

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 14, 2014 — 8:30 to 11:30 a.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.

- | | |
|--|--|
| <p>1 During the colonial period, which geographic feature presented the greatest barrier to the westward migration of American settlers?</p> <ul style="list-style-type: none">(1) Appalachian Mountains(2) Ohio River(3) Great Plains(4) Rocky Mountains <p>2 Which action by the British government was considered by American colonists to be a violation of their rights as Englishmen?</p> <ul style="list-style-type: none">(1) making treaties with Native American Indians(2) protecting the colonies from foreign invasion(3) failing to enforce the Navigation Acts(4) taxing the colonies without representation in Parliament <p>3 Which political feature of the United States developed during the colonial period?</p> <ul style="list-style-type: none">(1) two-party system(2) federalism(3) representative government(4) universal suffrage <p>4 In his pamphlet <i>Common Sense</i>, Thomas Paine urged American colonists to</p> <ul style="list-style-type: none">(1) establish their own nation(2) pay their colonial taxes(3) obey the laws of Parliament(4) form an alliance with France <p>5 What was the main reason the Federalists wanted to replace the Articles of Confederation?</p> <ul style="list-style-type: none">(1) The president did not have the power to veto legislation.(2) The legislative branch enacted an unfair tax program.(3) The Supreme Court refused to pay Revolutionary War debts.(4) The national government was too weak to solve the nation's problems. | <p>6 Antifederalists opposed ratification of the United States Constitution until they were assured that</p> <ul style="list-style-type: none">(1) a bill of rights would be added to the original document(2) their supporters would receive a fair share of federal government jobs(3) the president would be given increased powers(4) senators would be elected directly by the people <p>7 What is the most democratic feature of the original Constitution of the United States?</p> <ul style="list-style-type: none">(1) role given to the electoral college in presidential elections(2) appointment of ambassadors by the president(3) direct election of the members of the House of Representatives(4) lifetime appointments for Supreme Court justices <p>8 One immediate result of Alexander Hamilton's financial plan was the</p> <ul style="list-style-type: none">(1) removal of the tax on exports(2) creation of a national bank(3) adoption of free trade(4) establishment of an income tax <p>9 The Supreme Court case of <i>Marbury v. Madison</i> (1803) strengthened the power of the judicial branch by</p> <ul style="list-style-type: none">(1) denying states the right to secede from the Union(2) providing the president the power to declare war(3) ruling that Congress has the right to create new territories(4) granting federal courts the power to declare laws unconstitutional |
|--|--|

10 Which action of President Thomas Jefferson was in conflict with his belief in a strict interpretation of the Constitution?

- (1) protesting the impressment of United States sailors
- (2) purchasing the Louisiana Territory from France
- (3) pardoning violators of the Alien and Sedition Acts
- (4) using the United States Navy to subdue the Barbary pirates

11 The decisions of the Supreme Court in *McCulloch v. Maryland* (1819) and *Gibbons v. Ogden* (1824) are important because they

- (1) clarified constitutional limits on the right to bear arms
- (2) denied slaves the right to sue in federal courts
- (3) increased the power of the federal government over the states
- (4) upheld funding for the Erie Canal

Base your answer to question 12 on the passage below and on your knowledge of social studies.

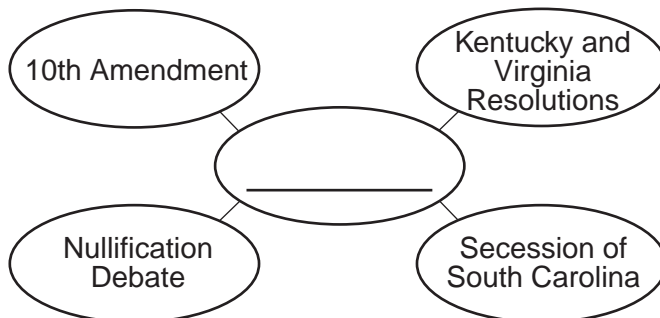
...I have no motive, my friends, to deceive you. I am sincerely desirous to promote your welfare. Listen to me, therefore, while I tell you that you cannot remain where you now are. Circumstances that cannot be controlled, and which are beyond the reach of human laws, render it impossible that you can flourish in the midst of a civilized community. You have but one remedy within your reach. And that is, to remove to the West and join your countrymen, who are already established there. And the sooner you do this the sooner you will commence your career of improvement and prosperity....

