold War was a terrible period fueled by fierce competition, bitter rivalries, and great fear. It was the closest that the world has ever come to nuclear warfare and therein lay the sense of danger that plagued Americans until the fall of the USSR in 1991. In the early 1960s, during the presidency of JFK, it became known that the Soviet Union was building missile sites in Cuba, just 90 miles off the shore of Florida. They were spotted by U.S. spy planes and they became the biggest problem Kennedy would ever face as president because they could cause the immediate annihilation of major U.S. cities. His reaction was to place a blockade, or ring of ships, around Cuba. His decision to blockade Cuba was less aggressive than other options. However, it worked only because the Soviets backed down and turned their ships around. His bold response avoided nuclear war without invading Cuba. Within a few months,

Kennedy publicly called for a changed relationship between the superpowers. This signaled a new willingness to communicate between the superpowers. Both realized the need for open communications to avoid the destruction of the earth. The Cold War continued, but the absolute terror of the crisis was over. Although the Cold War would continue for almost 30 more years, Kennedy's goals for the blockade were accomplished.

US influence in Latin America began with the Monroe Doctrine of 1823. Over time the US grew to be more respected by European nations. Later this doctrine was used by many American presidents to influence the region. During the early 60's, the naval blockade of Cuba of 1962 strongly showed the United States willingness to intervene to guarantee American national security. The blockade was a great success in preventing a nuclear war between the US and USSR. It also was a success of the Kennedy presidency. Both events signified that the US was an important force to be reckoned with in the Western Hemisphere and one that would not back down, giving us the power and reputation we have today.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the issuance of the Monroe Doctrine and the naval blockade of Cuba
- Is both descriptive and analytical (*issuance of Monroe Doctrine*: introduced to support the newly independent nations that broke free from the Spanish empire; further efforts to colonize land or interfere with states in North or South America would be viewed as direct acts against the United States; promised to ignore any European colonies already in Latin America and would only prevent new ones from forming; wanted to keep the “old world” from meddling with the “new world”; might have been widely disregarded due to United States lack of a powerful navy; with support of Great Britain’s navy the doctrine began to have influence; became one of the defining documents of United States foreign policy; used and reinforced by many presidents to police the Western Hemisphere; *naval blockade of Cuba*: Cold War period fueled by fierce competition, bitter rivalries, and great fear; the Soviet Union was building missile sites in Cuba, just 90 miles off the shore of Florida; biggest problem Kennedy would ever face as president because they could cause the immediate annihilation of United States cities; his decision to blockade Cuba was less aggressive than other options; it worked because the Soviets backed down; response avoided nuclear war without invading Cuba; signaled a new willingness to communicate between the superpowers; both realized the need for open communication to avoid the destruction of the earth); includes faulty analysis (*naval blockade of Cuba*: although no shots were ever fired)
- Supports the theme with relevant facts, examples, and details (*issuance of Monroe Doctrine*: new economic markets; Theodore Roosevelt; “big stick” policy; blockade of Cuba; *naval blockade of Cuba*: fall of the USSR in 1991; United States spy planes; ring of ships)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes the Monroe Doctrine was invoked during a time of isolationism and the naval blockade was an effort to contain communism, and a conclusion that observes that the United States is an important force in the Western Hemisphere.

Conclusion: Overall, the response fits the criteria for Level 4. Although the degree of analysis is slightly greater in the treatment of the Monroe Doctrine, discussion of both topics demonstrates a good understanding of the task. A solid working knowledge of the Monroe Doctrine and the naval blockade of Cuba is shown in the discussion despite some repetition.

The United States had foreign policy goals during the 19th and 20th century which caused a number of military and diplomatic actions. Many of these actions involved Latin American and Caribbean nations. Some of these were the Monroe Doctrine and the declaration of war against Mexico in 1846. These things occurred as a result of the United States' foreign policy.

In the 19th century, president Monroe issued the Monroe Doctrine. He did so because of the nation's foreign policy of neutrality. In this time, the nation was following George Washington's advice to stay out of foreign alliances and foreign problems and instead focus on itself. In 1823, Monroe's Doctrine declared that European nations should stay out of the western hemisphere, and in turn America will stay out of European affairs. It forbade further colonization in Latin America and wanted to sustain the independence of the weak new countries who had recently revolted against Spain. Monroe was encouraged to propose this doctrine by Secretary of State John Quincy Adams. After the "victory" in the war of 1812 the nation experienced an "era of good feelings" and nationalism. We hoped that the new countries forming in the 1820's would follow our example and maintain self-rule. We issued the doctrine because we wanted to protect ourselves from powerful European countries expanding their control in our hemisphere. This doctrine was more or less a success, self evident in the fact that there was relatively little European interference in the Americas throughout the 19th century. While independent countries were left free to grow and develop into lucrative trading partners with the United States, we kept a watchful eye on European powers that were too aggressive.

In 1846, President Polk asked Congress for a declaration of war on Mexico. The publicized reason for declaring war was the rally cry "American blood on American soil!" It was said that soldiers at the Mexico-US border in Texas had been attacked by Mexican soldiers. The truth was that Polk had aggressively placed his soldiers in disputed territory to provoke the Mexicans at the border in order to incite war. Polk hoped that in fighting the Mexican War, the U.S. would increase the size of the Union and fulfill the nation's Manifest Destiny, a promise he made during his campaign. Abraham Lincoln, before his time as president, was one person to try to call Polk out on his claim of Mexican aggression. Lincoln questioned the exact place where blood was spilled. This became known as the "Spot Resolutions". But the hunger for land was more powerful than concern over right or wrong. This war turned out to be very successful. The United States was victorious and gained California and the Southwest with its gold, huge area of farmland and access to the Pacific Ocean. However, we paid Mexico for the land we acquired so as not to seem belligerent. Soon, the Mexican Cession stirred up controversy as the country couldn't decide whether it should allow slavery or disallow it. David Wilmot had proposed the Wilmot Proviso, advocating that any land obtained from the war be free. This never passed but it was a notable document because it started the debate over the expansion of slavery in the land we hoped to win. The Mexican War was advantageous for America by adding land but it also created issues about slavery that could not be solved by the Compromise of 1850 and instead would end in civil war.

In the 19th and 20th centuries, American foreign policy led to several interactions with Latin America and Caribbean nations. Two of these were the Monroe Doctrine and the Mexican War. The Monroe Doctrine kept Europe out of the western Hemisphere, ideally protecting the Caribbean nations and Latin America from colonization. The Mexican War resulted in the lucrative and vast Mexican Cession that would be settled by citizens in an effort to expand into the frontier. Foreign policy had a large effect on the United States' interactions with other nations.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing the issuance of the Monroe Doctrine and the declaration of war against Mexico
- Is both descriptive and analytical (*issuance of Monroe Doctrine*: the nation was following George Washington's advice to stay out of foreign alliances and foreign problems; forbade further colonization in Latin America and wanted to sustain the independence of the weak new countries which had recently revolted against Spain; issued because we wanted to protect ourselves from powerful European countries expanding their control in our hemisphere; there was relatively little European interference in the Americas throughout the 19th century; while independent countries were left free to grow and develop into lucrative trading partners with the United States, we kept a watchful eye on European powers that were too aggressive; *war against Mexico*: reason for declaring war was the rally cry "American blood on American soil"; Polk had aggressively placed his soldiers in disputed territory to provoke the Mexicans at the border in order to incite war; Polk hoped that in fighting the Mexican War the United States would increase the size of the Union and fulfill the nation's Manifest Destiny; Abraham Lincoln was one person to try to call Polk out on his claim of Mexican aggression; hunger for land was more powerful than concern over right or wrong; Mexican Cession stirred up controversy as the country could not decide whether it should allow slavery; the Mexican War was advantageous for America by adding land but it also created issues about slavery that could not be solved by the Compromise of 1850 and instead would end in civil war)
- Supports the theme with relevant facts, examples, and details (*issuance of Monroe Doctrine*: neutrality; Western Hemisphere; Secretary of State John Quincy Adams; era of "good feelings" and nationalism; *war against Mexico*: Spot Resolutions; California and the Southwest; gold; huge area of farmland; access to the Pacific Ocean; Wilmot Proviso; expansion of slavery)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that reviews some key points in the discussion

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates a good understanding of the task. It includes analysis and detail in its discussion of the Mexican War. The discussion of the Monroe Doctrine would have been strengthened if more details had been included.

During the 19th and 20th centuries, American foreign policies evolved as the United States increased its international involvement. These foreign policies led the United States to become involved in Latin America and the Caribbean through both diplomatic and military actions. Two of these actions are the declaration of war against Spain in 1898 and the naval blockade during the Cuban Missile Crisis of 1962. In each of these events, the United States had specific goals that led them to become involved.

In the late 1800s, American sentiment was being aroused against Spain. The Spanish were oppressing Cubans seeking freedom. United States newspapers showed shocking pictures of Spanish mistreatment of defenseless Cubans. The animosities between the United States and Spain were greatly increased when the American ship The Maine was sunk, allegedly by Spanish conspirators, in Havana Harbor in Cuba. Although there was no conclusive evidence that the Spanish were veritably guilty, this event was greatly exaggerated by yellow journalism and the American people began to call for war. In 1898, under the presidency of McKinley, the Spanish-American War began. The stated goal of American military involvement was to drive the Spanish out of Cuba, but there is evidence that the United States had imperialistic motives as well. Some Americans had started to believe that the United States should acquire overseas territories in order to become a great world power. Due to the fighting by the Rough Riders—led by Theodore Roosevelt—the United States successfully removed the Spanish from Cuba. In addition, the United States had seized the Philippines during the war and annexed them in the peace treaty. Yet continued involvement in Cuba and the Philippine insurrection made

anti-imperialists in the American public doubt the genuineness of the federal government's stated goal to help the oppressed Cubans gain independence. Militarily, America's involvement in the war was successful because Spanish oppressors were removed from both Cuba and the Philippines, but there was controversy because the United States certainly did not grant true independence to the Cubans and brutally put down the revolt by the Filipinos. The United States established a protectorate over Cuba and fought a war in the Philippines to keep it as a United States possession.

America was involved in Cuba again in the 1960s. At this time, the United States and the Soviet Union were involved in an arms race as a part of the Cold War. Both nations were trying to augment their nuclear weapons in order to protect their world position. Tensions erupted in 1962, when an American spy plane spotted Russian missile launching sites in Cuba. John F. Kennedy, the president at the time, ordered a naval blockade of Cuba to prevent further importation of Soviet weaponry. This was the closest America came to nuclear war with the Soviet Union, but diplomatic negotiations prevented a catastrophic result. Khrushchev agreed to remove the missile bases from Cuba if the United States removed its weapons from Turkey. Diplomatically, this action – which occurred during the Cuban Missile Crisis – was successful in averting nuclear war with the Soviet Union and removing the threat of Soviet nuclear weaponry from our hemisphere. President Kennedy was considered a hero because he accomplished the goal of protecting the United States. This only worked out so well because Khrushchev “blinked” and backed down. The blockade allowed Kennedy to show military strength without having

to bomb Cuba or invade the island.

For a variety of reasons, the United States became involved in international affairs through foreign policy. Arguably, involvement in the Spanish-American War was successful because the United States drove the Spanish out of Cuba through military efforts.

Diplomatically the naval blockade during the Cuban Missile Crisis was successful because it led to the peaceful end to the crisis.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the declaration of war against Spain more thoroughly than the naval blockade of Cuba
- Is both descriptive and analytical (*Spanish-American War*: the Spanish were oppressing Cubans seeking freedom; United States newspapers showed shocking pictures of Spanish mistreatment of defenseless Cubans; the American ship the *Maine* was sunk, allegedly by Spanish conspirators; stated goal of American military involvement was to drive the Spanish out of Cuba but there is evidence that the United States had imperialist motives as well; some Americans had started to believe that the United States should acquire overseas territories in order to become a great world power; continued involvement in Cuba and the Philippine insurrection made anti-imperialists in the American public doubt the genuineness of the federal government's stated goal; Spanish oppressors were removed from both Cuba and the Philippines but there was controversy because the United States certainly did not grant true independence to the Cubans and brutally put down the revolt by the Filipinos; *naval blockade of Cuba*: the United States and Soviet Union were involved in an arms race as part of the Cold War; both nations were trying to augment their nuclear weapons in order to protect their world position; Kennedy ordered a naval blockade of Cuba to prevent further importation of Soviet weaponry; this was the closest America came to nuclear war with the Soviet Union but diplomatic negotiations prevented a catastrophic result; Khrushchev agreed to remove the missile bases; President Kennedy was considered a hero because he accomplished the goal of protecting the United States)
- Supports the theme with relevant facts, examples, and details (*Spanish-American War*: Havana Harbor; yellow journalism; presidency of McKinley; Rough Riders; Theodore Roosevelt; annexed them in the peace treaty; to help the oppressed Cubans; protectorate over Cuba; war in the Philippines; United States possession; *naval blockade of Cuba*: American spy plane; Russian missile launching sites; weapons from Turkey; Cuban missile crisis)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that reviews key ideas from the discussion

Conclusion: Overall, the response fits the criteria for Level 4. The response presents an analytic discussion of the goal and the controversies surrounding the Spanish-American War. However, the discussion of the naval blockade of Cuba would have been strengthened by additional supporting facts and details.

During the nineteenth and twentieth centuries, the United States was concerned with the well-being of the western hemisphere. The United States immersed itself in war with Spain concerning Cuba in 1898 and performed covert operations in Nicaragua in the 1980s to support democracy in the Western Hemisphere.

In the late nineteenth century, the United States looked to Cuba as a trading partner especially for sugar. However, Spain was the mother country of Cuba. When Spain tightened its control over Cuba in the 1890s, the United States wanted to aid Cuba in its fight for independence because it was similar to the American revolution. Exaggerated news stories of Spanish atrocities against the Cubans and the explosion of the Maine led to a public demand for war. In hopes of eliminating Spain from the picture, the United States offered to help Cuba oust Spanish rule. The United States' government called upon the Monroe Doctrine of 1823 that had opposed European interference in Latin America, to justify military action in Cuba. In 1898, Congress declared war on Spain. Accordingly, Cuba obtained independence as a result of the Spanish-American War. However because the United States feared European interference in Latin America Cuba was put under United States guidance and forced to become a United States protectorate. By ensuring the "well being" of Cuba, United States businesses benefitted.

In the late twentieth century, the United States was primarily focused on containing communism and avoiding the domino theory from becoming a reality. We especially did not want Communism to gain strength in Central America. In Nicaragua, the longtime dictator President Somoza was overthrown by the Sandiniste

Liberation Front. Somoza was then replaced by Communist Daniel Ortega. President Ronald Reagan, a tough anti-communist, desperately wanted to return democracy to Nicaragua. An anti-communist group, the Contras sought to oust Ortega. The United States under President Reagan wanted to give military aid to the Contras in their fight for democracy because Reagan supported democracy over communism. President Reagan repeatedly asked Congress for an aid bill. The Central Intelligence Agency under Reagan provided training and funds to assist the Contras even though the Boland Amendments were passed to prevent aid from being given. Still in hopes of protecting the well-being of Nicaragua, the National Security Council staff covertly raised money from the secret sale of weapons to our enemy Iran and diverted the profits to the Contras in Nicaragua. By aiding the Contras, the United States hoped to protect the western hemisphere, and itself, by containing communism. Instead, when the Iran-Contra Scandal became public, the illegal aid stopped and Communist control of Nicaragua continued.

The Spanish American War and aid to the Contras serve as prime examples of the United States wanting to protect the well-being of the western hemisphere during the nineteenth and twentieth centuries. By helping the western hemisphere, the United States hoped to help themselves and promoted democracy.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for the declaration of war against Spain and aid to the Contra rebels in Nicaragua
- Is more descriptive than analytical (*Spanish-American War*: when Spain tightened its control over Cuba in the 1890s, the United States wanted to aid Cuba in its fight for independence because it was similar to the American Revolution; exaggerated news stories of Spanish atrocities against the Cubans led to a public demand for war; the United States called upon the Monroe Doctrine of 1823 that had opposed European interference in Latin America to justify military action in Cuba; Cuba obtained independence as a result of the Spanish-American War; by ensuring the “well-being” of Cuba, United States businesses benefitted; *aid to Contras in Nicaragua*: did not want communism to gain strength in Central America; Somoza was then replaced by communist Daniel Ortega; President Ronald Reagan, a tough anti-communist, desperately wanted to return democracy to Nicaragua; Reagan repeatedly asked Congress for an aid bill; CIA provided training and funds to assist the Contras; National Security Council staff covertly raised money from the secret sale of weapons to our enemy, Iran, and diverted the profits to the Contras; when the Iran-Contra scandal became public the illegal aid stopped and communist control of Nicaragua continued)
- Includes some relevant facts, examples, and details (*Spanish-American War*: Cuba as a trading partner; sugar; protectorate; *aid to Contras in Nicaragua*: containing communism; domino theory; Sandinista Liberation Front; Boland Amendments; Western Hemisphere)
- Demonstrates a satisfactory plan of organization; includes a brief introduction and conclusion that relate United States actions to protecting the well-being of the Western Hemisphere and to the support of democracy

Conclusion: Overall, the response fits the criteria for Level 3. The response uses accurate information and limited analysis to discuss the decision to go to war with Spain in Cuba and to aid the Contra rebels, demonstrating an understanding of the task. Further development of the success or failure of these actions would have enhanced this response.

The United States was both militarily and diplomatically involved in Latin America and Caribbean nations in the 1800s and 1900s. Its involvement has significantly influenced the development of Western Hemisphere nations and world history.

One of the earliest and most famous examples of American diplomatic action concerning Latin American and Caribbean affairs was the 1823 issuance of President James Monroe's Monroe Doctrine. Issued during a time saturated with fear of European reconquest of Latin American lands, the Monroe Doctrine warned European nations that any imperialistic movements towards any nation in the Western Hemisphere would be regarded as an aggressive move towards the United States itself. The doctrine was, in effect, a thinly veiled threat of war on any nation that tried to turn Western Hemisphere countries into colonies. Realistically, we didn't have the power to back this up at first — but our power kept growing. In issuing this message, Monroe hoped to protect national security, establish the United States as the dominant Western Hemisphere country, eradicate any European imperialistic intentions for the West, and dispell any American fears of European reconquest. Weak new countries in Latin America and the Caribbean were certainly less of a threat than European empires. Monroe was successful in achieving these goals—the United States is still the premier nation in the Western Hemisphere to this day, and the United States didn't have issues with European imperialism in the Caribbean until Spain committed atrocities in Cuba in the late nineteenth century.

The United States during the Presidency of John Kennedy, imposed a naval blockade on Cuba in 1962 in the midst of what came to be

known as the Cuban Missile Crisis. At that time, Americans were afraid that the Soviet Union would launch its missiles off of nearby Cuba and nuke the United States in order to end the Cold War/arms race once and for all. In blockading Cuba, United States leaders desperately hoped to cut off supplies and intimidate the Soviet Union into removing its missile sites and retracting its threat of bombing the United States. The United States (as always) was successful, and effectively negotiated a deal with the Soviet Union under which it wouldn't nuke the United States. The launching sites were removed and a nuclear testing treaty was signed.

Anchor Level 3-B

The response:

- Develops all aspects of the task with some depth for the issuance of the Monroe Doctrine and little depth for the naval blockade of Cuba
- Is more descriptive than analytical (*issuance of Monroe Doctrine*: fear of European reconquest of Latin American lands; warned European nations that any imperialistic movements toward any nation in the Western Hemisphere would be regarded as an aggressive move toward the United States; a thinly veiled threat of war on any nation that tried to turn Western Hemisphere countries into colonies; we didn't have the power to back this up at first; Monroe hoped to protect national security, establish the United States as the dominant Western Hemisphere country, eradicate any European imperialistic intentions for the West, and dispel American fears of European reconquest; still the premier nation in the Western Hemisphere; the United States did not have issues with European imperialism in the Caribbean until Spain committed atrocities in Cuba in the late 19th century; *naval blockade of Cuba*: Americans were afraid that the Soviet Union would launch its missiles off of nearby Cuba and nuke the United States in order to end the Cold War; desperately hoped to cut off supplies and intimidate the Soviet Union into removing its missile sites; negotiated a deal with the Soviet Union; it would not nuke the United States; the launching sites were removed and a nuclear testing treaty was signed)
- Includes some relevant facts, examples, and details (*issuance of Monroe Doctrine*: President James Monroe; weak new countries; European empires; *naval blockade of Cuba*: John Kennedy; Cuban missile crisis; arms race)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response provides a good analysis about the issuance of the Monroe Doctrine. Inclusion of more details of the historical circumstances and further discussion of the success of the actions would have enhanced the effort, especially regarding the naval blockade of Cuba.

The Foreign policy goals of the United States during the 19th and 20th centuries led to many diplomatic and/or military actions involving nations in Latin America and the Caribbean. 2 diplomatic and/or military actions were the declaration of war against Spain in 1898 and the naval blockade of Cuba in 1962.

1 Militaristic action involving Latin America and the Caribbean was the declaration of war against Spain in 1898. The historical circumstance that led to this action was the sinking of the U.S.S. Maine off the coast of Cuba and the yellow journalists blaming it on the Spanish. The goal the U.S. had in pursuing this action was to defeat the Spanish, and free Cuba from the revolt and suffering under Spanish rule. The U.S. wanted to drive Spain away from the Western Hemisphere applying the Monroe Doctrine. The Spanish were a military threat and the U.S. needed the key locations for ports in order to trade and boost the economy. The U.S. succeeded in achieving these goals by defeating the Spanish. The treaty ending the war gave the Philippines, Guam, and other small islands from Spain in the Pacific to the U.S. Cuba became an independent country under U.S. protection. The U.S. protected the Western Hemisphere by getting the Spanish out of Cuba. The declaration of war against Spain in 1898 was 1 successful militaristic action taken by the U.S. during the late 19th century.

Another militaristic action taken involving Latin America and the Caribbean was the naval blockade of Cuba in 1962. The historical circumstances that led to this were the production of atomic weapons in an arms race between the U.S. and the USSR and the fact that the U.S. and USSR were in the heat of a Cold War. U.S. spy planes had taken pictures of Soviet missile sites being built in Cuba. The goal

that the U.S. had in blockading Cuba was to get the USSR to withdraw their weapons from Cuba by cutting off their supplies and their hope was to get the USSR to turn their ships full of weapons and supplies around and head back to the USSR. The U.S. succeeded in doing this because the USSR withdrew their weapons and the weapons and supply ships turned around and went back to the USSR. This was the climax of the Cuban Missile Crisis and was the closest we came to a nuclear war. 1 militaristic action taken by the U.S. in the 20th century was a naval blockade of Cuba in 1962.

The foreign policy goals of the 19th and 20th centuries led to many diplomatic and/or militaristic actions taken involving the Caribbean and nations in Latin America. 2 militaristic actions involving nations in the Caribbean and Latin America were the declaration of war on Spain in 1898 and the naval blockade of Cuba in 1962.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for the declaration of war against Spain and the naval blockade of Cuba
- Is more descriptive than analytical (*declaration of war against Spain*: sinking of the USS *Maine* off the coast of Cuba; yellow journalists blaming it on Spanish; to drive Spain away from the Western Hemisphere; needed key locations for ports; Cuba became an independent country under United States protection; protected Western Hemisphere by getting Spanish out of Cuba; *naval blockade of Cuba*: production of atomic weapons in an arms race between the United States and the USSR; in the heat of a cold war; get the USSR to withdraw their weapons from Cuba by cutting off supplies; get the USSR to turn their ships full of weapons and supplies around and head back to the USSR; this was the climax of the Cuban missile crisis and was the closest we came to a nuclear war)
- Includes some relevant facts, examples, and details (*declaration of war against Spain*: Monroe Doctrine; boost the economy; *naval blockade of Cuba*: spy planes; pictures of Soviet missile sites in Cuba)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response discusses all aspects of the task but without much analysis or elaboration.

The strong nation of America derives its power from the people and the policies it implements. When its interests are at stake, America springs to action to preserve its force, influence, and desire. During the 19th and 20th centuries, situations, which put our interests at stake, launched the United States into action. Policies like the Roosevelt Corollary to the Monroe Doctrine and the acquisition of the Panama Canal Zone, proved to be testaments to America's strong will and endurance.

Americans staked influence in Latin America and the Caribbean to sell goods and harvest natural resources for production. The Monroe Doctrine had long been in effect in 1903 when our nation acquired the Panama Canal Zone, so it had already invested a great deal of its time and money to prevent the tropical nations from being tainted by European influence. America desired to build this canal during its reign of imperialism to link the Atlantic Ocean and the Pacific Ocean and to make a quicker shipping route to the west coast. This project faced obstacles as Panama was under control of Colombia, and the superior nation did not want to release control of this isthmus. Panama revolted and gained independence, an action greatly supported by the United States. Another issue our country faced was the acquisition of money for the project, but this was resolved through donations from the American public. The success of this project was remarkable as it allowed for fast, easy transportation of goods to the west coast of America. No longer did commodities have to rely on railroads and terrestrial transport, for the Panama Canal offered a simpler mode of movement.

The Roosevelt Corollary was established in 1904 to extend the power and tradition of the Monroe Doctrine. America still had imperialistic goals in mind and intended to preserve its influence in Latin America to keep Europe out of the rich natural resources. The goal of this policy was also to protect American investments and potential business interests in the Latin nations to gain more profit as well as to grow as an international power. Unfortunately, President Theodore Roosevelt's ambitious goals were seen as overbearing and unnecessary. The Roosevelt Corollary, often regarded as the Bad Neighbor Policy worsened already tense relations between America and Latin America and was not approved by most U.S. citizens.

In times that offer potential to grow and gain power, America seizes upon any opportunity to do so. During the 19th and 20th centuries, this mindset and action was evident through the acquisition of the Panama Canal Zone to build the Panama Canal and the addition of the Roosevelt Corollary. Both intended to protect American interests, but their successes and failures differed as did their perceptions and effects.

Anchor Level 2-A

The response:

- Minimally develops most aspects of the task for the acquisition of the Panama Canal Zone and the Roosevelt Corollary
- Is more descriptive than analytical (*acquisition of Panama Canal Zone*: to link the Atlantic Ocean and the Pacific Ocean; a quicker shipping route to the West Coast; Panama was under control of Colombia and it did not want to release control of this isthmus; Panama revolted and gained independence; it allowed for fast, easy transportation of goods; no longer did commodities have to rely on railroads and terrestrial transport; *Roosevelt Corollary*: America still had imperialistic goals; to preserve its influence in Latin America; to keep Europe out of the rich natural resources; to protect American investments and potential business interests; to grow as an international power; worsened already tense relations between America and Latin America)
- Includes few relevant facts, examples, and details (*acquisition of Panama Canal Zone*: sell goods; harvest natural resources; Monroe Doctrine; imperialism; a simpler mode of movement; *Roosevelt Corollary*: President Theodore Roosevelt; overbearing; Bad Neighbor Policy); includes inaccuracies (*acquisition of Panama Canal Zone*: another issue our country faced was the acquisition of money for the project, but this was resolved through donations from the American public; *Roosevelt Corollary*: was not approved by most United States citizens)
- Demonstrates a general plan of organization; includes an introduction and conclusion that observes that the United States acts to protect its own interests

Conclusion: Overall, the response fits the criteria for Level 2. The response addresses most aspects of the task in a general way but lacks a thorough discussion, especially for the Roosevelt Corollary.

The United States' foreign policy has been very fickle throughout its history and has changed from isolationism and neutrality to imperialism and intervention. Latin America was one of the regions in which intervention or indirect involvement was common. The role of the U.S. in Latin America has ranged from providing aid, or acquiring lands, to naval blockades

The most strategic land acquisition by the U.S. was the acquisition of the Panama Canal Zone. In the past, those who wished to travel to the Pacific ocean from the Atlantic ocean, whilst travelling west would have to travel around the entire South American continent. This difficulty led the U.S. to pursue the goal of creating a shorter path. In 1903 the U.S. acquired the land necessary to construct a canal connecting the Atlantic and Pacific oceans in Panama, in exchange for a fixed price point in USD. The diplomatic actions taken in pursuit of establishing a short cut around the world were very successful and subsequently lucrative. The acquisition of the Panama Canal Zone is still heralded as one of the most important diplomatic actions involving Central or Latin America.

Contrasting land acquisition, the United States was also involved in the most infamous naval blockade of all time in the western hemisphere. In the midst of the cold war, a non-aggressive political war between the Soviet Union and the United States of America, the Soviet Union became allies with the pro-communist Latin American nation of Cuba. Suspecting the shipment of weapons of mass destruction, probably of the nuclear variety, and fearing a nuclear missile being armed so close to its shores, the U.S. decided to enact a naval blockade of Cuba in 1962. The goal of this blockade was to intercept nuclear

Anchor Paper – Thematic Essay—Level 2 – B

weapons and prevent the arming of the Soviet Union's new communist ally, Cuba. By the conclusion of the blockade and after several peace talks with the Soviets, it became clear that the U.S. was successful in achieving these goals.

The United States of America was mostly successful in all its foreign policies regarding the nations to the south.

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

- Develops most aspects of the task in little depth for the acquisition of the Panama Canal Zone and the naval blockade of Cuba
- Is primarily descriptive (*acquisition of Panama Canal Zone*: those who wished to travel to the Pacific Ocean from the Atlantic Ocean whilst traveling west would have to travel around the entire South American continent; difficulty led the United States to pursue the goal of creating a shorter path; *naval blockade of Cuba*: the Soviet Union became allies with the pro-communist Latin American nation of Cuba; fearing a nuclear missile being armed so close to its shores; to intercept nuclear weapons and prevent the arming of the Soviet Union's new communist ally)
- Includes few relevant facts, examples, and details (*acquisition of Panama Canal Zone*: shortcut; lucrative; *naval blockade of Cuba*: Cold War; weapons of mass destruction; peace talks)
- Demonstrates a general plan of organization; includes an introduction that labels United States foreign policy as fickle and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response uses generalities to discuss the acquisition of the Panama Canal Zone and the naval blockade of Cuba demonstrating a basic understanding of the task. The response recognizes the goals of the two actions and calls them successful, but lacks further discussion and development.

The United States had many military and diplomatic involvement in Latin America and the Caribbean. During the mid to later 20th century a lot of the involvement steamed around Cuba. Two very important events were the Bay of Pigs and the Cuban Missile Crisis.

The Bay of Pigs was a plan to have Cuban exiles overthrow Fidel Castro the communist leader of Cuba. The C.I.A. trained the Cuban exiles in Florida. After their training was complete they were sent on boats to Cuba. Unknown to the exiles and the U.S. Castro had found out about the attack. The exiles were defeated fast and the United States involvement was realized to the world. This had caused the United States to lose reputation and its tensions with the Soviet Union increased.

After the Bay of Pigs with tensions increasing between the U.S. and Soviet Union they stocked nuclear weapons. The U.S. put them in Turkey and this caused the Soviet Union to start sending them over to Cuba its ally. The United States warned Soviet Union they would destroy the ships if they tried to go to Cuba. John F. Kennedy then had a blockade made and the world got ready for World War III. At the last second Soviet leader Khrushchev called back his ships to prevent war. This made the Soviet Union look weak and help keep the world safe.

The U.S. had involvement in both events one for a good reason the other for mass panic.

The U.S.'s involvement prevented World War III and also made the U.S. look bad. This proves the U.S. had a lot of involvement in Latin America and the Caribbean.

Anchor Level 2-C

The response:

- Minimally develops some aspects of the task for the Bay of Pigs invasion and the naval blockade of Cuba
- Is primarily descriptive (*invasion of Bay of Pigs*: a plan to have Cuban exiles overthrow Fidel Castro, the communist leader of Cuba; tensions with the Soviet Union increased; *naval blockade of Cuba*: stocked nuclear weapons; the United States warned the Soviet Union they would destroy the ships; Soviet leader Khrushchev called back his ships to prevent war; this made the Soviet Union look weak and helped keep the world safe); includes faulty analysis (*naval blockade of Cuba*: the United States put them in Turkey and this caused the Soviet Union to start sending them over to Cuba)
- Includes few relevant facts, examples, and details (*invasion of Bay of Pigs*: CIA trained; sent on boats; defeated fast; *naval blockade of Cuba*: John F. Kennedy; World War III)
- Demonstrates a general plan of organization; includes an introduction that places both events in Cuba and a weak conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response describes the invasion of the Bay of Pigs and the Cuban missile crisis as events. While the response correctly connects the Bay of Pigs invasion to the Cuban missile crisis, it develops most aspects of the task in a limited way.

During the 19th and 20th centuries, the foreign goals of the United States led to many diplomatic and/or military actions involving Nations in Latin America and the Caribbean. The United States increased their power when they declared war with Mexico and when they issued the Monroe Doctrine.

In 1823 the United States issued the Monroe Doctrine. This document stated European countries could no longer intervene in the Americas. They would no longer be able to have colonies in America, unless they were pre-existent. This would allow the United States to become the superpower nation in the Western Hemisphere. They would now be able to conquer new territories and they as a nation would be larger and more powerful.

In 1846 the United States declared war on the Mexicans. The United States wanted to expand its borders. The United States would go on to defeat the Mexicans in war easily. In 1849, the United States signed the Treaty of Guadalupe Hidalgo. This treaty ended the war and the United States was given the New Mexico territory in exchange for money. The United States would ultimately achieve its goals.

The United States have been trying to expand as a nation ever since the departure of John Adams as President. The Monroe Doctrine of 1823 and the Mexican War (1846), would allow the United States to access more land and power. With these events becoming a success the United States would become an Imperialistic Nation.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for the issuance of the Monroe Doctrine and the declaration of war against Mexico
- Is descriptive (*issuance of Monroe Doctrine*: stated European countries could no longer intervene in the Americas; they would no longer be able to have colonies in America, unless they were pre-existent; *war against Mexico*: the United States wanted to expand its borders; defeated the Mexicans in war easily; treaty ended the war and the United States was given the New Mexico Territory in exchange for money)
- Includes very few relevant, facts, examples, or details (*war against Mexico*: Treaty of Guadalupe Hidalgo)
- Demonstrates a general plan of organization; includes a brief introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The discussion of the Monroe Doctrine focuses on the goal and intended outcomes, some of which are inaccurate. The discussion of the war against Mexico is brief but demonstrates a limited understanding of most of the task.

Anchor Paper – Thematic Essay—Level 1 – B

During the 19th and 20th centuries, the foreign policy goals of the United States led to many diplomatic and military actions involving nations in Latin America and the Caribbean.

One diplomatic action made by the United States was the Monroe Doctrine in 1823. The Monroe doctrine expanded trade with countries in Latin America. The United States did this action because they wanted more economic opportunities. The United States was successful in achieving this goal.

Another military action made by the United States was the naval blockade of Cuba in 1962. The main goal the United States had in pursuing this action was to contain communism and stop the U.S.S.R from using nuclear missiles.

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

- Minimally develops some aspects of the task for the naval blockade of Cuba
- Is descriptive (*naval blockade of Cuba*: stop the USSR from using nuclear missiles)
- Includes very few relevant facts, examples, or details (*naval blockade of Cuba*: contain communism)
- 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. The response identifies the goal and success of the naval blockade of Cuba. However, all the information about the Monroe Doctrine is inaccurate.

Since becoming an independent country, the United States has been very important to developments in Latin America. Their interests and involvements in the Latin American and Caribbean societies have been both for diplomatic and militaristic reasons. Two such events include the events at the Panama Canal as well as the Cuban missile crisis.

In the early 1900s the United States was industrializing and on the way to becoming an economic powerhouse and so there was a desire to build a passage that allowed companies on the East Coast of the United States to export and import goods from Asia. It was then decided that a small strip of land in Panama, a small country south of Mexico, would be the location of said canal. Colombia controlled that land. We supported rebels to get that land and create Panama as a separate nation. After years of labor in the damp and mosquito ridden Latin American country, the Canal was finally completed. The purpose of this canal was to make trade easier between countries in the Pacific ocean and key ports such as New York and Boston. The building of the canal led to more growth of the American economy. America achieved this goal as the Panama Canal was a great success.

Another Latin American or Caribbean affair that the United States was involved in was the Cuban Missile Crisis. After Fidel Castro made it known that he would adopt communist policies in Cuba after he had won the revolution, the CIA immediately began to train Cuban exiles and those who opposed Castro. Their attack, known as the Bay of Pigs invasion, ultimately failed, prompting Castro to request military support from the Soviets. Nikita Khrushchev agreed to Castro's requests and decided to move nuclear missiles into Cuba, a small country that

was in close proximity to the U.S. Eventually after high tensions between the United States and the communists, John F. Kennedy decided to begin a negotiation with Khrushchev about removing the missiles. Kennedy believed that the threat of missiles being used against populated United States cities had to be ended. So, he ordered a naval blockade around Cuba. The two political leaders agreed that the arms would be removed from Cuba if the U.S. missiles in Turkey were also removed. The solving of this crisis removed America of the immediate danger of missiles in Cuba and also relieved tensions between the U.S. and the Soviets. This also led to further agreements about nuclear weapons and Kennedy to push for peaceful co-existence with the Soviet Union.

The United States intervened in Latin American countries for the purpose of bettering their own situation, whether it was diplomatic or militaristic.

In the 19th and 20th Centuries the foreign policy goals of the United States led to many actions involving nations in Latin America and the Caribbean. Some of these actions had a positive affect others had a negative affect.

An action United States took involving nations in Latin America & the Caribbean is the Monroe Doctrine in 1904. The Monroe Doctrine was a policy. It stated that further efforts by European Nations to colonize land or interfere with States in North/South America would be viewed as acts of aggression, requiring U.S intervention. The United States wanted to guarantee no European power would move in. The Monroe Doctrine was disregarded.

Another action taken by the United States was The Good Neighbor Policy. This policy was made by President Hoover. The reason for this policy was to mend relations with United States and Latin American countries. After World War II, the U.S was able to persuade Latin America countries to join the United Nations. This policy accomplished its goal.

In conclusion the United States took actions such as The Monroe Doctrine and The Good Neighbor Policy.

I.) In the 19th and 20th centuries the United States had followed many foreign policies that had brought about diplomatic/military actions. A lot of these policies had dealt with Latin America and the Caribbean. The declaration of war against Spain in 1898 had caused a military action. The Naval Blockade of Cuba in 1962 was both a Diplomatic and a military action. Both of these Policies have had a major affect on our nation. They have caused changes to make it what it is today.

II.) The declaration of war against Spain in 1898 was due to Yellow Journalism. Hearst and other Journalists were writing about the Sinking of the Battleship Maine in Havana Harbor, Cuba. They were saying that it was attacked by Spain when it was probably due to an error in the building of the ship. The fire wall that was supposed to be between the Boiler room and the ammo room was not there. The Heat of the Boiler room set off the ammo and made the ship explode killing over 200 Americans. The Journalists blamed it on Spain and the U.S. government reacted by issuing this declaration of war. We went to war with Spain to force them out of Latin America. We were successful and also able to take other Spanish colonies like the Philippines. Although this was an unnecessary war, we were able to acquire new markets and raw materials which was what we needed to make our nation grow stronger. We achieved retaliation for the sinking of the Battleship Maine and drove the Spanish out of Cuba which was what we were after. Along the way we gained territories and this benefited our nation tremendously.

III.) The Naval Blockade of Cuba in 1962 was Part of the cold war, which had been going on since the end of WWII. It started when one of our U-2 Spy Planes captured on camera what looked to be missile

silos. There were nuclear missile silos that were being placed 90 miles right off the coast of the U.S in a communist country. Cuba was being backed by the Soviet Union the United States biggest enemy at the time. The Soviets were sending nuclear missiles to Cuba where they could destroy most of the U.S. They were responding to the U.S having left missiles in Turkey, which is right next to the Soviet Union. Once we realized what was going on, President John F. Kennedy issued a "Quarantine" of Cuba. He said it was a Quarantine because invading would have meant the start of World War III. It would have been a nuclear war and our world as we know it would not exist. This crisis, known as the Cuban Missile Crisis, lasted 13 days. Thanks to Bobby Kennedy, JFK's brother, WWII was Avoided. The U.S had Successfully gotten the USSR to withdraw its missiles from Cuba, and we withdrew ours from Turkey. Also the Hotline allowing communications between Washington D.C. and Moscow was created. This action by JFK had helped save our whole world as we know it.

IV.) Many Foreign Policies in Latin America and the Caribbean in the 19th and 20th centuries had brought about diplomatic and military actions. The Declaration of war against Spain in 1898 and the Naval Blockade of Cuba in 1962 are two of these foreign policies. The Declaration of war against Spain had caused war but gained us new markets and raw materials. The Naval Blockade of Cuba had prevented WWII and had helped the U.S get the upper hand in the fight against communism. Today we use the gained territories to sell our goods and get raw materials to make them. Also the world is still around because WWII, which would have been a nuclear war never occurred.

The United States has been very active in its involvement in Latin America since the early 19th century. Different actions and wars over U.S. interests have dominated the region. The U.S. has also embarked on many diplomatic missions to try and “persuade” the populace to work with America instead of against it. These events continue up to the modern era and show that a rocky relationship has existed between the two for ages.

The U.S. had manipulated the peoples of Panama towards the turn of the 20th Century. America wanted an all water route from coast-to-coast that didn't involve going around all of South America. They needed to be able to quickly move ships and troops to defend lands controlled in the Pacific. It was clear they needed to build a canal, the real question was where. The perfect spot for such a project was on the isthmus of Panama. It was the narrowest point between the two continents. There was only one problem: Columbia had control over the isthmus at the time. When the U.S. went to bargain to purchase the land, Columbia refused to budge on the issue. So what was the U.S. to do now? They would support the Panamanian rebels in Columbia. These rebels rose up against Columbia and declared themselves independent. President Roosevelt had sent a warship in the area to support the rebels and their cause. The country of Panama was born and the U.S. was allowed to build the canal. Just as they wanted, right from the beginning. Panama was carved in two by a ten mile canal zone owned and operated by the U.S. It took 10 years to build but the U.S. got its faster water route. The canal proved very important as a route for trade for decades and was especially important for the U.S. in fighting World War II in both the Atlantic and Pacific oceans. But

over the years Panamanians resented their loss of sovereignty. Eventually the U.S. signed treaties returning the canal to Panama. U.S. involvement in the Canal Zone continues today as we work with other countries to widen and expand it.