— President Andrew Jackson, 1835

12 Which group of people was President Jackson addressing?

- (1) African Americans
 - (2) Asian Americans
 - (3) Mexican Americans
 - (4) Native American Indians
-

Base your answer to question 13 on the graphic organizer below and on your knowledge of social studies.



13 Which title best completes this graphic organizer?

- (1) Equal Protection Under the Law
 - (2) Freedom of Assembly
 - (3) States Rights
 - (4) Protection of Religious Practice
-

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



Source: John Gast, "American Progress," 1872

14 What is the subject of this 1872 painting?

- (1) invention of the railroad
 - (2) evolution of westward migration
 - (3) religious influence of the Puritans
 - (4) protection of national parks
-

- 15 After 1877, racial segregation became widespread in the South primarily as a result of the
- (1) decline of the Ku Klux Klan
 - (2) activities of the Freedmen's Bureau
 - (3) stationing of federal troops in the South
 - (4) passage of Jim Crow laws
- 16 Which statement best describes an attitude shared by John D. Rockefeller, Andrew Carnegie, and J. P. Morgan?
- (1) Economic competition is inefficient and wasteful.
 - (2) Strong labor unions are essential to the health of the economy.
 - (3) Natural resources belong to all citizens and should not be used for private gain.
 - (4) Concentrating economic power in the hands of a few individuals is a threat to the country.
- 17 The Granger movement and the formation of the Populist Party were similar in that each was an effort to
- (1) end the practice of sharecropping
 - (2) improve conditions for farmers
 - (3) provide housing for urban dwellers
 - (4) increase profits for railroad companies
- 18 During the late 1800s, an open immigration policy was most strongly supported by
- (1) abolitionists
 - (2) yellow journalists
 - (3) conservationists
 - (4) industrialists
- 19 Which heading best completes the partial outline below?
- I. _____

 - A. Desire for markets and raw materials
 - B. Closing of the western frontier
 - C. Social Darwinism
 - D. Missionary spirit
- (1) Principles of the Fourteen Points
 - (2) Reasons for United States Imperialism
 - (3) Causes of World War I
 - (4) Adoption of Isolationist Ideals
- 20 The United States established the Open Door policy toward China as a way to
- (1) promote democracy in Asia
 - (2) secure military bases in East Asia
 - (3) protect United States economic interests
 - (4) end the Boxer Rebellion
- 21 Why did construction of the Panama Canal become more important to the United States after the Spanish-American War?
- (1) Congress realized that the key threat to national security came from South America.
 - (2) Great Britain had plans to purchase the canal zone and colonize the territory.
 - (3) Spain had regained control of its former colonies near the canal route.
 - (4) The navy needed a faster way to move ships between the Atlantic and Pacific Oceans.
- 22 In 1906, the Pure Food and Drug Act and the Meat Inspection Act were passed in an attempt to
- (1) ensure the safety of American consumers
 - (2) establish price controls on the cattle industry
 - (3) limit the power of Congress
 - (4) give big business greater control over the economy
- 23 Primaries, the secret ballot, and the use of referendum and recall were efforts made during the Progressive Era to
- (1) preserve the power of political machines
 - (2) provide equal political rights for Native American Indians
 - (3) protect States rights against federal power
 - (4) increase citizen participation in government
- 24 The major argument of opponents of the 1919 Treaty of Versailles was that the treaty would require the United States to
- (1) become involved in future international conflicts
 - (2) pay for war damages
 - (3) adopt a policy of military alliances
 - (4) keep troops permanently in Europe

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

GRANITE CITY AMERICANIZATION SCHOOLS

Monday
and
Thursday
Evenings
7:30 p. m.



Underwood & Underwood

These two men are brothers, one is an American Citizen and the other has just come to this country with their old mother. See the difference in the way they dress and look. America is a great country. In America everybody has a chance. Everybody who comes to America from the old country ought to learn the American language and become an American citizen. If the people that come to America do not become Americans, this country will soon be like the old country.

Beginning
Monday,
September
the 27th,
1920

SCHOOLS:

HIGH SCHOOL, 20TH AND D STREETS
LINCOLN PLACE, 917 PACIFIC AVENUE

LIBERTY SCHOOL, 20TH AND O STREETS
MADISON SCHOOL, 1322 MADISON AVENUE

Keep America Great.