One very sticky situation for the United States was the Cuban missile crisis. It was an event that almost sucked the world in to nuclear war. In 1959, President Eisenhower was as shocked as the rest of the country when the U.S.-backed government in Cuba was toppled by Fidel Castro. Castro took over a country scarcely 90 miles from the U.S. mainland and set up a communist government. The CIA had prepared a special attack plan to retake Cuba, it was the Bay of Pigs Invasion. Newly elected President Kennedy gave it a go and Cuban-exiles went in to retake the island. When they failed in their objectives, the U.S. was caught in a precarious position. Our actions pushed Fidel Castro closer to the Soviets. But this was just the beginning of the nightmare. Soon, spy planes reported back that missile pads were being built in Cuba by the Soviets and that Soviet ships were enroute to Cuba carrying nuclear warheads. The immediate threat to the U.S. was so great that Kennedy knew action must be taken to remove the missiles and turn back the shipments. The Soviets' actions in Cuba could be seen as an act of war. In both the U.S. and U.S.S.R. people panicked as the U.S. and the U.S.S.R. were set on the brink of nuclear war. President Kennedy stated that if the Soviets did not withdraw the missiles from Cuba, he might be forced to use his own nukes to protect the U.S. What action could the U.S. take to make the Soviets blink? They would surround Cuba with warships. Kennedy ordered the Navy to create a blockade to prevent the Soviets from

bringing in more missiles. Luckily, this was enough for Khrushchev to stop the shipments and finally relent. The missile sites were destroyed and equipment sent back to the Soviet Union, and nuclear conflict was avoided. But the effects of crisis would seep into the American conscious and haunt us for years to come. Kennedy's experience in the crisis convinced him that the U.S. and the USSR had to find a way to coexist. This led to the "Hotline" to improve communication and a treaty to stop the testing of nuclear weapons above ground. In Cuba, the missiles might be gone, but Castro was not. Over half a century later, we still have a communist dictator 90 miles away.

The United States of America has been a very active influence in Latin America. The amount of interference we have exerted in the area has changed the region's history. We created a new nation because it suited our interests. In Panama, the U.S. ignored the sovereignty of Panama to rule over a region. In Cuba, we ended the threat to wipe out life on Earth but kept an enemy. U.S. involvement in Latin America exists because it has been our "back yard" for over 200 years. We interfered because of our economic interests and for our self-defense. The people of Latin America do not like us much as a result.

The U.S. has had a long history of foreign policy and relationship with the Caribbean and Latin America. Some of the policies were diplomatic while some were military actions. Both however have impacted the U.S. in many ways.

One action the U.S. took which affected it along with the world was the blockade around Cuba. The reasons for this was Cuba was communist and the world was in the middle of the Cold War. The U.S. had nuclear missiles in Turkey but the Soviets until they had the assistance of Cuba couldn't hit the United States. Now the U.S. was within the range of nuclear missiles. The U.S. put a blockade around Cuba to prevent the missiles from getting there. The strategy worked and the U.S. removed their missiles from Turkey in response to the removal of missiles from Cuba and it also led to a hot line between the U.S. and USSR since that was almost the end of the world.

Another action the U.S. took in Latin America was the Monroe Doctrine. Before the Doctrine was issued the European powers were gaining colonies and were setting their sights on Latin America. Most of the countries in Latin America had gained independence from the Spanish and didn't want to be a colony again. The U.S. also had economic interests in Latin America and they didn't want European powers in their backyard because the U.S. was gaining strength. The Doctrine was intended to prevent the Europeans from colonizing Latin America and it worked but only because the Atlantic Ocean separated Europe from the Americas and because the U.S. was closer to Latin America so it could enforce it. The U.S. managed to gain economic interest in Latin America without any fear of European competition and it showed that the U.S. was starting to emerge as a world power.

The U.S. has had along history of both diplomatic and military actions with Latin America. Both of these actions have impacted the U.S. in many ways and it affects the U.S. to the present day and the foreign policies affect our relationship with Latin America and the Caribbean.

Practice Paper A—Score Level 3

The response:

- Develops most aspects of the task in some depth for the acquisition of the Panama Canal Zone and the naval blockade of Cuba
- Is more descriptive than analytical (*acquisition of Panama Canal Zone*: the United States was industrializing and on the way to becoming an economic powerhouse; desire to build a passage that allowed companies on the East Coast of the United States to export and import goods from Asia; purpose to make trade easier between countries in the Pacific Ocean and key ports; building canal led to more growth of the American economy; *naval blockade of Cuba*: Fidel Castro made it known that he would adopt communist policies in Cuba after he had won the revolution; CIA began to train Cuban exiles and those who opposed Castro; failure of Bay of Pigs invasion prompted Castro to request military support from the Soviets; decided to begin a negotiation with Khrushchev about removing the missiles; threat of missiles being used against populated United States cities had to be ended; solving crisis removed America from the immediate danger and relieved tensions between the United States and the Soviets; led to further agreements about nuclear weapons and push for peaceful coexistence with the Soviet Union)
- Includes some relevant facts, examples, and details (*acquisition of Panama Canal Zone*: small strip of land; small country south of Mexico; damp and mosquito ridden; New York and Boston; *naval blockade of Cuba*: close proximity; John F. Kennedy; missiles in Turkey removed)
- Demonstrates a satisfactory plan of organization; includes an introduction that generally restates the theme and a conclusion that maintains that the actions were taken to better the United States

Conclusion: Overall, the response fits the criteria for Level 3. The response shows an understanding of the Cuban missile crisis and the need for the naval blockade of Cuba by including accurate facts and details. However, the discussion of the Panama Canal would have benefitted from further development of the historical circumstances that led to the acquisition of the Canal Zone and to the success of the canal.

Practice Paper B—Score Level 1

The response:

- Minimally develops some aspects of the task for the issuance of the Monroe Doctrine and the announcement of the Good Neighbor Policy
- Is descriptive (*issuance of Monroe Doctrine*: stated that further efforts by European nations to colonize land or interfere with states in North and South America would be viewed as acts of aggression requiring United States intervention; *announcement of Good Neighbor Policy*: mend relations with United States and Latin American countries)
- Includes very few relevant facts, examples, or details (*announcement of Good Neighbor Policy*: President Hoover); includes inaccuracies (*issuance of Monroe Doctrine*: 1904; *announcement of Good Neighbor Policy*: after World War II, the United States was able to persuade Latin American countries to join the United Nations)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are little more than restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response includes only brief statements about the goal of each action, demonstrating a very limited understanding of the task.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task in some depth for the declaration of war against Spain and the naval blockade of Cuba
- Is more descriptive than analytical (*Spanish-American War*: Hearst and other journalists were writing about the sinking of the battleship *Maine* in Havana Harbor; they were saying that it was attacked by Spain when it was probably due to an error in building the ship; to force them out of Latin America; able to acquire new markets and raw materials; make our nation grow stronger; *naval blockade of Cuba*: part of the Cold War which had been going on since the end of World War II; one of our U-2 spy planes captured on camera what looked to be missile silos; Cuba was being backed by the Soviet Union, the United States biggest enemy at the time; invading would have meant the start of World War III; the United States had successfully gotten the USSR to withdraw its missiles from Cuba; helped save our world)
- Includes some relevant facts, examples, and details (*Spanish-American War*: yellow journalism; boiler room; killing over 200 Americans; Philippines; achieved retaliation; gained territories; *naval blockade of Cuba*: 90 miles off the coast; quarantine; Cuban missile crisis; lasted 13 days; Bobby Kennedy; withdrew missiles from Turkey; hotline)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that reviews the main points of the response

Conclusion: Overall, the response fits the criteria for Level 3. The goals of each action are included in the discussion of the success of the action. Good historical details provided in the discussion of the historical circumstances are the strength of this response and demonstrate an understanding of the task. Inclusion of additional analytic statements would have enhanced this response.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly with more depth in the discussion of the naval blockade of Cuba than in the discussion of the acquisition of the Panama Canal Zone
- Is both descriptive and analytical (*acquisition of Panama Canal Zone*: America wanted an all-water route from coast to coast that did not involve going around South America; the perfect spot for the project was on the isthmus of Panama; the narrowest point between the two continents; Colombia had control over the isthmus; rebels rose up against Colombia and declared themselves independent; the country of Panama was born and the United States was allowed to build the canal; Panama was carved in two by a ten-mile canal zone, owned and operated by the United States; the canal proved very important as a route for trade for decades; over the years Panamanians resented their loss of sovereignty; *naval blockade of Cuba*: the United States-backed government in Cuba was toppled by Fidel Castro; when the Cuban exiles failed in their objectives, the United States was caught in a precarious position; spy planes reported back that missile pads were being built in Cuba by the Soviets; the immediate threat to the United States was so great that Kennedy knew action must be taken to remove the missiles; Soviet actions could be seen as an act of war; Kennedy ordered the Navy to create a blockade to prevent the Soviets from bringing in more missiles; this was enough for Khrushchev to stop the shipments and finally relent; the missiles might be gone, but Castro was not; over half a century later, we still have a communist dictator 90 miles away)
- Supports the theme with relevant facts, examples, and details (*acquisition of Panama Canal Zone*: Columbia refused to budge; President Roosevelt had sent a warship; faster water route; 10 years to build; treaties returned canal to Panama; *naval blockade of Cuba*: Cuban missile crisis; Bay of Pigs invasion; brink of nuclear war)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that present a point of view critical of United States involvement in Latin America

Conclusion: Overall, the response fits the criteria for Level 4. The presentation of most ideas is supported with accurate facts about the acquisition of the Panama Canal Zone and the naval blockade of Cuba. Facts and details logically flow, demonstrating a good understanding of the task. Further analysis would have strengthened the discussion.

Practice Paper E—Score Level 2

The response:

- Develops all aspects of the task in little depth for the naval blockade of Cuba and the issuance of the Monroe Doctrine
- Is primarily descriptive (*naval blockade of Cuba*: Cuba was communist and the world was in the middle of the Cold War; to prevent the missiles from getting there; the United States removed their missiles from Turkey in response to the removal of missiles from Cuba; *issuance of Monroe Doctrine*: most of the countries in Latin America had gained independence from the Spanish and did not want to be colonies again; the United States also had economic interests in Latin America and they did not want European powers in their backyard; includes faulty analysis (*issuance of Monroe Doctrine*: the United States was closer to Latin America so it could enforce it; the United States was starting to emerge as a world power)
- Includes few relevant facts, examples, or details (*naval blockade of Cuba*: hotline; *issuance of Monroe Doctrine*: United States was gaining strength); includes an inaccuracy: (*naval blockade of Cuba*: the Soviets until they had the assistance of Cuba couldn't hit the United States)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The strength of the response is the discussion of the naval blockade of Cuba. Accurate facts and details demonstrate an understanding of this military and diplomatic action. The discussion of the Monroe Doctrine is overgeneralized and mixes accurate and flawed information, demonstrating a limited understanding.

United States History and Government Specifications

January 2016

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

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

Notes:

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

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

The *Chart for Determining the Final Examination Score for the January 2016 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 28, 2016 — 9:15 a.m. to 12:15 p.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

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

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United States History and Government
Part A Specific Rubric
Document-Based Question
January 2016

Document 1

...The Cherokees of Georgia, one of the most progressive tribes, attempted to consolidate their position there by setting up a state within a state. They were encouraged to do this by a series of treaties with the United States that recognized them as a nation capable of making peace and war, owning the land within its boundaries and “punishing its own citizens by its own laws.” Georgia was bound, like any other state, to observe the treaties concluded by the federal government, but was obdurate [uncompromising] where the Cherokee treaties were concerned. It [Georgia] refused to recognize the Cherokees as an independent nation, and pressed them to sell their lands. They [the Cherokees] turned a deaf ear to this demand and asked for federal protection. In two major cases [*Cherokee Nation v. State of Georgia* (1831) and *Worcester v. Georgia* (1832)], the United States Supreme Court upheld the “rights” of the Cherokees against Georgia, only to have the state flout [ignore] each decision.

[President Andrew] Jackson supported Georgia. Whether or not he made the famous comment, “John Marshall has made his opinion, now let him enforce it,” the Jacksonian policy was in full accord with the spirit of the remark. His first annual message [December 1829] asked Congress to set aside a region in the Far West to which the Indians might remove. Congress did so by a strict party vote, and the forced migration began, to continue through the decade of the eighteen-thirties....

Source: Glyndon G. Van Deusen, *The Jacksonian Era: 1828–1848*, Harper & Row, 1959

1a According to Glyndon G. Van Deusen, what was *one* reason the Cherokees asked for federal protection from the state of Georgia?

Score of 1:

- States a reason the Cherokees asked for federal protection from the state of Georgia according to Glyndon G. Van Deusen
Examples: Georgia was bound to observe the Cherokee treaties with the United States and did not; Georgia was obdurate/uncompromising where the Cherokee treaties were concerned; Georgia refused to recognize the Cherokee treaties; Georgia refused to recognize the Cherokees as an independent nation; Georgia pressed the Cherokees to sell their lands; they/Cherokees wanted to protect their lands; Georgia ignored/flouted Supreme Court decisions (*Cherokee Nation v. State of Georgia/Worcester v. Georgia*) that protected the Cherokee rights; they wanted to stay in Georgia; the Supreme Court could protect Cherokee rights under treaties; they wanted the Supreme Court to enforce their treaties with the federal government

Score of 0:

- Incorrect response
Examples: Georgia recognized them as an independent nation; the Supreme Court ruled against them; President Jackson forced them; they turned a deaf ear; Congress set aside a region in the west
- Vague response
Examples: a progressive tribe; they were uncompromising; they were consolidating; they could make peace and war
- No response

1b According to Glyndon G. Van Deusen, what was *one* action taken by President Andrew Jackson that supported Georgia?

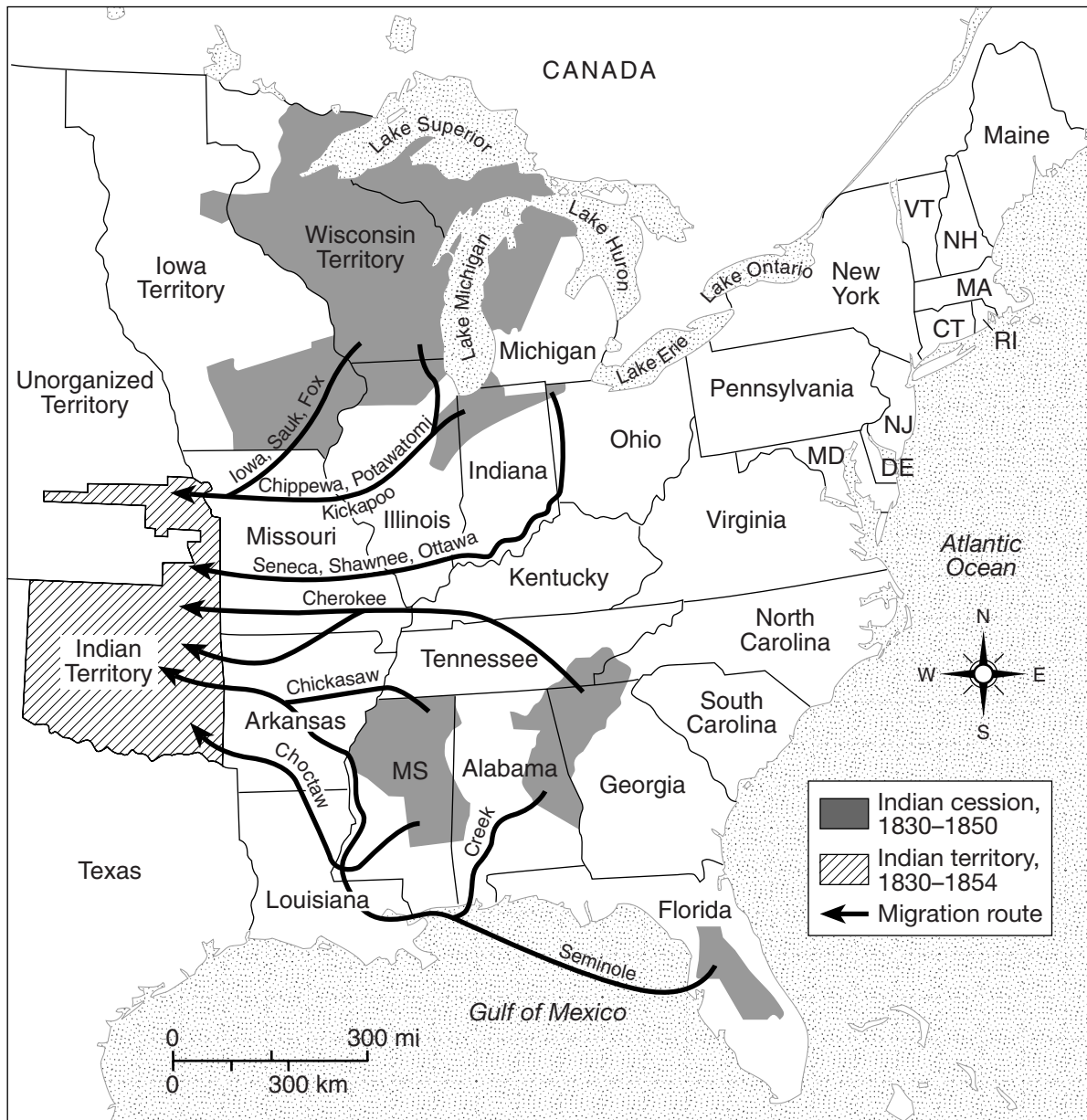
Score of 1:

- States an action taken by President Andrew Jackson that supported Georgia according to Glyndon G. Van Deusen
Examples: he ignored the Supreme Court decision; he asked Congress to set aside a region in the Far West where the Cherokees could move; he supported a forced migration of the Cherokees; he left it to Marshall to enforce the Supreme Court decision

Score of 0:

- Incorrect response
Examples: he enforced the Supreme Court decision; he stopped the forced migration; he recognized them as an independent nation; he passed legislation; John Marshall made Jackson enforce it
- Vague response
Examples: he voted; he gave a message; he continued through the decade; a famous comment; Congress set aside a region
- No response

Effect of Policies Toward Native American Indians, 1830–1850



Source: Irving F. Ahlquist et al., *United States History*, Addison-Wesley, 1984 (adapted)

Document 2b



Source: Robert Lindneux, *Trail of Tears*

2 Based on these documents, what was *one* effect of President Andrew Jackson’s policies toward Native American Indians?

Score of 1:

- States an effect of President Andrew Jackson’s policies toward Native American Indians based on these documents
Examples: tribes living east of the Mississippi River were moved west of the Mississippi River; many tribes were moved west of the Mississippi River; Native American Indians were moved to Indian territory; Native American Indians suffered hardships on the Trail of Tears; different Indian nations/different tribes were forced to live together in the same territory; Native American Indians had to pack up and carry their belongings to Indian territory west of the Mississippi River/to the West; eastern Native American Indian tribes were forced to leave their ancestral lands; Indians had a long journey to Indian territory; Indians were removed; Iowa/Sauk/Fox/Chippewa/Potawatomi/Kickapoo/Seneca/Shawnee/Ottawa/Cherokee/Chickasaw/Choctaw/Creek/Seminole moved west of the Mississippi River; Indians ceded their land to states

Score of 0:

- Incorrect response
Examples: Native Americans were moved east of the Mississippi River; many Native American Indians migrated to Canada; Native American Indians from Texas migrated into Indian territory
- Vague response
Examples: there were routes; unorganized territory
- No response

Document 3

...In the Indian Territory problems quickly developed among the new arrivals and Cherokees who had already settled, especially as reprisals were taken against the contingent [group] who had signed the Treaty of New Echota [1835 treaty with the Cherokees]. As these problems were resolved, the Cherokees proceeded to adapt to their new homeland, and they reestablished their own system of government, which was modeled on that of the United States....

This autonomy remained reasonably strong until the Civil War, when a faction of the Cherokees sided with the Confederacy. During Reconstruction they suffered a loss of self-government and, more importantly, their land base. Government annuities [payments] were reduced, and lands were sold to newly arrived tribes. Cessions of land continued during the later 19th century, and the federal government emerged as the major force for land cession under the Dawes Act of 1887, which divided up tribal lands. The establishment of the state of Oklahoma in 1907 increased pressure for land cessions. Many people of questionable Cherokee ancestry managed to get on the tribal rolls and participate in the allotment of these lands to individuals. By the early 1970s the western Cherokees had lost title to over 19 million acres of land....

Source: Trail of Tears Association

3 According to this document, what is *one* impact of the federal government's policies toward the Cherokees?

Score of 1:

- States an impact of the federal government's policies toward the Cherokees according to this document
Examples: problems quickly developed between the new arrivals and the Cherokees who had already settled in the Indian territory; reprisals were taken against the Cherokees who had signed the Treaty of New Echota; Cherokees adapted to their new homeland; Cherokees reestablished their own system of government; the autonomy of the Cherokees remained reasonably strong until the Civil War; some Cherokees sided with the Confederacy; after the Civil War, they suffered a loss of self-government; after the Civil War, they suffered a loss of their land base; government payments were reduced after the Civil War; Cherokee lands were sold to newly arrived tribes after the Civil War; tribal lands were divided up by the Dawes Act; establishment of state of Oklahoma increased pressure for land cessions; many people of questionable Cherokee ancestry were able to get on tribal rolls and participate in allotment of lands; by early 1970s, western Cherokees lost title to over 19 million acres of land

Score of 0:

- Incorrect response
Examples: tribal differences disappeared; the treaty of New Echota was repealed; there were no more land cessions; most Cherokees supported the Confederacy
- Vague response
Examples: pressure increased; it was reestablished; autonomy remained
- No response

Document 4

...When, in 1919, President [Woodrow] Wilson sailed back home after his triumphant progress throughout Europe, he was the virtual author of the peace treaty. When the three government leaders — Lloyd George, Signor Orlando, Georges Clemenceau — saw him off they mimicked the joy and grief of disciples parting from an holy man.

By the way — and it's important to the developing plot — none of them liked him. But they all knew that the success of the infant League of Nations would depend a great deal on its care and feeding by the United States. They were confident, as Wilson was, that the Treaty would pass the United States Senate.

A little detail to which Europeans didn't pay much attention at the time, namely a firm clause in the constitution of the United States, ratified in 1787.* It laid down in article two, which is about the powers of the president — “He shall have power by and with the advice and consent of the Senate to make treaties, provided two thirds of the Senate present concur.”...

Much worse for him and for the fate of the League of Nations, President Wilson was openly detested by the man who, in this cause, carried most weight in the Congress — the chairman of the Senate foreign relations committee — who would have and has today really the last word about whether to provide the necessary Senate consent to any foreign treaty....

Source: “A Plea to the Senate,” *BBC News*, October 15, 1999 (adapted)

* The United States Constitution was actually ratified in 1788.

4 According to this *BBC News* article, what was *one* problem faced by President Woodrow Wilson in his efforts to gain Senate approval of the Treaty of Versailles?

Score of 1:

- States a problem faced by President Woodrow Wilson in his efforts to gain Senate approval of the Treaty of Versailles according to this *BBC News* article

Examples: he needed the advice and consent of the Senate to make a treaty; he needed two-thirds of the Senate to approve; the chairman of the Senate foreign relations committee detested him; the chairman of the Senate foreign relations committee had the last word about Senate approval; a clause in the Constitution limits the power of the president to make treaties; the chairman of the Senate foreign relations committee; he needed consent of the Senate to make a treaty

Score of 0:

- Incorrect response
Examples: he needed the advice and consent of the House; he needed one-third of the Senate to approve the treaty
- Vague response
Examples: there was a clause; it was a little detail; he was the virtual author; confidence
- No response

Interrupting the Ceremony



Source: Carey Orr, *Chicago Daily Tribune*, December 27, 1918 (adapted)

By United Press

WASHINGTON, March 20. — The Peace Treaty is now up to President Wilson.

The Senate washed its hands of the pact last night when by a vote of 49 to 35 it refused to ratify it, and by a vote of 47 to 37 voted to send it back to President Wilson with word that it could not be ratified. The question today was: "What will President Wilson do about it."

He can send it back to the Senate. In that case Senator Lodge and other Republicans, as well as some Democrats, declared that no action would be taken on it until after the issue of the treaty or no treaty is fought out in the coming campaign.

He can go to the American people in a "solemn referendum," as he said he would do in a letter to the Jackson Day dinner on the question of ratification of the pact as it is as an issue in the national campaign of 1920.

He can drop the treaty and begin negotiations with Germany for resuming the state of peace.

The general expectation among senators is that he will take the second course and ask the Democratic party to make the treaty the paramount issue in the campaign....

Source: *Columbia Evening Missourian*, March 20, 1920 (adapted)

5 Based on these documents, what was *one* outcome of the Senate debate over the Treaty of Versailles?

Score of 1:

- States an outcome of the Senate debate over the Treaty of Versailles based on these documents
Examples: the treaty was not ratified/was rejected; it was sent back to President Wilson with word that it could not be ratified; rejection of the treaty kept the United States out of the League of Nations; the Senate debate helped stop foreign entanglements; the Senate voted 49 to 35 to not ratify the treaty; the Senate washed its hands of the pact; it became a national campaign issue in 1920

Score of 0:

- Incorrect response
Examples: it was ratified; the Senate did not vote; President Wilson sent the treaty back to the Senate; negotiations with Germany ended
- Vague response
Examples: a paramount issue; there was a question; there was a solemn referendum; there was a Jackson Day dinner; it was a general expectation
- No response

Document 6

...The last chance of reversing that decision [the Senate's final vote on the Treaty of Versailles] lay in the election of the Democratic candidate, James Cox, to succeed [President Woodrow] Wilson in the White House. But in the November election, Cox was defeated, and Warren Harding, the Republican, became President. Before he was elected, some believed that Harding, too, wanted to see America in the League of Nations, but as soon as he took office he made clear he intended to keep the United States free of any such involvement with the rest of the world's troubles. Thus started the twenty years during which America isolated itself, twenty years for which the whole world, including, eventually, the Americans themselves, were to pay such a terrible price....

Source: George Scott, *The Rise and Fall of the League of Nations*, Macmillan Publishing Co., 1973

6 According to George Scott, what was *one* impact of the Senate's final vote on the Treaty of Versailles on United States foreign policy?

Score of 1:

- States an impact of the Senate's final vote on the Treaty of Versailles on United States foreign policy according to George Scott
Examples: President Harding made it clear he intended to keep the United States free of involvement in the world's troubles; it helped lead to American isolation/America isolated itself for twenty years; the United States paid a terrible price for this decision/for its isolation

Score of 0:

- Incorrect response
Examples: the United States joined the League of Nations; America became involved in world affairs; President Harding wanted to see America in the League of Nations; the Senate's vote was reversed
- Vague response
Examples: it was the last chance; President Harding made it clear; it started twenty years; a terrible price
- No response

Document 7a

...By now, of course, Watergate has become part of our folklore: Five men wearing business suits and surgical gloves arrested in the middle of the night with illegal bugging devices at the Democratic Party headquarters in the Watergate building in Washington, D.C. The burglars turned out to be part of a wide-ranging political espionage and sabotage operation run by President [Richard] Nixon's top aides, one that triggered a massive White House cover-up directed by the president himself. After that cover-up unraveled, more than 70 people, including cabinet members and White House assistants, were convicted of criminal abuses of power; only a pardon by his presidential successor spared Nixon himself from becoming the first chief executive in history to be indicted for felonies committed in the Oval Office. In the words of Stanley Kutler, the scandal's leading historian, Watergate "consumed and convulsed the nation and tested the constitutional and political system as it had not been tested since the Civil War."...

Source: Mark Feldstein, "Watergate Revisited," *American Journalism Review*, August/September 2004

7a Based on this document, identify *one* event that led to the Watergate investigation.

Score of 1:

- Identifies an event that led to the Watergate investigation based on this document
Examples: the Watergate/Democratic Party headquarters break-in; the arrest of five men with illegal bugging devices at the Democratic Party headquarters; discovery of wide-ranging political espionage/sabotage operation run by President Nixon's top aides; arrest of burglars involved in the political espionage/sabotage operation; attempts to cover up the White House connection to burglary; indictment of White House aides/cabinet members for their roles in Watergate cover-up

Score of 0:

- Incorrect response
Examples: President Nixon's indictment; Nixon's pardon; the closing of the Oval Office
- Vague response
Examples: test of the political system; it took place at Democratic Party headquarters; it is part of folklore; it has not been tested
- No response

Trials and Tribulations > Overview

When Congress reconvened in January 1974, following its Christmas break, the House of Representatives compounded Nixon's legal troubles. On February 6, it authorized the Judiciary Committee to investigate grounds for the impeachment of President Nixon. This added to investigations already underway by Judge [John] Sirica and the grand jury, Special Prosecutor [Leon] Jaworski and the Justice Department, and the work done by the Senate select committee on Watergate....

The Aftermath > Overview

By May 9, 1974, the House Judiciary Committee began hearings on articles of impeachment. Judge Sirica turned over to the committee evidence gleaned against Nixon by the grand jury. Meanwhile, Jaworski appealed to the Supreme Court to force Nixon to surrender more tapes. On July 24, the Court handed down an 8-0 decision, laying bare the president's last line of defense.

In late July, the House committee drafted three articles of impeachment against Nixon:

- Obstructing the Watergate investigation
- Misuse of power and violating his oath of office
- Failure to comply with House subpoenas...

Source: "The Watergate Files," Gerald R. Ford Presidential Library & Museum

7b Based on this document, identify *one* action the legislative branch took during the Watergate investigation.

Score of 1:

- Identifies an action the legislative branch took during the Watergate investigation based on this document
Examples: legislative branch/House Judiciary Committee began hearings on articles of impeachment; House of Representatives authorized the Judiciary Committee to investigate grounds for impeachment of President Nixon; the Senate select committee on Watergate held hearings; the House Judiciary Committee drafted three articles of impeachment; the House Judiciary Committee charged President Nixon with (obstruction of the investigation *or* misuse of power *or* violating his oath of office *or* failing to comply with House subpoenas)

Score of 0:

- Incorrect response
Examples: it refused to turn over presidential tape recordings; the House Judiciary Committee repealed articles of impeachment; House of Representatives voted to impeach President Nixon; Judge Sirica conducted investigations; the Supreme Court forced Nixon to surrender more tapes; it laid bare Nixon's last line of defense; handed down an 8–0 decision
- Vague response
Examples: it reconvened; added to investigations; legal troubles; three articles of impeachment
- No response

Document 8

...The central issue raised by Watergate, finally, was not resolved. This was how to make American government, especially the President, more accountable to the people. A raft of legislation in 1973–74, including the War Powers Act of 1973, a law to regulate campaign financing and spending (1974), a Freedom of Information Act (1974), and a Congressional Budget and Impoundment Act (1974), tried to promote such accountability, but these laws for the most part failed to accomplish what they set out to do, largely because Presidents and other politicians figured out ways of evading them. As acts by subsequent Presidents made clear, White House high-handedness could and did happen again in the future....

Source: James T. Patterson, *Grand Expectations: The United States, 1945–1974*, Oxford University Press, 1996 (adapted)

8 According to James T. Patterson, what is *one* impact of the Watergate investigation?

Score of 1:

- States an impact of the Watergate investigation according to James T. Patterson
Examples: the central issue of government accountability/presidential accountability to the people was not resolved; it raised the issue of government accountability/presidential accountability to the people; it promoted a raft of legislation in 1973 and 1974; legislation (War Powers Act *or* Freedom of Information Act *or* Congressional Budget and Impoundment Act) was passed to promote accountability; laws to promote accountability failed for the most part; although new laws were passed, they have not prevented presidential high-handedness; presidents/politicians figured out ways to evade the new laws

Score of 0:

- Incorrect response
Examples: the central issue raised by Watergate was resolved; laws to promote accountability were successful; White House high-handedness has not happened again; it prevented presidential high-handedness
- Vague response
Examples: an issue was raised; subsequent presidents made it clear; there was an accomplishment
- No response

Document 9

...The founders of this nation would have been stunned by the revelations of Watergate. But they would have been especially proud of the judiciary they had created. There was a trial judge who did not accept distortions of the truth. There was an appellate court that acted with decisiveness and dispatch to meet the first challenge by President Nixon opposing the release of the tapes. The same trial court and the same appellate court, without delay, decided that a crucial grand jury report should be transmitted to the House Judiciary Committee. And that trial court overruled the President's claim of executive privilege in response to a subpoena *duces tecum* [to produce evidence] in a situation involving criminal wrongdoing. The Supreme Court, in the interest of expediting [hastening] justice, bypassed the Court of Appeals and then boldly and with a minimum of delay laid to rest the troublesome problems that beset the nation....

From Watergate we learned what generations before us have known: our Constitution works. And during the Watergate years it was interpreted again so as to reaffirm that no one—absolutely no one—is above the law....

Source: Leon Jaworski, *The Right and the Power: The Prosecution of Watergate*, Pocket Books, 1977

9 According to Leon Jaworski, what is *one* impact of the Watergate investigation on the United States?

Score of 1:

- States an impact of the Watergate investigation on the United States according to Leon Jaworski
Examples: we learned our Constitution works; it reaffirmed that no one is above the law; the troublesome problems posed by Watergate were laid to rest by the Supreme Court; executive privilege is not allowed in a situation involving criminal wrongdoing; appellate court acted with decisiveness and dispatch, resulting in justice being done; justice was done; gave proof that the judiciary system works; the president cannot claim executive privilege in a criminal proceeding

Score of 0:

- Incorrect response
Examples: the Constitution no longer works; the president is above the law; the judiciary system does not work; the founders were stunned; the founders would have been proud of the judiciary
- Vague response
Examples: it reaffirmed it; generations learned
- No response

United States History and Government
Content Specific Rubric
Document Based Essay
January 2016

Historical Context: In United States history, there have been conflicts between the three branches of government. Three issues that have led to conflict include **President Andrew Jackson’s refusal to enforce a Supreme Court decision, the Senate’s rejection of the Treaty of Versailles negotiated by President Woodrow Wilson, and the investigation by Congress of President Richard Nixon’s role in the Watergate affair.**

Task: Choose **two** of the issues mentioned in the historical context and for **each**

- Describe the historical circumstances that led to the conflict between two branches of government
- Discuss how the outcome of the conflict affected the United States and/or American society

Scoring Notes:

1. This document-based question has a minimum of **four** components (for **each** of **two** issues, discussing the historical circumstances that led to conflict between two branches of government **and** how the outcome of **each** conflict affected the United States and/or American society).
2. The discussion of the effect of the conflict’s outcome may be on the United States, on American society, or on both.
3. How the conflict’s outcome affected the United States and/or American society may be immediate or long term.
4. The same or similar information may be used for the historical circumstances that led to the conflict and as part of the discussion of how the conflict’s outcome affected the United States, e.g., pressure from the state of Georgia against the Cherokees to give up their land leading to later forced migration under the federal government.
5. How the outcome of the conflict affected the United States may be discussed from different perspectives as long as the discussion is supported with accurate historical facts and examples.
6. Only two issues should be chosen from the historical context. If three issues are addressed, only the first two issues may be scored.
7. For the purposes of meeting the criteria of using **at least four** documents in the response, documents 2a, 2b, 5a, 5b, 7a, and 7b may be considered as separate documents **if** the response uses specific, separate facts from **each** document.

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

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

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** issues by discussing the historical circumstances that led to conflict between two branches of government **and** how the outcome of each conflict affected the United States and/or American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Andrew Jackson*: connects Jackson's support for the Indian Removal Act to make more land available for white settlement, his ignoring of the ruling in *Worcester v. Georgia*, and his support of Georgia's goal of gaining Cherokee land to the decision to force the relocation of the Cherokees west of the Mississippi River, the Trail of Tears, further cessions, and reservation policies that eventually undermined Native American Indian culture; *Woodrow Wilson*: connects Wilson's Fourteen Points vision, his uncompromising support for a post-World War I international peace organization, and the obstructionist efforts of Senate Republicans to the failure to ratify the Treaty of Versailles and the rejection of collective security in favor of foreign policies that promoted disarmament and neutrality to avoid war during the 1920s and 1930s
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to conflicts between the branches of government (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Andrew Jackson*: assimilation of Cherokees; terms of Indian Removal Act; Treaty of New Echota; decision in *Cherokee Nation v. State of Georgia*; terms of Dawes Act; establishment of state of Oklahoma; *Woodrow Wilson*: League of Nations; Senate Foreign Relations Committee; opposition of Henry Cabot Lodge; adoption of isolationist policy
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing one issue more thoroughly than the second issue *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Andrew Jackson*: discusses Jackson's intention of making new land available for white settlement, his support for Georgia's goal of removing Cherokees from their land in defiance of *Worcester v. Georgia*, and the impact of the forced migration and other federal policies on the Cherokees' economic self-sufficiency in their new environment; *Woodrow Wilson*: discusses Wilson's support for a post-World War I peace organization, the Senate's concerns about the loss of national sovereignty, the failure to ratify the Treaty of Versailles, and the continuing effect of isolationist attitudes on foreign policy in the 1930s
- Incorporates relevant information from **at least four** documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

Andrew Jackson/Supreme Court

Key Ideas from Documents 1–3

Historical Circumstances	Outcome of Conflict
<p>Doc 1—Cherokees’ attempt to consolidate position by setting up a state within a state</p> <p>Recognition as a nation capable of making peace and war, owning the land within its boundaries, and “punishing its own citizens by its own laws” in series of treaties with the United States</p> <p>Obligation of Georgia to observe treaties concluded by federal government</p> <p>Refusal by Georgia to recognize Cherokees as independent nation</p> <p>Pressure from Georgia for Cherokees to sell lands</p> <p>Request by Cherokees for federal protection</p> <p>Rights of Cherokees upheld by Supreme Court (<i>Cherokee Nation v. State of Georgia</i>, 1831, <i>Worcester v. Georgia</i>, 1832)</p> <p>Flouting of Supreme Court rulings by Georgia</p> <p>President Jackson’s support of Georgia</p> <p>Passage of Jackson’s request to Congress to set aside a region in the West for Indian removal by strict party vote</p> <p>Forced migration of Cherokees to region in West</p> <p>Doc 2—Establishment of Indian Territory in the West</p> <p>Doc 3—Signing of Treaty of New Echota by some Cherokees, 1835</p>	<p>Doc 1—Forced migration of Cherokees to region in the West</p> <p>Doc 2—Establishment of Indian Territory in the West</p> <p>Removal of many Native American Indian tribes to Indian Territory west of the Mississippi River between 1830 and 1850 (Iowa, Sauk, Fox, Chippewa, Potawatomi, Kickapoo, Seneca, Shawnee, Ottawa, Cherokee, Chickasaw, Choctaw, Creek, Seminole)</p> <p>Trail of Tears</p> <p>Doc 3—Problems in Indian Territory between new arrivals and settled Cherokees</p> <p>Reprisals against group who had signed Treaty of New Echota</p> <p>Adaptation of Cherokees to new homeland as problems were resolved</p> <p>Reestablishment of Cherokee system of government modeled on that of United States</p> <p>Support for Confederacy during Civil War by some Cherokees</p> <p>Loss of self-government and land base during the late 19th century</p> <p>Reduction of government annuities</p> <p>Sale of lands to newly arrived tribes</p> <p>Division of tribal lands under Dawes Act</p> <p>Increased pressure for land cessions with establishment of state of Oklahoma</p> <p>Allotment of lands to people of questionable Cherokee ancestry</p> <p>Loss of over 19 million acres of land owned by western Cherokees by early 1970s</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Outcome of Conflict
<p>Assimilation of Cherokees to white civilization (economic self-sufficiency, written constitution, alphabet, private property)</p> <p>Desire of planters, gold miners, and settlers for land in Georgia</p> <p>Justification of President Jackson for passage of Indian Removal Act (maintenance of cultural traditions, protection of Native American Indians from white intrusion)</p> <p>Details about Supreme Court cases (<i>Cherokee Nation v. State of Georgia</i>, <i>Worcester v. Georgia</i>)</p>	<p>Forced removal of other Native American Indian groups</p> <p>Details about Trail of Tears</p> <p>Limits on Native American Indian economic self-sufficiency as result of western environmental differences</p> <p>Violation of removal treaties as white settlers moved westward</p> <p>Further erosion of Native American Indian culture (disease, railroads, warfare, reservation system)</p> <p>Continuation of Native American Indian resentment toward United States government authority</p>

Key Ideas from Documents 4–6

Historical Circumstances	Outcome of Conflict
<p>Doc 4—Woodrow Wilson, virtual author of the peace treaty in 1919 Recognition of Lloyd George, Signor Orlando, and Georges Clemenceau that success of League of Nations depended on the United States and President Wilson Confidence of Wilson, George, Orlando, and Clemenceau that treaty would pass the United States Senate Opposition from Senate Foreign Relations Committee chairman, who had last word about Senate consent to foreign treaty</p> <p>Doc 5—Concern of United States Senate about foreign entanglements if Treaty of Versailles approved Rejection of Treaty of Versailles by Senate (vote 49 to 35) Declaration from Senate leaders that no action would be taken until after election if Wilson sent treaty back to Senate</p>	<p>Doc 5—Expectation that rejection of treaty would be major issue in 1920 national campaign Doc 6—End of hopes for reversal of Senate rejection of Treaty of Versailles with defeat of Democratic presidential candidate, James Cox Election of Harding, who made clear his intention to keep United States free of involvement with rest of world's troubles Isolation of United States for 20 years</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Outcome of Conflict
<p>Fourteen Points, basis of Wilson's proposed peace treaty after World War I Major goal of President Wilson to include League of Nations in treaty Belief of Senate isolationists that League of Nations threatened national sovereignty Impact of partisan and personal issues on support for treaty Influence of Wilson's deteriorating health on his inability to compromise with Senate</p>	<p>Domination of national politics by Republican Party in 1920s Impact of isolationist attitudes on foreign and domestic policies (higher tariffs, demands for Allied loan repayments, immigration restrictions, Neutrality Acts) Ineffectiveness of League due in part to nonmembership of the United States (failure to stop Japanese, German, and Italian aggression) Exercise of limited unilateral internationalism (Washington Naval Conference, Kellogg-Briand Pact, continuation of Roosevelt Corollary) Revival of the establishment of international peace organization after World War II (United Nations)</p>

Richard Nixon/Congressional Investigation

Key Ideas from Documents 7–9

Historical Circumstances	Outcome of Conflict
<p>Doc 7—Arrest of burglars with illegal bugging devices at Democratic Party headquarters in Washington, D.C.</p> <p>Discovery of wide-ranging political espionage and sabotage operation run by President Nixon’s top aides</p> <p>Arrest triggering massive White House cover-up directed by president</p> <p>Indictment of cabinet members and White House assistants for criminal abuses of power</p>	<p>Doc 7—Conviction of cabinet members and White House assistants for criminal abuses of power</p> <p>Authorization of Judiciary Committee by House of Representatives to investigate grounds for President Nixon’s impeachment</p> <p>Unraveling of cover-up (Judge Sirica, grand jury, Special Prosecutor Jaworski, Justice Department, and Senate select committee on Watergate)</p> <p>Hearings on articles of impeachment by House Judiciary Committee</p> <p>Submission of grand jury evidence against Nixon to House Judiciary Committee by Judge Sirica</p> <p>Unanimous ruling from Supreme Court for Nixon to surrender more tapes</p> <p>Drafting of three articles of impeachment against Nixon by House Judiciary Committee (obstruction of Watergate investigation, misuse of power and violation of oath of office, failure to comply with House subpoenas)</p> <p>Doc 8—Attempts to make United States government more accountable to the American people</p> <p>Passage of War Powers Act of 1973, 1974 law to regulate campaign financing and spending, Freedom of Information Act of 1974, Congressional Budget and Impoundment Act of 1974</p> <p>Failure of legislation to promote accountability</p> <p>Evasion of legislation by presidents and other politicians</p> <p>Doc 9—Impact of judicial proceedings (distortions of truth not accepted by trial judge; appellate court’s decisive and speedy acts in meeting Nixon’s challenge opposing release of tapes; decision of trial court and appellate court to transmit crucial grand jury report to House Judiciary Committee; overruling of president’s claim of executive privilege in response to a situation involving criminal wrongdoing; Court of Appeals bypassed by Supreme Court)</p> <p>Reinforcement that Constitution works</p> <p>Affirmation of principle that no one is above the law</p>

Richard Nixon/Congressional Investigation, cont.