**Become an American
Citizen**

Learn The Language.

Press Record Publishing Co., 1834 D St., Granite City, Ill

Source: Press Record Publishing Co., Granite City, IL (adapted)

25 The main goal of Americanization schools was to

- | | |
|--------------------------|----------------------------------|
| (1) enforce segregation | (3) reinforce stereotypes |
| (2) promote assimilation | (4) encourage cultural diversity |

26 One way in which the economic principles of Republican presidents Warren G. Harding and Calvin Coolidge were similar is that both believed that government should

- (1) raise income taxes
- (2) provide relief payments to unemployed workers
- (3) limit its regulation of business activities
- (4) purchase surplus farm products

27 During the 1920s, installment buying, income inequality, and stock market speculation contributed to the

- (1) introduction of supply-side economics
- (2) return of laissez-faire economic principles
- (3) economic weaknesses that helped bring about the Great Depression
- (4) decision to lower tariff rates

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

...The Congress of the United States notwithstanding, and the Supreme Court of the United States notwithstanding, with all deference and respect, I differ with them all, and know that I am right and that they are wrong. The Constitution of the United States as it is protects me. If I could get a practical application of the Constitution it would protect me and all women in the enjoyment of perfect equality of rights everywhere under the shadow of the American flag....

— Susan B. Anthony, Speech to the Senate Judiciary Committee, January 23, 1880

28 The basic problem identified in this speech was addressed in 1920 by

- (1) a constitutional amendment granting suffrage to women
- (2) an executive order allowing women to serve in the military
- (3) a Supreme Court decision granting women additional privacy rights
- (4) a law allowing women to petition the government

29 Passage of the Social Security Act (1935) helped American workers by

- (1) creating jobs for the unemployed
- (2) guaranteeing a minimum wage
- (3) legalizing the right to join labor unions
- (4) providing financial assistance after retirement

Base your answer to question 30 on the cartoon below and on your knowledge of social studies.

Step by Step

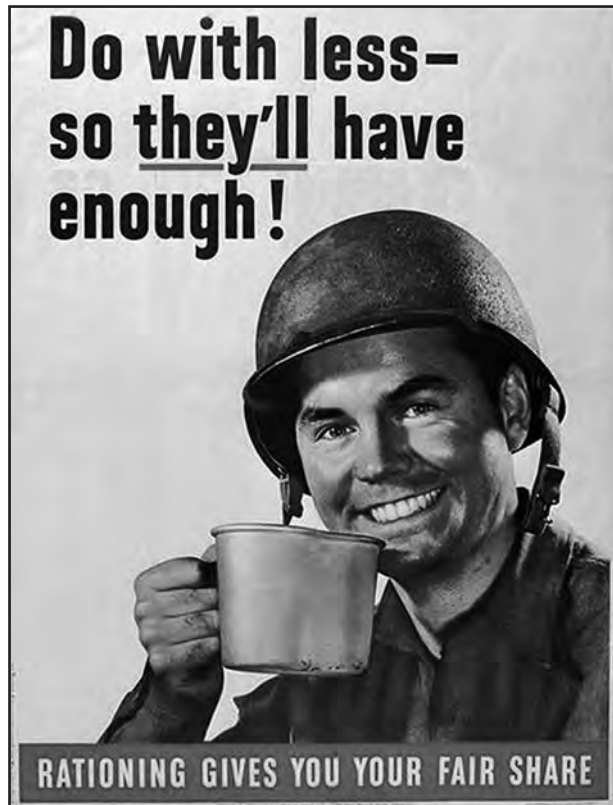


Source: Billy Warren, *Buffalo News*, February 11, 1937 (adapted)

30 Which statement most accurately expresses the main idea of the cartoon?

- (1) President Franklin D. Roosevelt should limit the powers of Congress.
- (2) Actions by President Franklin D. Roosevelt threaten American democracy.
- (3) President Franklin D. Roosevelt is more powerful than European dictators.
- (4) The Supreme Court is helping President Franklin D. Roosevelt reorganize his administration.