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Outcome of Conflict
Gradual expansion of presidential power at the expense of other branches (executive agreements of FDR, Johnson and Gulf of Tonkin, Nixon's impoundment of congressionally appropriated funds, secret bombing of Cambodia, invasion of Cambodia) "Above the law" attitude in Nixon administration a factor leading to cover-up in Watergate Raising millions of dollars by Committee to Re-Elect the President (CREEP) Actions of CREEP ("dirty tricks" and campaign of espionage against Democratic candidates in 1972; illegal use of FBI, CIA, and IRS)	Details about <i>United States v. Nixon</i> Concern about executive power and lack of faith in government as a result of Nixon resignation Temporary shift of balance of power to Congress Pardon of Nixon by his successor, Gerald Ford Work of President Ford and President Carter to restore faith in presidency Reevaluation of use of presidential power

When the constitution of the United States was created, the Founding Fathers ensured that there would be a balance of powers between the three branches of government: the executive, judicial and legislative branches. However, this did not prevent the sectors of government from getting into serious conflicts with each other. One of the first inter-branch conflicts occurred after the election of President Andrew Jackson, who disagreed with the Supreme Court over the rights of Cherokees living on their native lands in Georgia. Another battle between President Nixon and the other two branches occurred nearly 150 years later during the watergate scandal. These crises had major impacts on the United States government.

Andrew Jackson's career fighting the Indians began during his time as general of the victorious army at Horseshoe Bend and the battle of New Orleans during the war of 1812. During that war some of the Natives sided with the British and attacked American civilians and soldiers alike. Others sided with the Americans including some Cherokees. Later on, Jackson fought Indians in Florida who were being incited in some border areas by British whiskey, guns and protection and Spanish negligence. Despite the orders of Pres. Monroe and Secretary of State John Quincy Adams, to avoid any serious problems with the Spanish, Jackson invaded the Spanish colony to end this threat, and he ended up killing some Indian leaders. Later on, in 1831, when Jackson had been president for nearly 3 years, his animosity towards the Native Americans remained unchanged. When John Marshall's Supreme Court ruled in *Worcester v. Georgia* and *Cherokee Nation v. Georgia* that the Cherokee indeed could remain on their ancestral lands, Jackson supported the state of Georgia. Georgia

wanted the federal government to help them remove the Cherokees from land that could be used for growing cotton and mining gold. Jackson did this despite the fact that the Cherokee were one of the five “civilized tribes who had done their best to assimilate to avoid the hostility of whites). During the ensuing crisis, in which Jackson ignored the Supreme Court supposedly saying “let [Marshall] enforce it” (Doc 1), the Indian Removal Act would be enforced which led to some tribes signing treaties giving up their land and some being forcibly removed from the East into Indian territory in the west (Doc 2). Some Cherokees and others were forced to march the long journey on the Trail of Tear, along which many died of exposure and hunger. Some tribes resisted, like those in Illinois and Wisconsin under Black Hawk, but were beaten by state militia forces. This removal was a result of the Indian Removal Act. This resulted in long-term hardship and land continually being removed from Indians all the way until the Dawes Severalty Act ended under the New Deal in the 1930s. Some historians would say that Native Americans never fully recovered from early removal policies or efforts by missionaries and the government to force assimilation after the Civil War. This conflict also propelled the office of the president to at times being dominant to that of other branches, as “King Andrew Jackson” imposed his imperious will over the Supreme Court under John Marshall and in his vetoes of Congressional legislation. Jackson’s use of executive power set precedents for Presidents Polk, Lincoln, and Theodore Roosevelt.

In the 1970s President Nixon like Jackson was not afraid to exercise his power. The conflict between Nixon and the Federal judiciary that unfolded during the watergate scandal resulted in changes to

American society and the essence of the federal government. This conflict began as President Nixon was running for a second term in the 1972 election. During the campaign, Nixon had an early lead which ended up in a huge victory, but despite this, five Nixon administration employees were sent to the Democratic Party Headquarters in the Watergate Hotel to place hidden microphones to spy on the Democrats' strategies. Nixon denied that anyone in the White House was involved but a trail leading to his re-election campaign was slowly uncovered. The watergate intruders were arrested and pled guilty. Due to the persistent reporting of Carl Bernstein and the Washington Post, the watergate scandal emerged as a major crisis. Decisions about "dirty tricks" that reached to the highest levels of government were exposed in the papers. During subsequent televised hearings by congress on the scandal, it was revealed that the President secretly recorded his conversations in the White House, and the House Committee demanded the tapes. However, Nixon refused to release the tapes, claiming executive privilege. The Supreme Court unanimously ruled against him. The more the American people heard and read, the more doubts they had about his truthfulness. By 1974, over 70 White House assistants and other federal employees had been arrested in connection with the scandal, and Nixon was soon to be impeached. He resigned before an impeachment vote was taken, sending the Presidency to Gerald R. Ford, who pardoned the embattled president. The pardon was also controversial because some thought Nixon should stand trial and serve time for violating the law.

This crisis, most importantly, upheld the balance of powers between the presidency and other branches. It showed that nobody was above the

law (Doc 9), as the judiciary and Supreme Court in *Nixon v. United States* reasserted its ability to limit the power of the President's claims of executive privilege. Congress also reasserted its authority with the 1974 Freedom of Information Act and 1974 Congressional Budget and Impoundment Act. (Doc 8) However, this conflict also caused disillusionment with Washington D.C. politics. As a result of watergate, Ford's only term in office as an unelected President seemed irrelevant and nonproductive, and future presidential candidates campaigned on their outsider status in Washington. Jimmy Carter, Ronald Reagan, Bill Clinton, and George W. Bush all had been state governors, not administration officials or congressmen in previous occupations. Outsider status continues to be an asset for presidential candidacies. Executive power and some distrust of the federal government continues to impact the 21st century.

To conclude, the Indian Removal crisis and Watergate crisis resulted in conflicts that pitted the executive branch against one or both other branches of the federal government. Throughout inter-branch conflicts, however, the constitutional powers guaranteed to each branch remained, reaffirming the absolute power of the constitution over any one President, judge or congress.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for President Andrew Jackson's refusal to enforce a Supreme Court decision and the conflict between President Richard Nixon and the other branches of the federal government
- Is more analytical than descriptive (*Jackson*: ignored Supreme Court over rights of Cherokees in Georgia; enforced the Indian Removal Act which led to some tribes signing treaties giving up land; some historians say Native Americans never fully recovered from early removal policies; Indian Removal conflict propelled office of president to be dominant as "King Andrew Jackson" imposed his imperious will over the Supreme Court; Jackson's use of executive power set precedents for Presidents Polk, Lincoln, and Theodore Roosevelt; *Nixon*: like Jackson not afraid to exercise power; denied that anyone in the White House involved, but a trail to his reelection campaign was uncovered; American people had doubts about his truthfulness; pardon controversial because some thought he should stand trial for violating the law; crisis showed nobody was above the law as the judiciary reasserted its ability to limit the power of the president's claims of executive privilege; Congress reasserted its authority with 1974 Freedom of Information Act and 1974 Congressional Budget and Impoundment Act; conflict caused disillusionment with Washington politics)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates substantial relevant outside information (*Jackson*: his career fighting Native Americans began during War of 1812; remove Cherokees from land that could be used for growing cotton and mining gold; Cherokees had done their best to assimilate; Indian Removal Act resulted in long-term hardship; *Nixon*: televised hearings by Congress revealed that the president secretly recorded his conversations; Ford's only term in office as unelected president seemed irrelevant and nonproductive; future presidential candidates campaigned on their outsider status in Washington)
- Richly supports the theme with many relevant facts, examples, and details (*Jackson*: Battle of New Orleans; Marshall; *Worcester v. Georgia*; *Cherokee Nation v. Georgia*; Dawes Act; *Nixon*: intruders arrested and pled guilty; Carl Bernstein; *Washington Post*; House committee demanded tapes; Supreme Court ruled against him; 70 White House assistants and other federal employees arrested; soon to be impeached; resigned)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state the Indian removal crisis and Watergate resulted in conflicts that pitted the executive branch against the other branches of government

Conclusion: Overall, the response fits the criteria for Level 5. An analytic discussion of historical circumstances provides a thorough context for the actions of both Jackson and Nixon. Critical appraisal of the outcomes of both conflicts is used to make good and effective connections about the long-term precedents involving executive power.

The system of federal government in the United States was founded on the ideas of separation of powers and checks and balances. The three branches have various roles and various ways to “check” on the power of other branches. Throughout history we have seen these ideas at work as the nation confronted conflicts in which the branches did not agree. Two such instances were President Andrew Jackson’s refusal to enforce a supreme court decision and the Senate’s debate over the Treaty of Versailles negotiated by president Wilson. In each case, certain events triggered the conflict, the outcome of which affected American society in profound ways.

From the arrival of the very first settlers to North America, there was conflict with the indigenous people of the regions. In the South, the Powhatans created problems for Jamestown settlers and King Philip’s war was fought in New England. Many battles were fought over land and resources, and as Americans continued to expand further into Indian lands, conflict between Indians and white people only intensified. Some Americans believed that Indians and whites could live together in peace and the Indians could be civilized and made a part of American society. By Andrew Jackson’s presidency, this attitude had gradually changed. Many Native American groups were being hurt by continued westward expansion and their numbers and land were being reduced. In the South, the cotton kingdom was expanding and the Indians were in the way. Many Americans came to believe that Indians could not be assimilated. They thought of Indians as primitive and sought to remove them from the land so that white people could settle. The Cherokee was one nation that had tried to become culturally similar to whites to avoid conflict. It was considered a civilized tribe because it had a system of language, a constitution,

and was self-governing. They too grew cotton, had slaves, and were Christians. Many Cherokee lived as a sovereign nation in Georgia, an area where white Americans soon began growing more hostile because they wanted the land and resources the Cherokee had title to. The federal government of the United States viewed Indian tribes as separate nations that treaties could be made with, yet the state of Georgia refused to recognize the status of the Cherokees and extended their power over them. Georgians made efforts to gain land from the Cherokees and outright refused to comply with two supreme court decisions.—Cherokee Nation v. State of Georgia and Worcester v Georgia. The court upheld the rights of the cherokees yet Georgia ignored each decision, continuing their advances against the Cherokee. The President, Andrew Jackson, as chief executive of the nation, was supposed to enforce supreme court decisions, yet Jackson was not known to be in favor of Indians living east of the Mississippi and he openly supported Georgia over the rights of Native Americans and refused to enforce the court's rulings. He might have even stated "John Marshall (chief justice) has made his opinion, now let him enforce it" (Doc 1). His anti-Indian sentiment was demonstrated earlier when the Indian Removal Act was proposed in 1829. Jackson had asked congress to set aside a region in the far west for the relocation of the Indians. While some groups cooperated and made treaties exchanging their land east of the Mississippi for land west of the Mississippi, some Georgia Cherokees had to be forcibly removed from their homes. Thus began the brutal Trail of Tears in which the Cherokee and others treked across land to their new homes. Continuing throughout the decades of the 1830's and 40's, many other indian groups were relocated to Indian territory where they

supposedly would not be bothered by encroaching white settlers. (Doc 2a). Troubles were not over for Native Americans however. Throughout American history, Indians were constantly being pushed around. The Dawes Act of 1887 aimed to assimilate Indians by splitting up reservation land and giving it to individual families for farming instead of the tribe as a whole. Many Indian children were sent to American boarding schools such as the Carlisle School, and taught to be Christian implying that their Indian culture was inferior. "By the early 1970's, the western Cherokees had lost title to over 19 million acres of land" and many were living on poor reservations. (Doc 3). The American Indians and what happened to them was a great source of tragedy that Helen Hunt Jackson wrote about in "A Century of Dishonor." Yet ultimately the significance of Jackson's decision in the 1830s was it inflicted immense hardship and injustice which the Indians endured as they were moved to the West. They continue to be marginalized in American society.

The conflict over the Treaty of Versailles stemmed from the end of the 1st World War. The Big Four powers, USA, France, Great Britain, and Italy met to discuss a Treaty and how to deal with Germany. President Wilson of the United States proposed many ideas in his 14 points such as disarmament and the elimination of trade barriers but the most important idea was the formation of an international peace organization to help the world avoid another devastating war. For Wilson, the League of Nations was the most important point. Wilson needed a 2/3 majority in the senate to approve the treaty yet he faced many conflicts. (Doc 4) Henry Cabot Lodge openly detested Wilson and his liberal internationalism. As a leading figure in the senate, Lodge and his reservationist and irreconcilable supporters posed major

opposition to the Treaty. For one, they argued that Article 10 of the treaty, which called for collective security in world conflicts, would undermine the independence of the United States and lead to too much involvement in foreign affairs. A long hard debate was fought in the senate and with President Wilson who refused to compromise on the terms of the treaty. The outcome of this battle was the failure to ratify the Treaty of Versailles. The failure of the presidential election to elect another democrat to succeed Wilson in the white house was the final nail in the coffin. The republican winner, Warren G. Harding, "intended to keep the United States free of any such involvement with the rest of the world's troubles" (Doc 6). This marked "a return to normalcy" and the beginning of a period of relative isolation for the United States. This was contrary to Wilson's wishes for the United States to take more responsibility and play a more active role in the world. The nation distanced itself from the problems brewing in Europe and Asia. This isolationist impulse did nothing to discourage Hitler, Mussolini, or the imperialist Japanese. Without the United States, the League was unable to stop aggression and this eventually led to the events that resulted in the second world conflict.

Both the conflict over Native American sovereignty and land during Jackson's presidency and the battle over the ratification of the Treaty of Versailles stemmed from important historical circumstances in the history of the United States. Those conflicts tested the Constitution. Most importantly, such conflicts and their outcomes deeply affected each time period shaping American thought and policy.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for President Andrew Jackson's refusal to enforce a Supreme Court decision and the Senate's debate over the Treaty of Versailles negotiated by President Woodrow Wilson
- Is more analytical than descriptive (*Jackson*: Georgia refused to comply with Supreme Court decisions in *Cherokee Nation v. State of Georgia* and *Worcester v. Georgia*; openly supported Georgia and refused to support Court's rulings; on brutal Trail of Tears, Cherokees and others trekked to new homes; many Native American groups were relocated to Indian territory; Jackson's decision inflicted immense hardship and injustice which Native Americans endured as they were moved to the West; they continue to be marginalized in American society; *Wilson*: conflict over Treaty of Versailles stemmed from end of first world war; for Wilson, the League of Nations was the most important point; Henry Cabot Lodge and his reservationists and irreconcilable supporters posed major opposition to treaty; Wilson refused to compromise on terms of the treaty; Republican Warren Harding intended to keep United States free of involvement in rest of world's troubles; nation distanced itself from problems brewing in Europe and Asia)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Jackson*: Cherokee considered a civilized tribe because it had a system of language, a constitution, and was self-governing; Cherokees grew cotton, had slaves, and were Christians; some groups cooperated and made treaties exchanging land east of Mississippi for land west of Mississippi; Dawes Act aimed to assimilate Native Americans by splitting up reservation land and giving it to individual families for farming; many Native American children sent to American boarding schools and taught to be Christian; *Wilson*: proposed many ideas in Fourteen Points such as disarmament and elimination of trade barriers; Senate opponents argued Article 10 of Treaty that called for collective security would undermine the independence of the United States; Harding's presidency marked a "return to normalcy" and beginning of a period of relative isolation for United States; the League was unable to stop aggression)
- Richly supports the theme with many relevant facts, examples, and details (*Jackson*: John Marshall Chief Justice of Supreme Court; Indian Removal Act proposed in 1829; Carlisle school; Cherokees lost over 19 million acres of land; Helen Hunt Jackson, *A Century of Dishonor*; *Wilson*: Big Four powers: United States, France, Great Britain, and Italy; Hitler, Mussolini, imperialist Japan; second world conflict)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that states conflicts not only tested the Constitution but affected the respective time period

Conclusion: Overall, the response fits the criteria for Level 5. A thoughtful discussion of the circumstances surrounding both conflicts is supported by substantive relevant details. Analytic statements are used to discuss each conflict's impact.

In the history of the United States, the system of checks and balances laid down by the founding fathers has served very well for the most part in ensuring that no branch of government became dominant. Two excellent examples are the Treaty of Versailles and the Watergate scandal, during the presidencies of Woodrow Wilson and Richard Nixon respectively.

In 1919, Woodrow Wilson returned from the challenges of negotiating the League of Nations founding treaty to find an equally big challenge trying to get the treaty approved. He needed Senate approval in order to ratify it and the partisan Senate was not inclined to do so easily. One of Wilson's political enemies held great power in the Senate chairing the Senate Foreign Relations committee so it would be nigh impossible to ratify the treaty on Wilson's terms. (Doc 4). There were many other factors as well; the Senate was split into three factions: one in favor of ratification, one firmly against, and one who would only ratify it if amendments were added. Public opinion was also split. After many years of following the advice of George Washington and avoiding entangling alliances, a commitment to the League was of great concern. Some thought Germany was treated too harshly while others were disappointed that many of the Fourteen Points were not included in the Treaty. Many were disillusioned by the loss of American lives in the war. All of this meant that there was little chance that the treaty would be ratified; indeed, it was defeated (Doc 5). As a result of this and the election of 1920, the U.S entered an era of isolationism and rejected global leadership. The decision to not join the League of Nations, (Doc 6) played a major role in WWII. It is impossible to say what would have

happened, if the US had been a part of the Global community and the League. The League might have been in a better position to respond to the rise of the Nazi party, Fascist dictators, and perhaps WWII could have been avoided. The lessons learned would result in support for joining the United Nations after fighting WWII.

Another incident, causing an even more direct clash of branches, was the Watergate Scandal. During Richard Nixon's administration, 5 burglars were arrested attempting to bug the Democratic Headquarters (Doc 7a); eventually, their actions were traced back to the committee to reelect the president, and even the president himself. Though Nixon attempted to cover up the whole affair, shrewd and persistent journalists forced it to light, and both the legislative and judicial branches took action. The House of Representatives ordered an investigation for possible impeachment, and the Supreme Court ordered that Nixon turn over the recordings of meetings he had had in his office (Doc 7b). When Nixon claimed executive privilege and refused to turn over the tapes, the Supreme Court ruled that he had to. With the evidence from the tapes, impeachment and a conviction would have led to his removal from office. Wanting to avoid historical embarrassment, Nixon escaped impeachment by resigning and being pardoned by his successor, Gerald Ford.

The Watergate Scandal had a number of effects on American society; it sparked new laws for increased presidential accountability, such as the Freedom of Information Act. After Nixon's expansion of the Vietnam War into Cambodia with secret bombing was revealed, the War Powers Act was passed limiting presidential war powers. Laws such as these were not as effective as intended because presidents could

find ways around them. (Doc 8). However, it also reaffirmed that the system of checks and balances worked; even the president himself could not escape responsibility for his crimes and he, like other citizens, had to obey the law.

In the founding of the United States, a three-part government was established with the intent that each of these parts would hold the others in check; this, at least, has been a resounding success.

Regardless of what the decision may be, the system of checks and balances is in the Constitution as a safeguard, encouraging the spirit of democracy in debate and compromise within the government.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the Senate's debate over the Treaty of Versailles and President Richard Nixon's role in the Watergate affair
- Is both descriptive and analytical (*Wilson*: in 1919, he returned from challenges of negotiating a treaty to find an equally big challenge trying to get the treaty approved; partisan Senate not inclined to ratify the treaty; public opinion about treaty split; many disillusioned by the loss of American lives in the war; defeat of treaty and election of 1920 resulted in United States rejecting global leadership; the decision to not join the League of Nations played a major role in World War II; *Nixon*: actions of burglars traced back to committee to reelect the president and the president; though he attempted to cover up the affair, shrewd and persistent journalists forced it to light; Supreme Court ordered him to turn over recordings of meetings; wanting to avoid historical embarrassment, he escaped impeachment by resigning; Watergate sparked new laws; the president like other citizens had to obey the law)
- Incorporates relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Wilson*: Senate split into three factions; after many years of following advice of George Washington, commitment to League was of concern; some thought Germany treated too harshly while others were disappointed that many of Fourteen Points were not included in the treaty; if the United States had been a part of the global community, it might have been in a better position to respond to rise of the Nazi party, Fascist dictators, and perhaps World War II could have been avoided; lessons learned would result in support for joining United Nations after fighting a second world war; *Nixon*: with evidence from tapes, impeachment and a conviction would have led to his removal from office; after Nixon's expanding the Vietnam War into Cambodia with secret bombing was revealed, War Powers Act passed limiting presidential war powers)
- Supports the theme with relevant facts, examples, and details (*Wilson*: political enemy chaired Senate Foreign Relations Committee; *Nixon*: five burglars; Democratic headquarters; House of Representatives; pardoned by Gerald Ford; Freedom of Information Act; checks and balances worked)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state the system of checks and balances provides a safeguard so that no branch of government will become dominant

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of Wilson includes relevant outside information that is used effectively to reach good conclusions. Analytic statements support document information in the discussion of Watergate; however, additional outside information would have strengthened the response.

Often in United States history, the three branches of government became entrenched in some sort of conflict. These branches are part of the system of checks and balances incorporated in the Constitution. The Constitution states the responsibilities and limits the powers of each branch and serves as the foundation of the government. Both Andrew Jackson's disagreement with the Supreme Court and Woodrow Wilson's troubles with the Senate are examples of the system of checks and balances at work. The conflict between branches often reflects the mood of the country, and the outcome of these conflicts can cause changes in the nation as a whole.

Andrew Jackson is well-known as the champion of the common man, except when that common man is not a white citizen of the United States. He owned slaves and thought Native Americans should give up their land and move west of the Mississippi. In his famous disagreement with the Supreme Court, Jackson asserted that the State of Georgia could ignore the decisions of the Supreme Court and not respect the sovereignty of the Cherokee government. The Cherokees, whose land was in question, were supported by the Supreme Court in the decisions *Cherokee Nation vs. State of Georgia* and *Worcester vs. Georgia* (doc 1). In *Worcester v. Georgia*, the Supreme Court ruled that the Cherokees should have control over their land, not Georgia. Georgia, in theory, was bound to respect the treaties that the US made with the Native American nations but was uncompromising in the face of this conflict. Georgia was angry that the Cherokees wouldn't give up their land. Jackson had previously asked Congress to set aside some land in the West for the Native Americans and funds to remove the Native Americans from the East. The request was granted, but the United

States gave the Native American tribes land in the West for the Native Americans to share (doc 2a). This was not an equal exchange. Although many Native American groups believed they had no choice but to comply, some refused to go until they were forced. The Cherokees, along with other nations, were forced to march in the now infamous Trail of Tears to their new and unfamiliar home in the West (doc 2b). Many died of disease during the hot summers and cold winters. The government, however, was not done disrespecting the Native Americans. Warfare took a significant toll on Great Plains Native Americans and their culture. The destruction of the buffalo, railroad building, and disease also took their toll on Native Americans as the government continued to see them as standing in the way of progress. The next stop for these Native Americans was reservations. In 1887, the US government changed direction and passed the Dawes Severalty Act, which divided up the Native Americans' tribal land and redistributed it to individuals in an attempt to assimilate these peoples and reduce tribal unity. (doc 3). These ethnocentric acts against the indigenous people created an atmosphere in which it seemed okay to wrong them. Even movies in Hollywood and television programs generally stereotyped Native Americans and portrayed the Indians as savage warriors who attacked the valiant cowboy.

In another instance of a battle between branches, Woodrow Wilson attempted to get the Treaty of Versailles ratified by the Senate and failed. Unfortunately, the Republicans in the Senate were neither fond of Wilson nor his plan to push the United States onto the world stage through the creation of the League of Nations (doc 4). After the terrible

losses of World War I, Wilson wanted to set up an organization where nations could resolve their problems without going to war. He also proposed that if one nation was attacked, other member nations would come to its defense. Although this sounded okay, the Senate was critical for many reasons. Wilson, himself, was unwilling to compromise by telling his Democratic allies to pass nothing but the original treaty with all its stipulations, which would ensure a more active global role for the United States. In 1920, with a vote of 49 to 35, the Senate refused to ratify the treaty (doc 5b). To add insult to injury, in a vote of 47 to 37, the Senate also voted to send the treaty back to Wilson with word that it could not be ratified (doc 5b). The last chance to revive the treaty came in the form of the presidential election of 1920, but the Democratic candidate lost to Warren Harding, the Republican (doc 6). Harding's slogan for his campaign was a "return to normalcy." Certainly, that is what he and other presidents during the 1920s achieved turning away from more progressive reforms to a more laissez faire approach and following a policy of isolationism. President Wilson lost the battle with the Senate and a weak League of Nations would find itself unable to stop another war.

Often there are differences of opinion and conflicts between the branches of government. Both Jackson's battle as well as Wilson's battle are prime examples of the clash of strongly held opinions and the outcome of these reflect the mood of the country in turbulent eras.

Anchor Level 4-B

The response:

- Develops all aspects of the task somewhat unevenly by discussing President Andrew Jackson's refusal to enforce a Supreme Court decision more thoroughly than the Senate's debate over the Treaty of Versailles
- Is both descriptive and analytical (*Jackson*: in *Worcester v. Georgia*, Supreme Court ruled Cherokees should have control over their land; Georgia was bound to respect treaties the United States made with Native Americans but angry that Cherokees would not give up their land; United States gave Native American tribes land in the West to share; although many Native American groups believed they had no choice but to comply, some refused to go until forced; Dawes Severalty Act divided Native Americans tribal land and redistributed it to individuals to assimilate them and reduce tribal unity; *Wilson*: Republicans in Senate were neither fond of him nor his plan to push United States onto world stage through creation of League; unwilling to compromise by telling Democratic allies to pass nothing but original treaty; last chance to revive treaty came in presidential election of 1920, but Democratic candidate lost)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Jackson*: well known as champion of common man except when common man was not a white citizen; many Native Americans died of disease; ethnocentric acts created atmosphere in which it seemed okay to wrong them; warfare on Great Plains took a significant toll on Native Americans and their culture; destruction of buffalo, railroad building, and disease took their toll on Native Americans as government continued to see them as standing in way of progress; movies in Hollywood stereotyped Native Americans and portrayed them as savage warriors who attacked the valiant cowboy; *Wilson*: wanted to set up an organization where nations could resolve their problems without war; proposed if one nation was attacked, other member nations would come to its defense; "return to normalcy"; weak League of Nations unable to stop another war)
- Supports the theme with relevant facts, examples, and details (*Jackson*: *Cherokee Nation v. State of Georgia*; Trail of Tears; unfamiliar home in West; reservations; *Wilson*: World War I; more active global role for United States; Senate voted to send treaty back to Wilson; Warren Harding)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that state conflict between branches often reflects the mood of the country and causes change in the nation

Conclusion: Overall, the response fits the criteria for Level 4. Relevant facts are used to support the document-driven discussion. Good cultural and historical insights are integrated in the discussion of the outcome of Jackson's conflict with the Supreme Court. Analytic statements could have been strengthened by including additional supporting facts and details, especially in the discussion of the conflict between Wilson and Congress.

Throughout our nation's history, there have been many events that have tested our nation's strength. From before the American Civil War to the Watergate Crisis and beyond, the Constitution has often been put to the test. Two major events that have strained and strengthened the checks and balance system of the U.S are the Watergate Crisis and the Senate's refusal to ratify the Treaty of Versailles. In the years 1919 and after, the Treaty of Versailles became a struggle over constitutional powers. In addition in the 1970s, the Watergate Affair also became a battle between President Nixon, Congress, and the judicial system. These two incidents affected both the U.S and American Society.

Following one of the most devastating wars in history, Wilson created the Treaty of Versailles with the other major powers in the war. Wilson believed that the U.S would support the treaty even though his personal goals for a permanent peace were not achieved. Wilson also thought that the League of Nations would help avoid future wars. Although Wilson did have some support for his treaty, there were also many people who disliked Wilson and internationalism and they opposed ratification of the treaty especially because of the League of Nations. One example of this was Henry Cabot Lodge. Lodge was the chairman of the Senate Foreign Relations Committee and despised Wilson, doing all that he could to prevent ratification. Lodge listened to the complaints of different groups of people and isolationists about the treaty and also publicly read every single word of the treaty to stall for time. In addition, when Wilson went to Paris to negotiate the treaty, he only brought a single Republican to the conference and it was not Henry Cabot Lodge. This only created more resentment for

Wilson among Republicans and a less likely chance that he would get a two-thirds vote. Another thing that prevented ratification was the stubbornness of Wilson. After refusing ratification of the treaty, the Senate sent the treaty back to Wilson. If Wilson had made a number of changes to the treaty, some minor, the treaty might have been ratified. However, after suffering a stroke on his national tour to gain public support for the treaty, Wilson became more stubborn and only would accept the original treaty. So the treaty wasn't ratified. This showed that the separation of powers created by the founding fathers was working. This incident helped reaffirm the strength of checks and balances. It showed that the president did not hold unlimited power to do as he pleased in foreign policy, and he could be checked by various branches of the government. However, this outcome led to a less active foreign policy. It also meant the League of Nations was much weaker and less able to stop trouble between countries. This would prove to be a huge problem when aggression started in the 1930s.

Another event that tested our nation was the Watergate Affair with President Nixon. Some of Nixon's top aides sent 5 men to bug the Democratic campaign headquarters at Watergate. Nixon was almost certain to win the election in 1972 but wanted to discredit the Democrats for political reasons. Although Nixon claimed he had no part in the affair, the public began to doubt him. The Watergate tapes of meetings in Nixon's office came into the spotlight during congressional hearings. After a Supreme Court ruling, Nixon was forced to hand over the tapes and more incriminating evidence was found against Nixon. The impeachment process began soon after. Nixon was charged with obstructing the investigation, misuse of

power, violating his oath, and failure to comply. Eventually, before Nixon could be impeached, he resigned. After Nixon resigned, the succeeding president pardoned Nixon. Although the president has the constitutional right to grant a pardon, there were some who thought Nixon should have been tried in court for the crimes. This Watergate incident further cemented the power of the Constitution, proving that separation of powers and the working of checks and balances is important and also led to rethinking the power of the president. After this event, many people of the public lost faith in the presidency. The public began to consider the powers of the president more critically. Congress passed laws to limit those powers but they didn't do enough to make a real difference. One big change was the War Powers Act, which was meant to limit presidents from starting wars on their own. This didn't work really well as it actually gave presidents the power to send troops into combat. Congress has found it hard to withdraw support from troops once fighting has started, leaving the president with a lot of power as commander in chief.

Overall, the many events of our history shaped our country to what it is today, both positive and negative events. Watergate and the Treaty of Versailles both tested and helped cement the system of checks and balances our founding fathers created. These events also changed and affected American Society and the way they view the presidency.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the Senate's debate over the Treaty of Versailles and President Richard Nixon's role in the Watergate affair
- Is both descriptive and analytical (*Wilson*: created Treaty of Versailles with other major powers following one of most devastating wars in history; believed United States would support treaty even though his personal goals for a permanent peace were not achieved; although he did have some support for his treaty, many people disliked him and internationalism; became more stubborn and would only accept the original treaty; Treaty of Versailles not ratified; *Nixon*: although he claimed no part in affair, public began to doubt him; tapes of meetings in his office came into spotlight during Congressional hearings; before he could be impeached, he resigned; Watergate incident further cemented the power of Constitution proving separation of powers and working of checks and balances is important; after Watergate, many people lost faith in the presidency; Congress passed laws to limit the powers of president, but they did not do enough to make a real difference; War Powers Act meant to limit presidents from starting wars)
- Incorporates relevant information from documents 4, 5, 7, 8, and 9
- Incorporates relevant outside information (*Wilson*: Lodge listened to complaints of different groups about treaty and publicly read every word of treaty to stall for time; he only brought a single Republican to Paris conference and it was not Lodge, which caused more resentment for Wilson among Republicans; *Nixon*: almost certain to win election in 1972 but wanted to discredit Democrats for political reasons; after a Supreme Court ruling, more incriminating evidence was found; although the president has constitutional right to grant a pardon, some thought Nixon should have been tried in court for crimes; Congress found it hard to withdraw support from troops once fighting started)
- Supports the theme with relevant facts, examples, and details (*Wilson*: Senate Foreign Relations Committee; two-thirds vote; *Nixon*: top aides sent five men to bug Democratic campaign headquarters; charged with obstructing investigation, misuse of power, violating his oath, and failure to comply; commander in chief)
- Demonstrates a logical and clear plan of organization; includes an introduction that states many events have tested our nation's strength and a conclusion that states these conflicts helped cement the system of checks and balances created by our founding fathers

Conclusion: Overall, the response fits the criteria for Level 4. Recognizing the diverse factors influencing the Senate defeat of the Treaty of Versailles establishes a somewhat analytical context for the discussion of the ratification issue. The discussion of the conflicts involving both Wilson and Nixon could be strengthened with the integration of additional details.

When the United States formed its Constitution, it set up a 3-branch government in order to promote a system of checks and balances. While this action was intended to maintain stability in the federal government by not allowing any one branch to become too powerful, this was not always the case. Instead, the branches were sometimes drawn into political skirmishes with one another, for each wished to assert its own authority over another. Two examples in history where this battle was obvious were Andrew Jackson's ignoring a Supreme Court order and Woodrow Wilson's debate with the Senate over the Treaty of Versailles. In both cases, the outcome of the government conflict profoundly impacted American society in both the short and long term.

One example of a conflict between 2 branches of government involved President Jackson and the Supreme Court. During the first half of the 19th century, America was expanding its boundaries westward. As a result, many citizens wished to move west with the country, occupying lands that were previously unavailable to them. However, these lands were not barren; many Native Americans inhabited these regions. Thus, many citizens wished for the natives to be pushed elsewhere, including the Cherokees of Georgia. While this tribe had previously made agreements with the government to keep their land and govern themselves president Jackson and the state of Georgia wanted them to leave. When the Cherokees realized that they were not being recognized by Jackson or the State as independent, they appealed for federal protection (Doc A). Their case was then brought to the Supreme Court in the case of Worcester v Georgia, which declared the Indians' right to stay on their land. Jackson disagreed

with this and decided to ignore the Court's decision and force the Indians to move to territory west of the Mississippi. In this manner, the Trail of Tears was created, which was the name given to the long journey the Indians followed from their old home to their new one. (Doc 2b) The effects of this decision were devastating to the Cherokees; many perished or became ill during their traveling, in addition to the grief felt in giving up land they believed they deserved and were attached to. Additionally, this incident became a predecessor to the U.S. policy toward Native Americans for many years to come. Indians were constantly stripped of their land by unfair treaties and often moved to reservations, and by the 1970's the western Cherokees lost over 19 million acres of their land (Doc 3). Thus, the debate between Jackson and the Judiciary Branch severely impacted the U.S. by marginalizing the Indians in American society and creating a precedent for increasing presidential power.

Another example of a conflict between 2 branches of government involved President Wilson and the Senate. After WWI, the Allied nations attempted to resolve any remaining issues by drafting the Treaty of Versailles. In this, there were clauses that called for Germany to take full responsibility for the war and to pay reparations, and also for the creation of the League of Nations. This proposed idea would have been an alliance between many of the world powers—including the U.S., Great Britain, and France—to maintain global peace. While the idealist Woodrow Wilson was eager to sign the treaty, he first needed a 2/3 vote in the Senate for approval (Doc 4). This proved to be a more difficult task than he imagined, for there were many senators who opposed ratification altogether; there were also those who opposed the

treaty as it was, but would approve it if certain adjustments were made, these were called reservationists. Still, President Wilson refused to alter the Treaty in any way. Due to this exact lack of flexibility, the Senate did not give the necessary 2/3 consent to ratify the treaty, and the U.S did not join the controversial League of Nations. As a result, the U.S did not form binding relationships with other nations, and in fact implemented isolationist policies for the next 20 years (Doc 6). In this manner, a dispute between the president and the legislative branch profoundly effected American society. Without the power of the United States, the League would not be able to ensure global peace. Without global peace, many countries including the United States would eventually fight another world war and more Americans would be sent to fight and die.

Government conflicts often lead to profound impacts on the nation. As is evident in the cases of President Jackson's debate with the Supreme Court and with President Wilson's struggle with the Senate, inter-branch arguments are both fairly common and have had significant outcomes. The checks and balances system can be seen as having both beneficial and detrimental effects when it come to achieving national goals.

Anchor Level 3-A

The response:

- Develops all aspects of the task with some depth for conflicts involving President Andrew Jackson and President Woodrow Wilson
- Is more descriptive than analytical (*Jackson*: many citizens wished natives to be pushed elsewhere; although Cherokees made agreements with government to keep their land and govern themselves, Jackson and state of Georgia wanted them to leave; when Cherokees realized they were not being recognized as independent, they appealed for federal protection; Jackson forced Indians to move west of Mississippi; incident became precedent for United States policy toward Native Americans; marginalized Native Americans in American society and created precedent for increasing presidential power; *Wilson*: getting Senate approval for the treaty proved to be difficult as many senators opposed ratification; as a result of failure of Senate to ratify treaty, United States did not form binding relationships with other nations and implemented isolationist policies)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates relevant outside information (*Jackson*: as America expanded its boundaries westward, many citizens wished to move west, occupying lands previously unavailable to them; many Cherokees perished or became ill during traveling; *Wilson*: League of Nations would have been an alliance between many of the world powers to maintain global peace; some senators would approve the treaty if certain adjustments were made; without power of United States, League would not be able to ensure global peace; without global peace, many countries including the United States would eventually fight another world war and more Americans would be sent to fight and die)
- Includes some relevant facts, examples, and details (*Jackson*: *Worcester v. Georgia*; Trail of Tears; reservations; western Cherokees lost over 19 million acres of land; *Wilson*: Great Britain and France; two-thirds vote needed for approval; reservationists; refused to alter treaty in any way)
- Demonstrates a satisfactory plan of organization; includes an introduction that states branches of government were sometimes drawn into political skirmishes and a conclusion that states checks and balances system can be seen as having both beneficial and detrimental effects when it comes to achieving national goals

Conclusion: Overall, the response fits the criteria for Level 3. The response provides a cohesive chronological narrative for each conflict, demonstrating an understanding of the task. The discussion of the outcome of each conflict integrates some good analytic statements. The inclusion of more facts and details would have strengthened the treatment of historical circumstances, particularly for the debate over the Treaty of Versailles.

Throughout United States History, numerous conflicts between the three branches of government have arisen. Conflicts between the executive, legislative, and judicial branches will have an impact on the United States and American society. Some of the most notable conflicts include the investigation by Congress of President Richard Nixon's role in the Watergate affair and the Senate's debate over ratifying the Treaty of Versailles negotiated by President Woodrow Wilson.

The Watergate scandal arose in the early 1970's when five men were arrested for stealing documents and bugging the Democratic National Headquarters in the Watergate Hotel. This act was part of a larger scheme headed by Nixon's top aides. The scandal arose when President Nixon became involved in a cover up and denied knowing anything about the scandal, as stated in documents 7a and 7b. This led to both Congress and the Judiciary branch investigating the scandal. Nixon refused to release his office meeting tapes to Congress for investigation for national security reasons. This led to charges of obstructing investigation and failure to comply with House subpoenas, after Congress asked for the release of tapes. The Supreme Court ordered Nixon's tapes be turned over to Congress. From the incriminating evidence on the tapes, charges were made to build a case for impeachment of Nixon. However, Nixon resigned before impeachment, and although 70 people were convicted of criminal charges, a pardon from President Ford allowed Nixon to walk free of any charges or admission of guilt.

The Watergate scandal had an enormous impact on American society as well as American legislation. The investigation of

Watergate gave the American people proof that nearly 200 years after ratification, the system of checks and balance set up by the constitution were still very much applicable and works (document 7B). With the Watergate Scandal came an outcry from the American people for more transparency in the government. Congress met this plea with a series of new laws that granted that American people more access to information within the government, along with more accountability of those who are working in the government (document 9). This however did not satisfy the American people. Ever since the mid-1960's, there had been a stigma of not trusting the government. The war in Vietnam, along with the leaking of the Pentagon papers about secret operations in Vietnam, which in itself is another issue between branches, especially the bombing of Cambodia under the Nixon administration, also caused a great deal of distrust in the government and concerns about the abuse of presidential power. The Watergate Scandal only fueled the flames. Passage of legislation for more accountability in the government could only go so far because there was always a loophole. The Watergate Scandal conflict between the three branches left the American people very unhappy with the government.

Another conflict between the three branches is the ratification of the Treaty of Versailles by the Senate. After World War I, President Wilson traveled through war-torn Europe in order to promote his Fourteen Points for the Treaty of Versailles. Wilson believed that the creation of a body, such as the League of Nations could ensure peace in the future (doc. 4). War-torn Europe knew that the League would not be successful unless the United States were to support it and join.

The United States Senate on the other hand, felt that the participation of the US in the League of Nations meant that even more involvement in European affairs would be on the horizon. Many members of the Senate were strong isolationists. Some had been opposed to even participate in World War I despite Woodrow Wilson's decision for war. This idea of isolationism extends back to George Washington's farewell address. The United States could only participate in the League if two-thirds of the Senate ratified the Treaty of Versailles (doc. 4).

The Senate opposition to the Treaty had a profound impact on the United States. As stated in document 6, it began a twenty year long period of isolationism. Although the United States was content with isolationism policies, the rise of fascism and communism in Europe caused great unrest and an even further need for US involvement. As implied in document 6, the isolation would encourage dictators and lead to the outbreak of World War II with the US sitting on the sidelines for a few years. From the standpoint of checks and balances, the conflict between the president and the senate demonstrated that the systems of checks and balances could affect foreign policy.