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



Source: Office of War Information, 1943



Source: Office for Emergency Management, 1942

31 These posters were trying to convince Americans that winning World War II required

- (1) wage and price freezes
- (2) the sale of additional war bonds
- (3) higher levels of taxation and spending
- (4) the conservation of scarce resources

32 The Supreme Court in *Korematsu v. United States* (1944) upheld Executive Order 9066, which had authorized the

- (1) placement of women in combat roles
- (2) exclusion of Japanese Americans from the West Coast
- (3) limiting of freedom of speech during wartime
- (4) adoption of the military draft

33 The Manhattan Project led by Robert Oppenheimer was part of the World War II effort to

- (1) develop the atomic bomb
- (2) supply the Allies with more fighter planes
- (3) ban the use of chemical and biological warfare
- (4) coordinate troop movements between New York and Europe

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

How About It, Dixie

The President's Four Freedoms
Appeal to me.
I would like to see those Freedoms
Come to be.

If you believe
In the Four Freedoms, too,
Then share 'em with me—
Don't keep 'em all for you....

Looks like by now
Folks ought to know
It's hard to beat Hitler
Protecting Jim Crow.

Freedom's not just
To be won Over There.
It means Freedom at home, too—
Now—*right here!*

— Langston Hughes, 1942

34 In this poem, what is Langston Hughes's criticism about United States foreign policy during World War II?

- (1) The Four Freedoms cannot help African Americans.
- (2) Claims of fighting for democracy abroad are inconsistent with segregation at home.
- (3) Involvement in World War II is not in the best interest of the United States.
- (4) The democratic principles of the United States are best kept at home.

35 The Nuremberg War Crimes trials established the international legal precedent that

- (1) the United States will give refugee status to all victims of war
- (2) individuals who violate human rights can be held responsible for their actions
- (3) invaders must pay to rebuild the areas they destroyed
- (4) territory lost in war cannot be regained

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

...Balanced against this are the facts that Russia, as opposed to the western world in general, is still by far the weaker party, that Soviet policy is highly flexible, and that Soviet society may well contain deficiencies which will eventually weaken its own total potential. This would of itself warrant the United States entering with reasonable confidence upon a policy of firm containment, designed to confront the Russians with unalterable counter-force at every point where they show signs of encroaching upon the interests of a peaceful and stable world....

— George Kennan, "The Sources of Soviet Conduct,"
Foreign Affairs, July 1947

36 In this passage, George Kennan is suggesting that the United States should

- (1) abandon Western Europe to Soviet control
- (2) launch an attack on the Soviet Union
- (3) pursue policies to limit the spread of Soviet influence
- (4) admit that the Soviet Union posed no real threat to the United States

37 Which statement about the United Nations is an opinion rather than a fact?

- (1) The United Nations is a successful peacekeeping organization.
- (2) The United Nations is supported by contributions of member nations.
- (3) The United Nations Security Council has 15 members.
- (4) The United Nations administers health education programs.

38 The Supreme Court under Chief Justice Earl Warren (1953–1969) is considered one of the most liberal in United States history because it

- (1) worked effectively with lower courts
- (2) gained the overwhelming support of the American people
- (3) expanded civil rights and the rights of the accused
- (4) favored a strict interpretation of the Constitution

Base your answer to question 39 on the excerpt below from a Supreme Court decision and on your knowledge of social studies.

“We conclude that, in the field of public education, the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal. Therefore, we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the laws guaranteed by the Fourteenth Amendment....”

39 This Supreme Court decision is based on the idea that segregation in education is likely to

- (1) deny individuals equal opportunities to make social and economic progress
 - (2) interfere with the right to privacy in public schools
 - (3) create excessive burdens on school transportation systems
 - (4) result in high tax increases to support separate school systems
-

40 What was a direct result of the Bay of Pigs invasion in 1961?

- (1) Fidel Castro was removed from power.
- (2) Cold War tensions increased.
- (3) The United States announced its Good Neighbor policy.
- (4) The communist government in Nicaragua was overthrown.

Base your answer to question 41 on the passage below and on your knowledge of social studies.

...In a land of great wealth, families must not live in hopeless poverty. In a land rich in harvest, children just must not go hungry. In a land of healing miracles, neighbors must not suffer and die unattended. In a great land of learning and scholars, young people must be taught to read and write....

— President Lyndon B. Johnson, Inaugural Address, January 20, 1965

41 Which program was proposed by President Lyndon B. Johnson to address the problems identified in this passage?

- (1) Square Deal
 - (2) New Frontier
 - (3) Great Society
 - (4) New Federalism
-

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

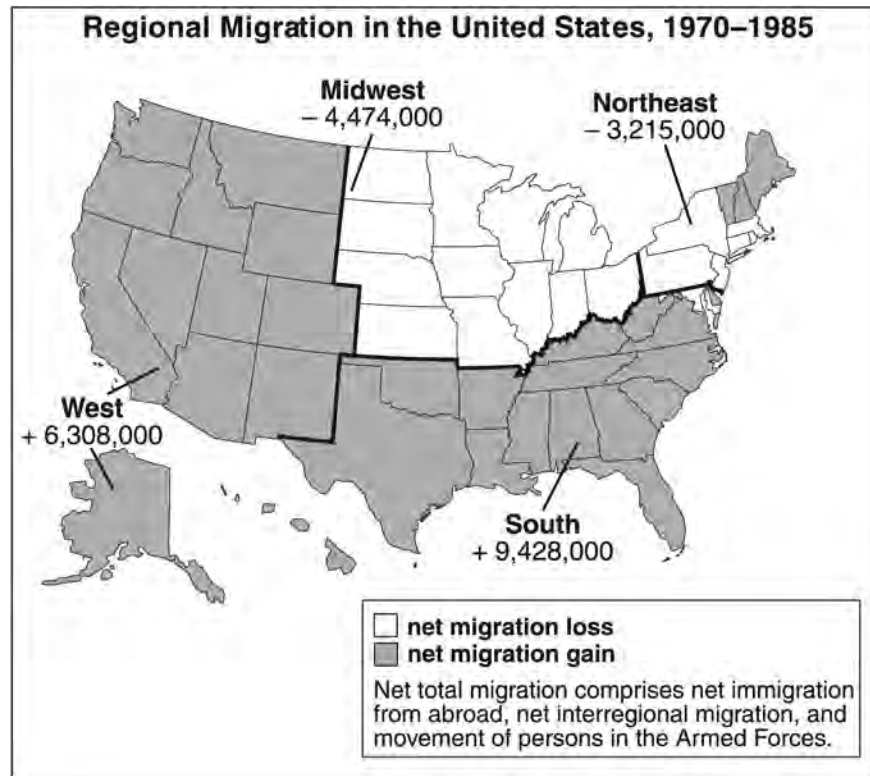
I am asked frequently how Special Olympics was born. It really began in the late 1950s and early '60s, when I traveled through the United States to visit several institutions for people with intellectual disabilities. The conditions in those days were terrible. There was no special education, no physical activity and certainly no opportunity to play sports. My visits left an indelible mark for life—I knew I had found an area of enormous need where I could focus my life's work and energy....

— Eunice Kennedy Shriver, founder of Special Olympics

42 Based on this passage, the Special Olympics provides people with disabilities the opportunity to

- (1) obtain job training
 - (2) receive an education
 - (3) participate in competitive athletics
 - (4) live in community institutions
-

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



Source: Dollar and Reichard, eds., *American Issues: A Documentary Reader*, Glencoe, 1994 (adapted)

- 43 One major reason for the migration shown on the map between 1970 and 1985 is the
- (1) increased job opportunities in other parts of the country
 - (2) return of most African Americans to the South
 - (3) immigration of Europeans to areas with similar ethnic groups
 - (4) desire for access to better educational opportunities
-

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



Source: Jimmy Margulies, *Houston Post*, 1985

44 Which topic is the primary focus of this cartoon?

- | | |
|----------------------------------|--|
| (1) freedom of expression | (3) due process of law |
| (2) cruel and unusual punishment | (4) protection from self-incrimination |

45 The passage of the USA Patriot Act of 2001 and the creation of the Department of Homeland Security reflect the determination of the United States government to

- (1) search for weapons of mass destruction in South Asia
- (2) increase the globalization of the economy
- (3) bring about an end to the Cold War
- (4) prevent future terrorist attacks

46 During the presidency of George W. Bush, relations with France, Germany, and Russia were strained when those nations

- (1) refused to increase the supply of crude oil to the United States
- (2) opposed the United States invasion of Iraq
- (3) viewed United States tariffs on manufactured goods as too high
- (4) became angered by United States immigration policies

Base your answer to question 47 on the table below and on your knowledge of social studies.