Anchor Level 3-B

The response:

- Develops all aspects of the task with some depth for a conflict involving President Richard Nixon and with little depth for one involving President Woodrow Wilson
- Is more descriptive than analytical (*Nixon*: Watergate was part of a larger scheme headed by his top aides; scandal arose when he became involved in a cover-up and denied knowing anything about scandal; Supreme Court ordered his tapes turned over to Congress; from incriminating evidence on tapes, charges were made to build a case for impeachment; investigation gave American people proof that after nearly 200 years, the system of checks and balances was still very much applicable; American people wanted more transparency in government; series of new laws granted American people more access to information within government along with more accountability for those working in government; *Wilson*: believed creation of League could ensure peace in the future; war-torn Europe knew the League would not be successful unless United States supported it and joined)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Nixon*: refused to release his office meeting tapes to Congress for national security reasons; pardon from President Ford allowed him to walk free of any charges or admission of guilt; war in Vietnam and leaking of Pentagon Papers caused distrust in government; *Wilson*: many members of Senate were strong isolationists; idea of isolationism extends back to Washington's Farewell Address; rise of fascism and communism in Europe caused great unrest and further need for United States involvement; isolation would help encourage dictators and lead to outbreak of World War II with United States sitting on the sidelines for a few years)
- Includes some relevant facts, examples, and details (*Nixon*: Democratic National Headquarters; charges of obstructing investigation; failure to comply with House subpoenas; resigned before impeachment; seventy people convicted; *Wilson*: traveled through Europe to promote Fourteen Points; two-thirds of Senate needed to ratify treaty)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The strength of the response is in the discussion of Nixon's involvement in Watergate, which includes some well-placed analytic statements and good details. The debate over the Versailles Treaty is briefly discussed and would have been enhanced with more details.

With the three branches in the U.S. government, Executive, Legislative and Judicial, conflicts can sometimes arise. There have been a few cases in history where the Legislative Branch and Executive Branch bump heads and don't get along. President Woodrow Wilson had trouble with the Senate regarding the League of Nations and the Treaty of Versailles. President Nixon was investigated by Congress for his involvement in the Watergate Affair. Both conflicts had an impact on the country.

President Woodrow Wilson traveled to France to meet with the other major leaders to discuss the Versailles treaty. In the treaty, Wilson wanted to include his 14 points. Point 14 was the establishment of the League of Nations. President Wilson wanted the League of Nations so desperately that he toured America on a train to promote it and almost died from it. The major issue confronting Wilson was that the Senate committee headed by the man that despised Wilson, Henry Cabot Lodge didn't want to approve the League. The Senate (Doc 4) believed that if the U.S. became a member the U.S. would be roped into every foreign conflict that ever rose up. The Senate was actually thinking of George Washington's neutrality recommendations from his 1796 Farewell Address. When it came time to vote, the League was shot down like our U2 plane over the Soviet Union in the 1950s. (Doc 5B). The Senate did offer the Lodge Reservations, which were Fourteen revisions to Wilson's 14 Points. Wilson would not accept them. When Warren G. Harding (Doc. 6) won the election of the Presidency in 1920 he threw away Wilson's League of Nations entirely. For the next twenty years, the United States would isolate themselves from the world except in areas where it had a direct self-interest. President Woodrow Wilson's

conflict with the U.S. Senate halted the U.S. from being in the League of Nations which probably contributed to the League being unsuccessful.

More than 50 years after Wilson and the League of Nations, President Richard Nixon had trouble with Congress over the Watergate affair. The trouble started when the five burglars (Doc 7a.) were arrested and found with incriminating evidence. Eventually, and after many more arrests and tape recorded evidence, Nixon was found at the end of the trail. As a result, Congress was ready to bring up charges against Nixon (Doc. 7B) The charges included obstruction of the investigation, and misuse of power. After much finger pointing and accusations, the judiciary committee of the House of Representatives brought impeachment charges against Nixon. The President, however, would resign before he could be impeached. The Watergate affair proved the strength of the U.S. government system (Doc 9). It proved that checks and balances are effective and that nobody is above the law. Many different types of legislation were passed to make sure Presidents in the future were more accountable. As a result of Watergate, the American people were more suspect of presidential power. (Doc. 8).

Conflicts arise between branches of the government, some regarding policy, others about breaking the law. Sometimes the conflicts had a big impact on America, such as Watergate & the League of Nations.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth but discusses the conflict involving President Woodrow Wilson in more detail than the conflict involving President Richard Nixon
- Is more descriptive than analytical (*Wilson*: Lodge despised him and did not want to approve League; League shot down in Senate; Harding threw away Wilson's League entirely; United States not joining League probably contributed to it being unsuccessful; *Nixon*: after many arrests and tape-recorded evidence, he was found at end of trail; House of Representatives brought impeachment charges against him; many different types of legislation passed to make sure presidents in future were more accountable; American people more suspect of presidential power)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates limited relevant outside information (*Wilson*: toured America on a train to promote League and almost died; Senate believed if United States became a member of League it could be roped into every foreign conflict; Senate thinking of Washington's neutrality recommendations in Farewell Address; Senate offered Lodge Reservations, which were fourteen revisions to Fourteen Points which Wilson did not accept; United States isolated itself except in areas where it had a direct self-interest)
- Includes some relevant facts, examples, and details (*Wilson*: Harding won election in 1920; Henry Cabot Lodge; *Nixon*: five burglars arrested; obstruction of Watergate investigation; misuse of power; resigned before he could be impeached)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Relevant outside information establishes a historical context for circumstances leading to the conflict between Wilson and the Senate while the discussion of Nixon depends only on document information. Some good generalizations are found throughout the narrative, but the lack of supporting facts and details detracts from their effectiveness.

Throughout history, conflicts have arisen within the 3 branches of U.S government. Two examples of these conflicts include Andrew Jackson's refusal to uphold a Supreme Court decision, and the Senate's debate over the Treaty of Versailles. In both situations, one branch of government had a different goal than the other.

In the 19th century, many Native Americans found themselves being forced from their homes to move out west. These new policies for Native American migration were those of Andrew Jackson (doc. 2). In two major Supreme Court cases, *Cherokee Nation v. State of Georgia* (1831) and *Worcester v. Georgia* (1832), the court ruled that the Cherokees had rights to not have to sell their land. (doc 1) Even though the court decided this, Andrew Jackson was against their decision. He acted unconstitutionally by not enforcing the Supreme Court's ruling. This is an example of two government branches not being in agreement over an important issue.

Another example of that is the Senate's debate over the Treaty of Versailles. After WWI, President Woodrow Wilson desired a permanent peace alliance to discourage war. Part of the Treaty of Versailles included membership in a new organization, the League of Nations. Yet, it was Senate's power to ratify treaties, and this posed as a problem for Wilson. (doc 4). Being a member of the League of Nations, the United States would become entangled in foreign conflicts (doc 5). After WWI, many desired a policy of isolationism for the United States. In the end, Senate did not ratify the Treaty of Versailles, and the U.S began a 20 year period of isolationism. Both the executive branch and legislative branch had different opinions about the actions that needed to be taken.

With three branches of government that are meant to check and balance each other, it is not always that all 3 have the same goals and ideas. Yet, in the end, a power struggle may still result in success for one branch. Luckily, no conflict (between them) has yet to arise that has resulted in large-scale devastation for the United States. The Constitution still proves successful, even as time goes on and times change.

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth for President Andrew Jackson and President Woodrow Wilson
- Is primarily descriptive (*Jackson*: in the 19th century, many Native Americans found themselves being forced from their homes to move out west; Court ruled Cherokees had right to not have to sell their land; against Court decision and acted unconstitutionally by not enforcing the Supreme Court's ruling; *Wilson*: part of Treaty of Versailles included membership in a new organization; Senate's power to ratify treaties posed a problem for him; as a member of League of Nations, the United States would become entangled in foreign conflicts; after World War I, many desired a policy of isolationism for United States; Senate did not ratify Treaty of Versailles)
- Incorporates limited relevant information from documents 1, 2, 4, 5, and 6
- Presents little relevant outside information (*Wilson*: after World War I, desired a permanent peace alliance to discourage war)
- Includes few relevant facts, examples, and details (*Jackson*: *Cherokee Nation v. State of Georgia*; *Worcester v. Georgia*; *Wilson*: twenty-year period of isolationism)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. A methodical presentation of relevant document information is the basis of a discussion that demonstrates an understanding of the task. Although the outcome of the conflict between Jackson and the Supreme Court is not addressed, a few unsupported analytic references are included in the discussion of Wilson.

When thinking of the United States, many believe that the President has the most power, however this is not the case. The President must pass through the Senate just to ratify a treaty, which at times causes a little arguing/disagreement. Presidents also usually want to stay in power as long as they can, which sometimes leads to dishonest actions. The American people expect the President to always be honest and loyal to them. Being one hundred percent honest however isn't always easy, and very often leads to conflicts. In conclusion, Americans expect the President to make executive decisions that will be best for everybody, however Americans also need to remember the President only has so much power.

In many situations with the government, a conflict occurs between two branches of government. For example, in the Watergate investigation, the President was against Congress. President Nixon was concerned on if he would win the next election, so he sent out men with illegal devices to spy on people in the Watergate building in Washington DC. From the investigation it showed Nixon wanted to sabotage his opponents (doc. 7a.) Congress took Nixon to court where they had drafted three articles of impeachment against him (doc. 7b.) The conflict with Congress and Nixon occurred just as the conflict with the President and the Senate. In this situation, President Woodrow Wilson wanted to ratify the Treaty of Versailles. One problem he faced however was that he needed the consent of the Senate (doc. 4), which was not given to him. President Wilson could have sent it back to the Senate after it was refused however it would most likely be denied again. In this situation, President Wilson had no other options than to let congress deal with the other problems. All of these historical

circumstances led to conflict between the two branches of government.

As usual, with conflict comes outcomes that actually affected Americans and American society. With the Watergate investigation, Americans felt as if they couldn't trust the government or the decisions being made. However, once the President resigned it showed Americans that nobody was above the Law, and that the constitution did work (doc. 9.) As with the Treaty of Versailles, eventually Warren Harding became President and realized it was best to stay out of the treaty and stop all conflicts. This resulted however in America isolating itself (doc. 6), and paying the consequences years later.

In conclusion, it is important to remember that the President doesn't have all the power, even though at times it feels as if he does. The American people do have control even if they do not always feel as if they do. Many conflicts have occurred in the United States and the results may be good or bad, depending on the situation. Finally, the people, Senate, Congress, and President all play an important role in the actions taken by the United States.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for President Richard Nixon and President Woodrow Wilson
- Is primarily descriptive (*Nixon*: investigation showed he wanted to sabotage his opponents; Watergate made Americans feel they could not trust the government or the decisions being made; resignation showed Americans that no one was above the law and the Constitution did work; *Wilson*: could have sent treaty back to the Senate, however, it would most likely be denied again; Warren Harding became president and decided to stay out of the treaty; resulted in America isolating itself; isolation led to consequences years later); includes faulty and weak application (*Nixon*: Congress took Nixon to court where they had drafted three articles of impeachment; *Wilson*: after Senate's refusal to ratify treaty, he had no other options than to let Congress deal with other problems)
- Includes limited relevant information from documents 4, 6, 7, and 9
- Presents very little relevant outside information (*Nixon*: concerned if he would win the next election)
- Includes few relevant facts, examples, and details (*Nixon*: illegal devices; Washington, D.C.; *Wilson*: Treaty of Versailles; needed consent of Senate)
- 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. Document information is paraphrased and strung together to address these conflicts, demonstrating an understanding of the task. Generalizations support details and development.

Throughout the history of the United States, testing of the government powers have ended up in conflict. These conflicts include events such as when Andrew Jackson refused to enforce a supreme court decision. This also includes the Watergate Scandal committed by president Richard Nixon. Each of these conflicts affected the United States in a different way. They also created conflict between 2 of the branches in the United States government.

The decision made by Andrew Jackson had both positive and negative impacts on the country. He asked that congress give him full support in the idea of the Cherokees moving out West. The Supreme court demanded that the State of Georgia respect the tribes rights and acknowledge them as a independent nation, but they refused to do so with the support of Andrew Jackson (Doc 1). This caused a conflict between the executive branch and the supreme court. Andrew Jackson impacted the United States by causing the forceful migration of the Cherokees called the Trail of Tears (Doc 2). Although this caused over half of the Cherokees their lives, it positively impacted the United States because the rest of the population was expanding West, thus fulfilling Manifest Destiny.

The Watergate Scandal caused by President Nixon also led to a conflict between government branches. The Watergate Scandal was caused by an abuse of executive powers later discovered by the other government branches (Doc 7a). This caused the legislative branch the desire to impeach Richard Nixon as president (Doc 7b). The Watergate Scandal positively impacted the United States because laws were created to prevent future conflicts with financing and spending as shown in Document 8. It also proved that the constitution works and

is required to be followed by even the highest of people (Doc 9).
These two events impacted the United States today.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for President Andrew Jackson and President Richard Nixon
- Is primarily descriptive (*Jackson*: asked Congress to give him full support in the idea of Cherokees moving out West; Supreme Court demanded the state of Georgia respect Cherokee rights and acknowledge them as an independent nation, but they refused to do so with support of Jackson; *Nixon*: Watergate scandal caused by an abuse of executive power; legislative branch to impeach Nixon; laws created to prevent future conflicts with financing and spending; Watergate proved the Constitution works and even the highest people are required to follow it)
- Includes limited relevant information from documents 1, 2, 7, 8, and 9
- Presents little relevant outside information (*Jackson*: over half of Cherokees lost their lives, rest of population was expanding west, thus fulfilling Manifest Destiny)
- Includes very few relevant facts, examples, and details (*Jackson*: forceful migration; Trail of Tears)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Document interpretation and a mention of Manifest Destiny are employed to address the Jackson conflict. A general statement is used to address the historical circumstances surrounding Watergate; however, the statement about its outcome is not supported with facts and details.

In the past few years, many people have observed bickering and rifts between political candidates and the 3 branches of government. This is not a new trend, as it dates back to the conflicts stemming from the Senate's Debate over the Treaty of Versailles, and the watergate scandal.

In the debate to get the peace treaty ratified, the issue stems from the large opposition Wilson faced. People such as Harding (6), and the Chairman of the foreign relations committee largely opposed Wilson's plan for the League of Nations (4). In a senate vote, the pact failed to ratify, and America adopted a isolationist policy.

President Nixon's conflict stems from the Watergate breakins. He was found to have been connected with the burglaries (7a) and later provided a cover up, which tarnished his reputation. This triggered a massive White House investigation, that led to the passing of several legislative measures. These measures and acts reduced political criminality, and with the resignation of Nixon, it confirmed that no one was above the law.

Anchor Level 1-A

The response:

- Minimally addresses all aspects of the task for President Woodrow Wilson and President Richard Nixon
- Is descriptive (*Wilson*: debate to get peace treaty ratified; Harding and chairman of foreign relations committee largely opposed his plan for League of Nations; America adopted an isolationist policy; *Nixon*: found to be connected with the burglaries; provided a cover-up, which tarnished his reputation; several legislative measures passed; resignation confirmed no one above the law)
- Includes minimal information from documents 4, 6, 7, 8, and 9
- Presents no relevant outside information
- Includes very few relevant facts, examples, and details (*Nixon*: Watergate); includes some inaccuracies (rifts between political candidates and the three branches of government; *Nixon*: triggered a massive White House investigation)
- Demonstrates a general plan of organization; includes an introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. A limited understanding of the task is demonstrated in a brief but fairly accurate overview of each conflict. Although all aspects of the task are addressed, few supporting facts and details are included.

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

In the United States history, there have been conflicts between the 3 branches of Government. Three issues leading to conflict include President Andrew Jackson's refusal to enforce A Supreme Court decision, the Senate debate over the treaty of Versailles, & Congress investigating Nixon's role in the watergate affair.

In the debate over the treaty of Versailles Woodrow Wilson was trying to get it ratified, but the Senate wasn't very fond of him, so they didn't ratify it.

This caused Warren G Harding to be elected and we were put in 20 years of isolationism, & the great depression.

In the watergate scandal, the legislative & Judiciary branch were determining whether or not that Nixon be impeached.

The result of this America being stunned, & Nixon resigning from office.

These were example in history of branches of government struggling to make A decision to settle an issue

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

- Minimally addresses some aspects of the task for President Woodrow Wilson and President Richard Nixon
- Is descriptive (*Wilson*: trying to get Treaty of Versailles ratified but Senate was not fond of him so they did not ratify it; *Nixon*: legislative branch determining whether or not Nixon should be impeached); lacks understanding and application (*Wilson*: not ratifying Treaty of Versailles caused Harding to be elected and put us into the Great Depression)
- Includes minimal information from documents 4, 6, 7, and 9
- Presents little relevant outside information (*Nixon*: resigned from office)
- Includes very few relevant facts, examples, and details (*Wilson*: twenty years of isolation)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response lacks any mention of the historical circumstances surrounding the Watergate conflict. Simplistic statements based on document information indicate a limited understanding of Wilson's conflict with the Senate and almost no understanding of Nixon's conflict with Congress.

Throughout history the United States federal government has not always been unanimously united in the face of conflict, and instead were divided. Due to a difference in political opinion two such issues, Indian Removal of the mid nineteenth century and the battle over the ratification of the Treaty of Versailles, exemplified how internal government conflict is often present and leads to an impact on the nation. When it came to Indian Removal, President Jackson opposed the pro-native rulings of the Supreme Court which led to the removal of Indians. In regards to the Treaty of Versailles, the Senate feared global involvement and thus fought against Wilson's efforts to ratify it.

In the mid-19th century during the presidency of Andrew Jackson, United States-Indian relations became an important federal issue, particularly in regards to the Cherokee nation. The Cherokees had long occupied ancestral lands within the state of Georgia which was supposed to recognize Indian treaties made by the federal government. As Glyndon G. Van Deusen's work "The Jacksonian Era: 1828-1848" states, Georgia "refused to recognize the Cherokees as an independent nation and pressed them to sell their lands," which went against federal treaties. When the Cherokees went to court in order to gain federal protection, the Supreme Court, in the case of Worcester v. Georgia, ruled that the natives were entitled to their own land. This enraged President Jackson who was a strong supporter of Indian Removal. As a result political tension between the judicial and executive branches began. President Jackson refused to enforce the Supreme Court decision and was rumored to have asserted that "John Marshall has made his opinion, now let him enforce it," as stated in Van Deuen's book. Jackson, with the support of Congress had been able

to pass the Indian Removal Act which forced the Cherokees and other eastern tribes to leave their land and begin a new way of life in present day Oklahoma.

The conflict between the judicial and executive branches over Indian Removal was significant in that, as a map of the effect of policies towards native American Indians shows, thousands of native Americans, not just the Cherokees, were forced by government mandate to leave their homes for new land that was unknown to them and inhospitable in many ways. This federal policy had horrible consequences for these tribes as not only did they lose the land which was vital to their native culture, but the forced movement itself was devastating to their populations. On the Trail of Tears, as seen in Robert Lindeux's painting, in which thousands of Natives were forced to go west of the Mississippi River, thousands of innocent native Americans died of disease, exhaustion or starvation. This was a huge atrocity which became very controversial to the American people. While some were pro-Indian Removal because they wished to acquire new land, others were uncomfortable with the harsh treatment of the natives. In general the political conflict between Jackson and the Supreme Court led to the removal of thousands of Native peoples. Eventually they would be forced to move again or at least give up much of their new land.

Besides the Indian Removal conflict, the decision whether or not to ratify the Treaty of Versailles also impacted the United States. Following the end of World War II, the major Allied powers met to lay out a plan for the post war world which was to loosely be based on President Wilson's Fourteen Points. Included in this treaty was the

foundation for the creation of the League of Nations which was meant to be a peace keeping organization to maintain the new world order. Woodrow Wilson, along with David Lloyd George of Britain, Georges Clemenceau of France, and Signor Orlando of Italy thought that the Senate would ratify the treaty, but as stated in BBC News "A Plea to the Senate," the President didn't account for the strong opposition of Senator Henry Lodge, the chairman of the foreign relations committee. Lodge and his supporters opposed the Treaty of Versailles for they did not wish the United States to be caught in alliances with Europe that could drag them into a future war. Their major reason for opposition was the League of Nations although they had concerns about other points as well. Lodge's dislike for Woodrow Wilson didn't help matters either. Lodge's group proposed making an amendment to the treaty, in order to ratify it, but Wilson told Democrats to refuse. Due to this the Treaty of Versailles was never ratified.

As a result of the government's failure to ratify the Treaty of Versailles the United States and the world was negatively impacted. As asserted in George Scott's "The Rise and Fall of the League of Nations," the rejection of the League of Nations "started the twenty years during which America isolated itself, twenty years for which the whole world including, eventually the Americans themselves, would pay a terrible price." By this Scott alluded to the fact that while the United States maintained peace at home which secured the safety of the American people, their isolation indirectly led to the second world war and their involvement in that conflict. Without the U.S. involvement, the League of Nations did not have the power to deal with German aggression. The major European powers tried a policy of

appeasement which did not work. Due in part to U.S. isolationism Europe entered a period of tension which ultimately led to World War Two. This eventually led to the loss of American lives when the United States formally entered the war after Pearl Harbor.

Throughout our history, conflict between the branches of the federal government has created controversies which have impacted the nation. Due to the battle over Indian Removal between the Supreme Court and President Jackson, thousands of Native Americans was forced to leave their homes and many of them died in the process. The stubbornness of Wilson and Lodge and their unwillingness to compromise on the Treaty of Versailles led to a rejection of the treaty which in turn led to a period of American isolationism. Overall, these conflicts have had had a huge impact on the United States, its people and the world as a whole.

Throughout United States history, the three branches of government have come into conflict over actions and decisions. Notable among the conflicts are those between the president and the other branches, and notable among those are President Andrew Jackson's refusal to enforce a Supreme Court decision regarding the Cherokee nation and Congress' investigation into President Nixon's role in the Watergate Scandal. The Constitution provides a system for solving these conflicts so that no one branch has too much power.