Selected Presidential Vetoes

President	Total Vetoes	Vetoes Overridden
George Washington	2	0
James Madison	7	0
Andrew Jackson	12	0
John Tyler	10	1
James Polk	3	0
Abraham Lincoln	7	0
Andrew Johnson	29	15
Ulysses S. Grant	93	4
Theodore Roosevelt	82	1

— United States Senate Library (adapted)

47 Which statement is most clearly supported by the information provided in the table?

- (1) George Washington vetoed all the bills that were sent to him.
- (2) Andrew Jackson was the first president to use the veto power.
- (3) Abraham Lincoln was too occupied with the Civil War to oppose Congress.
- (4) Andrew Johnson faced the most effective opposition from Congress.

48 The Embargo Act of 1807 and the Neutrality Acts of the 1930s were both attempts by the United States to

- (1) assist struggling foreign economies
- (2) halt the flow of immigrants
- (3) avoid foreign conflicts
- (4) reduce trade deficits

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

...And then the dispossessed were drawn west—from Kansas, Oklahoma, Texas, New Mexico; from Nevada and Arkansas families, tribes, dusted out, tracted out. Carloads, caravans, homeless and hungry; twenty thousand and fifty thousand and a hundred thousand and two hundred thousand. They streamed over the mountains, hungry and restless—restless as ants, scurrying to find work to do—to lift, to push, to pull, to pick, to cut—anything, any burden to bear, for food. The kids are hungry. We got no place to live. Like ants scurrying for work, for food, and most of all for land....

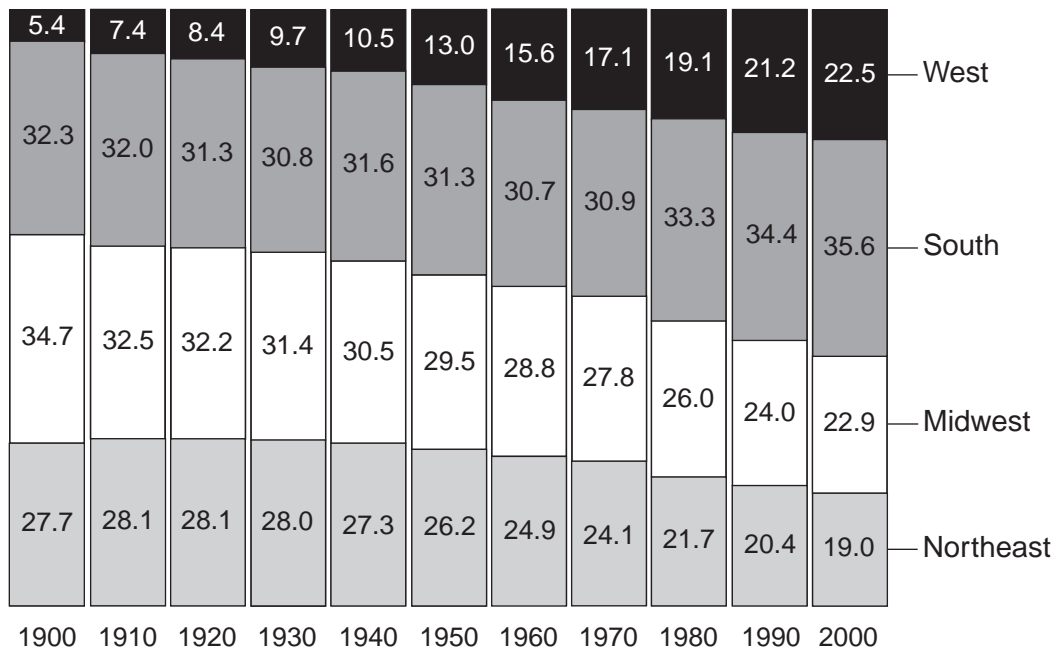
— John Steinbeck, *The Grapes of Wrath*

49 The movement of the people described in this passage was primarily the result of the

- (1) effects of severe drought conditions on the Great Plains
- (2) high cost of the machinery needed to maintain family farms
- (3) overpopulation of the Midwest caused by the Homestead Act
- (4) construction of the interstate highway system

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

United States Population Distribution by Region: 1900 to 2000
(Percent of Population)



— U.S. Census Bureau, Decennial Census of Population,
1900 to 2000 (adapted)

50 Which statement about population distribution is best supported by the information provided in the graph?

- (1) Since 1900, the percentage of the population located in the South has steadily declined.
- (2) Since 1900, the greatest percentage increase in population has occurred in the West.
- (3) Before 1950, the greatest percentage change in population distribution occurred in the Midwest.
- (4) Since 1950, the population of the Northeast as a percentage of the nation has remained constant.