President Andrew Jackson could be called disagreeable, given his propensity to disagree—with Congress, with the Bank of the United States, and with the Supreme Court. One of his most important disagreements was with the Supreme Court over the Cherokees in Georgia. The Cherokees had become "civilized" farmers living a lifestyle that was similar to white society. While treaties with the United States recognized the Cherokees as independent and gave them the right to self-govern, Georgia refused to recognize the treaties or the Cherokees status as an independent nation. When the Cherokees turned to the federal government for help, the Supreme Court ruled in their favor stating that Georgia's acts were unconstitutional. President Jackson, however, ignored the Supreme Court's decision and allowed Georgia to carry on with its actions toward the Cherokees, including pressuring them to sell their land (Doc. One). President Jackson made the decision not to protect the property rights of the Cherokees. President Jackson used federal power and millions of dollars to enforce removal policies toward Native Americans. These policies would eventually result in the Trail of Tears, a forced migration of Native Americans during which many died. Native

Americans were moved west to “Indian Territory”, losing their original lands in the process through many unfair treaties (Doc 2).

Resettlement did not protect the Native Americans as Andrew Jackson said it would. Government policies passed to encourage westward expansion meant more settlers going farther west uprooting the Native Americans again. Though the Indian Removal Act would have been bad enough, with the Native Americans forced to give up millions of acres of land under terms that were often unethical, the Dawes Act began dividing up the Native American lands, distributing them to Native American families to encourage assimilation. It did not work as most never fully assimilated. The western Cherokees lost over nineteen million acres in questionable sales by the 1970s. (Doc 3). Native Americans continue to struggle socially and economically. And these struggles can be traced in part to the failed government policy begun by Andrew Jackson.

President Nixon’s presidency was less disagreeable in other ways, but he was crippled by fear of losing reelection, which led to his operation of espionage and sabotage. The operation began to be uncovered when five burglars were caught placing listening devices in the Democratic Party headquarters at Watergate (Doc. 7a). As reporters further investigated the facts, Nixon’s denial of White House involvement was called into question. The judicial branch and House Judiciary Committee both investigated the incident and Nixon’s involvement, considering grounds to impeach (Doc 7b). Though Nixon attempted to withhold information such as taped conversations under guise of executive privilege, he was forced by the Supreme Court to hand over all taped evidence (Doc. 7b). These tapes provided grounds

for Nixon's impeachment. Watergate forced the United States to address the president's accountability, culminating in the passage of legislation such as the War Powers Act and Freedom of Information Act, but these were ultimately ineffective as future presidents found their way through loopholes (Doc 8). The most important result of the investigation was the proof that presidents are not above the law, and the reinforcing of the strength of the constitution and the judiciary branch (Doc. 9).

Throughout American history, presidents have come into conflict with the legislative and judiciary branches. These conflicts have lasting effects, both good and bad, on the United States and its government. The Watergate Scandal demonstrated that checks and balances can work on many different levels to stop one branch from getting too much power. In Jackson's case it didn't work as it should. In Nixon's case the system worked exactly as it was supposed to.

Document-Based Essay—Practice Paper – C

Throughout the history of the United States, there have been times when one branch of government challenged another branch in order to gain more power for one branch. The challenger was normally the head of the executive branch, the president, as in Andrew Jackson and the Supreme Court, and Richard Nixon and Congress.

The United States government is based off of a system of checks and balances, this allows for the assurance that one branch won't abuse its power.

- Supreme Court rulings must be upheld by the executive branch
- Jackson refused
- President doesn't have that power to refuse
- Congress demanded the tapes from Watergate from Nixon
- Nixon refused to hand them over
- Congress began the process of impeachment
- This led to the movement of Native Americans from their land
- Jackson sold their land.

In the history of the U.S there has been conflict between the 3 branches of gov. They are not meant to always agree b/c they need to balance each other out and do what is best for the people. Two major issues that have led to conflict are the Senate's debate over the treaty of Versailles and the Watergate Affair. These two events have had a big role in our society and have shown us the true colors of our government.

In the year 1919 Woodrow Wilson was the President. It was after world war 1 that the treaty of Versailles was made. This treaty would blame most of the war on Germany and get us caught up in foreign affairs, Wilson was for this treaty. Senate, on the other hand, didn't agree. In the constitution there is a clause that says 2/3 of the Senate must agree and give their consent before he makes treaties. (DOC 4) The Senate did not ratify this treaty and in 1923, Warren Harding, a republican became President and decided to keep the U.S "free of any such involvement w/ the rest of the world's troubles. This sent us into a period of isolation which would not exactly benefit our nation but it gave us some time to recover from the war. (DOC. 6)

Another event in U.S history that led to a conflict in gov. was Nixon's Watergate affair. 5 men were arrested for being at the Democratic party headquarters w/ illegal bugging devices. These men were Nixon's top aides which led to a huge White House cover up. More than 70 people were convicted for abusing their power. (DOC 7a) This scandal tested our gov. Congress decided to authorize the Judiciary committee to investigate grounds for the impeachment of Nixon. Impeachment is when a President is removed from office. Nixon was forced to surrender tapes and impeached for obstructing the Watergate

Document-Based Essay—Practice Paper – D

investigation. Misuse of power & violating oath of office and failure to comply with House subpoenas. This shows conflict between the legislative and executive branches. Many Acts and laws were passed after Watergate to try and make American gov. more accountable to the people, but the central issue wasn't completely fixed.

Conflicts within our gov. ensure us that our gov. is working properly. Checks and balances are there so not one branch has too much power and I believe that is very necessary. Events such as the denial of the Treaty of Versailles and Watergate show that the President does not have unlimited power. Things like this teach us that absolutely no one is above the law and make our gov. stronger which gives us a better society.

American government has evolved tremendously from the unicameral legislature it once consisted of under the Articles of Confederation. Since the ratification of the constitution in the late 18th century, three bodies constituted American government: the executive branch to enforce laws, the judicial branch to interpret laws, and the legislative branch to create laws. A delicate system of checks and balances has prevented one branch of government from becoming too powerful. However, conflicts and controversies have arisen over the years between these three bodies. Two of the most famous of these conflicts are Andrew Jackson's refusal to enforce a Supreme Court decision, and the debate in the Senate over the ratification of the Treaty of Versailles. Both tested the boundaries of these governmental bodies and pushed leaders to their limits.

In the 1820s, there existed a major debate over the fate of Native Americans now that America was expanding substantially. One such issue was the Cherokee Indian nation residing in Georgia. The Cherokee nation had established their own government within Georgia and thought of themselves as an independent nation. (Doc. 1). They had been encouraged to think this way through a series of U.S. treaties, that allowed them to make "peace and war", govern within their boundaries, and punish citizens based on Cherokee law. Georgia refused to recognize these treaties and wanted their land, so the Cherokees asked for federal protection. In both Supreme court cases, *Worcester v. Georgia* and *Cherokee Nation v. Georgia*, Supreme court justice John Marshall upheld the rights of the Cherokees to their land, much to Jackson's dismay. Jackson refused to observe Marshall's decision, and some say he boldly proclaimed that it was Marshall's

decision, therefore he should enforce it. Jackson had already asked Congress to pass the Indian Removal Act in 1829, which would set aside "Indian Territory" west of the Mississippi. It was his support for removal that led Jackson to outright ignore the decision of the judicial branch, not respecting the way checks and balances was supposed to work. His decision created various long and short term affects. Cherokees and other tribes were forced to migrate west across thousands of miles of land and across the Mississippi River. (Doc 2a) This was known as the Trail of Tears, (Doc. 2b) and hundreds of Cherokee men, women, and children died. The Cherokees proceeded to develop their own nation in the new land, but problems arose in the ensuing years. As Americans fulfilled their Manifest Destiny, and more citizens occupied western lands, problems arose between settlers and Indians, the Native American land was ceded to new settlers as well as newly arrived tribes (Doc. 3). In 1887, the Dawes Severalty Act was enacted by Congress, which allowed for the break up of tribal unity and of Indian lands, some of this land went to families. The remaining land was sold to newly arrived settlers, typically for agricultural purposes. As a result, western Cherokees lost over 19 million acres of land by the 1970s, and have had a hard time recovering from the wrongdoings placed against them early in history.

About a century later, another controversy between the Senate and president Woodrow Wilson arose. After World War I, Europe was in shambles and the issue of foreign policy and punishment of the Germans lay suspended in air. The Treaty of Versailles, negotiated by Wilson, Orlando, George, and Clemenceau (Doc. 4) in France attempted to deal with these problems. One major focus of Wilson was

the creation of a league of Nations to act as a peacekeeper of world affairs. The Senate, mainly Senator Henry Lodge, opposed the Treaty due to the League of Nations and Wilson's wanting it. Lodge and other "reservationists" did not believe America should become involved so easily again in foreign affairs and in possible trouble spots that would require America's military involvement. Though vehemently pushed by Wilson, the Treaty was not ratified by the Senate in a vote of 49 to 35 (Doc. 5b). As depicted in the political cartoon (Doc. 5a), the Senate stood directly in the way of Wilson and his League. Eventually Wilson's obsession with the Treaty of Versailles led to his death after suffering a stroke while traveling cross-country to convince Americans that the League was a good idea. Harding was elected president and made it perfectly clear that he was dead set against the Treaty and the League (Doc. 6). As a result, America secluded into isolation for nearly twenty years, staying out of foreign affairs.

The judicial, executive, and legislative branches were created to ensure that not one person or group became too powerful. Naturally, in the struggle for dominance, conflicts emerged between the three bodies. Two influential debates occurred between Jackson and the Supreme Court, and the Senate and President Wilson. Jackson undermined the authority of the Supreme court, in essence changing the lives and culture of the Cherokee people and others. Senate proved in the 1920s that the president does not always have complete control over issues, especially foreign policy. This system of checks and balances represent the American ideals of equality and fair practices, and continues to play an important role in U.S. government today.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with some depth for conflicts involving President Andrew Jackson and President Woodrow Wilson
- Is more descriptive than analytical (*Jackson*: opposed pro-native rulings of Supreme Court which led to removal of Indians; Georgia was supposed to recognize Indian treaties made by federal government; Indian Removal Act forced Cherokees to begin a new way of life in present day Oklahoma; Native American Indians lost land vital to native culture; forced movement was devastating to their populations; some Americans were pro-Indian removal because they wished to acquire new land but others were uncomfortable with the harsh treatment of natives; Native American Indians forced to move again or give up much of new land; *Wilson*: thought Senate would ratify treaty; did not account for strong opposition of Senator Lodge; unwillingness of Wilson and Lodge to compromise led to rejection of the treaty and led to a period of American isolationism)
- Incorporates some relevant information from documents 1, 2, 4, 5, and 6
- Incorporates relevant outside information (*Jackson*: Cherokees had long occupied ancestral lands in Georgia; new lands that were unknown to them and inhospitable in many ways; *Wilson*: major Allied powers laid out plan for post-war world loosely based on Fourteen Points; League of Nations meant to be a peacekeeping organization; Lodge and supporters did not want United States to be dragged into a war; Lodge's group proposed amendments to treaty, but Wilson told Democrats to refuse; while United States maintained peace at home, isolation indirectly led to World War II; without United States involvement, League did not have power to deal with German aggression; major European powers tried a policy of appeasement)
- Includes some relevant facts, examples, and details (*Jackson*: Georgia pressed Cherokees to sell their lands; federal protection; *Worcester v. Georgia*; refused to enforce Supreme Court decision; Trail of Tears; thousands died of disease, exhaustion, or starvation; *Wilson*: Lloyd George of Britain, Georges Clemenceau of France, and Signor Orlando of Italy; Foreign Relations Committee); includes a minor inaccuracy (*Wilson*: Treaty of Versailles followed World War II)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss how Indian Removal and the Treaty of Versailles had an impact on the nation

Conclusion: Overall, the response fits the criteria for Level 3. Quotations from documents and some interpretation of that information frame the discussion of these conflicts. The discussion of Wilson's conflict with the Senate integrates outside information while the discussion of Jackson relies on the documents.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task for President Andrew Jackson’s refusal to enforce a Supreme Court decision and President Richard Nixon’s role in the Watergate affair
- Is both descriptive and analytical (*Jackson*: treaties with United States recognized Cherokees as independent and gave them the right to self-govern; Georgia refused to recognize treaties or the Cherokees’ status as independent nation; when Cherokees turned to federal government for help, the Supreme Court stated Georgia’s acts were unconstitutional; Jackson ignored Supreme Court’s decision and allowed Georgia to carry on actions toward Cherokees; Trail of Tears, a forced migration of Native Americans during which many died; resettlement did not protect Native Americans as Jackson said it would; Native Americans forced to give up millions of acres of land under terms that were unethical; Native Americans continue to struggle socially and economically; struggles can be traced to the failed government policy begun by Jackson; *Nixon*: as reporters investigated facts behind burglary at Watergate, his denial of White House involvement was called into question; judicial branch and House Judiciary Committee considered grounds for impeachment; tapes provided grounds for his impeachment; Watergate forced United States to address president’s accountability, culminating in passage of legislation; most important part of investigation that presidents are not above the law; Watergate demonstrated checks and balances can work on many different levels to stop one branch from getting too much power)
- Incorporates relevant information from documents 1, 2, 3, 7, 8, and 9
- Incorporates relevant outside information (*Jackson*: Cherokees had become “civilized” farmers, living a lifestyle similar to white society; government policies passed to encourage westward expansion meant more settlers going further west uprooting Native Americans again; Dawes Act began dividing up the Native American lands, distributing them to Native American families to encourage assimilation; *Nixon*: crippled by fear of losing reelection; attempted to withhold information under guise of executive privilege)
- Supports the theme with relevant facts, examples, and details (*Jackson*: Indian Territory; Indian Removal Act; 19 million acres lost; *Nixon*: five burglars; listening devices in Democratic party headquarters; taped conversations; forced by Supreme Court to hand over taped evidence; War Powers Act; Freedom of Information Act)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Relevant outside information is integrated with document information to produce a narrative of the conflicts, demonstrating a good understanding of the task. The discussion of the effects of outcomes for Nixon could have been strengthened by including more details.

Practice Paper C—Score Level 1

The response:

- Minimally addresses some aspects of the task for President Andrew Jackson and President Richard Nixon
- Is descriptive (*Jackson*: Supreme Court rulings must be upheld by executive branch; Jackson refused; *Nixon*: refused to hand over Watergate tapes; Congress began process of impeachment)
- Includes minimal information from documents 1, 2, and 7
- Presents little relevant outside information (United States government based on a system of checks and balances, which allows for assurance that one branch won't abuse its power)
- Includes few relevant facts, examples, and details (*Jackson*: Native Americans moved from their land; *Nixon*: Congress demanded Watergate tapes); includes an inaccuracy (*Jackson*: sold Native American Indian land)
- Demonstrates a general plan of organization; lacks focus; does not clearly identify which aspect of the task is being addressed; includes an introduction that is slightly beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although historical circumstances that led to Watergate are not mentioned, a list of scattered facts addresses some parts of the task. A limited understanding of the task is demonstrated.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task for President Woodrow Wilson and President Richard Nixon
- Is primarily descriptive (*Wilson*: Treaty of Versailles would get America caught up in foreign affairs; President Harding decided to keep the United States free of involvement with the rest of the world's troubles; isolation did not exactly benefit our nation but gave us some time to recover from the war; *Nixon*: judiciary committee to investigate grounds for impeachment of Nixon; many acts and laws passed after Watergate to try and make American government more accountable to people, but central issue was not completely fixed)
- Includes limited relevant information from documents 4, 6, 7, and 8
- Presents little relevant outside information (*Wilson*: treaty blamed most of the war on Germany)
- Includes few relevant facts, examples, and details (*Wilson*: Senate did not ratify treaty; *Nixon*: Democratic party headquarters; illegal bugging devices; more than seventy people convicted; forced to surrender tapes); includes some inaccuracies (*Wilson*: two-thirds of the Senate must agree and give consent before he makes treaties; Warren Harding became president in 1973; *Nixon*: Watergate burglars were his top aides; impeachment is when a President is removed from office; Nixon was impeached)
- 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. General statements related to the documents provide a brief overview; however, these statements are weakened by a lack of supporting facts and details. A misunderstanding of the impeachment process results in a somewhat confused discussion of Nixon and the Watergate crisis.

Practice Paper E—Score Level 3

The response:

- Develops some aspects of the task with some depth for conflicts involving President Andrew Jackson and President Woodrow Wilson
- Is more descriptive than analytical (*Jackson*: Cherokee Nation had established own government in Georgia and thought of themselves as independent; Cherokees had been encouraged through a series of United States treaties that allowed them to govern within own boundaries and punish their citizens based on Cherokee law; Georgia refused to recognize Cherokee treaties and wanted their land; Jackson's support for removal led him to ignore decisions of judicial branch; Cherokees forced to migrate west across Mississippi River; Dawes Act allowed for breakup of tribal unity and Indian lands; remaining land was sold to newly arrived settlers; *Wilson*: League of Nations to act as peacekeeper of world affairs; Senate stood directly in way of Wilson and his League; Harding made it perfectly clear he was against treaty and League; America stayed out of foreign affairs)
- Incorporates some relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates limited relevant outside information (*Jackson*: hundreds died on Trail of Tears; as Americans fulfilled Manifest Destiny, problems arose between settlers and Native Americans; *Wilson*: Lodge and other reservationists did not believe America should become involved again in foreign affairs and possible trouble spots that would require America's military involvement; traveled cross-country to convince Americans the League was a good idea)
- Includes some relevant facts, examples, and details (*Jackson*: Cherokees asked for federal protection; *Worcester v. Georgia*; *Cherokee Nation v. Georgia*; Indian Removal Act; Dawes Act; western Cherokees lost over 19 million acres of land; *Wilson*: Treaty of Versailles negotiated by Wilson, Orlando, George, and Clemenceau; treaty not ratified by Senate; Harding elected president)
- Demonstrates a satisfactory plan of organization; includes an introduction that states controversies tested the boundaries of government and a conclusion that states checks and balances continues to play an important role in the United States government today

Conclusion: Overall, the response fits the criteria for Level 3. Although outside information is used to establish the historical circumstances for Wilson's conflict with the Senate, explanation of document information dominates the treatment of Jackson and Indian removal. Further discussion of the outcome of both conflicts would have provided stronger support for good statements in the conclusion.

United States History and Government Specifications

January 2016

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

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

Notes:

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

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

The *Chart for Determining the Final Examination Score for the January 2016 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

The State Education Department / The University of the State of New York
Regents Examination in United States History and Government – January 2016
 Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 6 and a total Part I and Part IIIA score of 42 would receive a final examination score of 80.

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	50	
10	10	13	17	21	25	29	33	38	42	47	51	
11	11	14	18	22	26	30	35	39	44	48	53	
12	12	15	19	23	27	32	36	41	45	50	55	
13	13	17	21	25	29	33	38	42	47	51	56	
14	14	18	22	26	30	35	39	44	48	53	57	
15	15	19	23	27	32	36	41	45	50	55	59	
16	17	21	25	29	33	38	42	47	51	56	60	
17	18	22	26	30	35	39	44	48	53	57	62	
18	19	23	27	32	36	41	45	50	55	59	63	
19	21	25	29	33	38	42	47	51	56	60	65	
20	22	26	30	35	39	44	48	53	57	62	66	
21	23	27	32	36	41	45	50	55	59	63	68	
22	25	29	33	38	42	47	51	56	60	65	69	
23	26	30	35	39	44	48	53	57	62	66	70	
24	27	32	36	41	45	50	55	59	63	68	72	
25	29	33	38	42	47	51	56	60	65	69	73	
26	30	35	39	44	48	53	57	62	66	70	75	
27	32	36	41	45	50	55	59	63	68	72	76	
28	33	38	42	47	51	56	60	65	69	73	77	
29	35	39	44	48	53	57	62	66	70	75	78	
30	36	41	45	50	55	59	63	68	72	76	80	

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	31	38	42	47	51	56	60	65	69	73	77	81
	32	39	44	48	53	57	62	66	70	75	78	82
	33	41	45	50	55	59	63	68	72	76	80	83
	34	42	47	51	56	60	65	69	73	77	81	84
	35	44	48	53	57	62	66	70	75	78	82	85
	36	45	50	55	59	63	68	72	76	80	83	87
	37	47	51	56	60	65	69	73	77	81	84	88
	38	48	53	57	62	66	70	75	78	82	85	89
	39	50	55	59	63	68	72	76	80	83	87	90
	40	51	56	60	65	69	73	77	81	84	88	91
	41	53	57	62	66	70	75	78	82	85	89	92
	42	55	59	63	68	72	76	80	83	87	90	93
	43	56	60	65	69	73	77	81	84	88	91	94
	44	57	62	66	70	75	78	82	85	89	92	95
	45	59	63	68	72	76	80	83	87	90	93	96
	46	60	65	69	73	77	81	84	88	91	94	97
	47	62	66	70	75	78	82	85	89	92	95	97
	48	63	68	72	76	80	83	87	90	93	96	97
	49	65	69	73	77	81	84	88	91	94	97	98
	50	66	70	75	78	82	85	89	92	95	97	98
	51	68	72	76	80	83	87	90	93	96	97	98
	52	69	73	77	81	84	88	91	94	97	98	98
	53	70	75	78	82	85	89	92	95	97	98	98
	54	72	76	80	83	87	90	93	96	97	98	99
	55	73	77	81	84	88	91	94	97	98	98	99
	56	75	78	82	85	89	92	95	97	98	98	99
	57	76	80	83	87	90	93	96	97	98	99	99
	58	77	81	84	88	91	94	97	98	98	99	99
	59	78	82	85	89	92	95	97	98	98	99	99
	60	80	83	87	90	93	96	97	98	99	99	99
	61	81	84	88	91	94	97	98	98	99	99	100