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

Part II

THEMATIC ESSAY QUESTION

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

Theme: Technology

Throughout United States history, technological developments have played an important role in transforming American society. These developments have had both positive and negative effects on the United States and on American society.

Task:

Choose **two** technological developments that have transformed American society and for **each**

- Describe the change brought about by the technological development
- Discuss the positive **and/or** negative effects this technological development has had on the United States and/or on American society

You may use any technological development that has transformed American life. Some suggestions you might wish to consider include:

Cotton gin—plantation economy (1793–1860)
Railroads—local and national markets (1830–1900)
Steel plow—farming on the Great Plains (1860–1940)
Elevators—urbanization (1890–present)
Automobile—population distribution (1920–1980)
Nuclear energy—practical or military applications (1940–present)
Television—political campaigns (1960–present)

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

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

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

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

In developing your answers to Part III, be sure to keep 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 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:

Throughout the latter half of the 20th century, protecting United States national interests was a major goal of United States foreign policy. This goal led the United States to fight wars in **Korea (1950–1953)**, **Vietnam (1955–1973)**, and the **Persian Gulf (1990–1991)**. These wars had a significant impact on the United States and on other countries.

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** wars mentioned in the historical context and for **each**

- Describe the historical circumstances that led to United States involvement in that war
- Discuss the impact of the war on the United States and/or on another country or region

Part A

Short-Answer Questions

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

Document 1a

President Harry Truman was in Independence, MO, when he learned that North Korea had invaded South Korea. He flew back to Washington, D.C.

...The plane left the Kansas City Municipal Airport at two o'clock, and it took just a little over three hours to make the trip to Washington. I had time to think aboard the plane. In my generation, this was not the first occasion when the strong had attacked the weak. I recalled some earlier instances: Manchuria, Ethiopia, Austria. I remembered how each time that the democracies failed to act it had encouraged the aggressors to keep going ahead. Communism was acting in Korea just as Hitler, Mussolini, and the Japanese had acted ten, fifteen, and twenty years earlier. I felt certain that if South Korea was allowed to fall Communist leaders would be emboldened [encouraged] to override nations closer to our own shores. If the Communists were permitted to force their way into the Republic of Korea without opposition from the free world, no small nation would have the courage to resist threats and aggression by stronger Communist neighbors. If this was allowed to go unchallenged it would mean a third world war, just as similar incidents had brought on the second world war. It was also clear to me that the foundations and the principles of the United Nations were at stake unless this unprovoked attack on Korea could be stopped....

Source: President Harry Truman, *Memoirs, Volume Two: Years of Trial and Hope*, Doubleday & Company, 1956

- 1a According to President Harry Truman, how would United States national interests be threatened if South Korea were allowed to fall to the communists? [1]

Score

Document 1b

President Harry Truman met with congressional leaders on Tuesday, June 27, 1950, to discuss possible United States actions regarding the crisis in Korea. Secretary of State Dean Acheson gave a briefing at the meeting.

...On Monday [June 26, 1950], Mr. Acheson continued, it became apparent in Washington that the United States should adopt a very firm stand in the Far East, for two reasons: (a) the Korean forces appeared to be weakening fast and their leadership was weak and indecisive; (b) the governments of many Western European nations appeared to be in a state of near-panic, as they watched to see whether the United States would act or not. Therefore, Mr. Acheson concluded, the President had called another meeting at Blair House on Monday evening at which he decided, after consultation with his State and Defense advisers, to take additional steps which the President would now describe....

Sen. [Senator Thomas] Connally [Democrat, Texas] said that it was quite apparent that this was the clearest test case that the United Nations has ever faced. If the United Nations is ever going to do anything, this is the time, and if the United Nations cannot bring the crisis in Korea to an end, then we might just as well wash up the United Nations and forget it. There was general agreement around the table that this was the case and the President once again stated that he was going to make absolutely certain that everything we did in Korea would be in support of, and in conformity with, the decision by the Security Council of the United Nations....

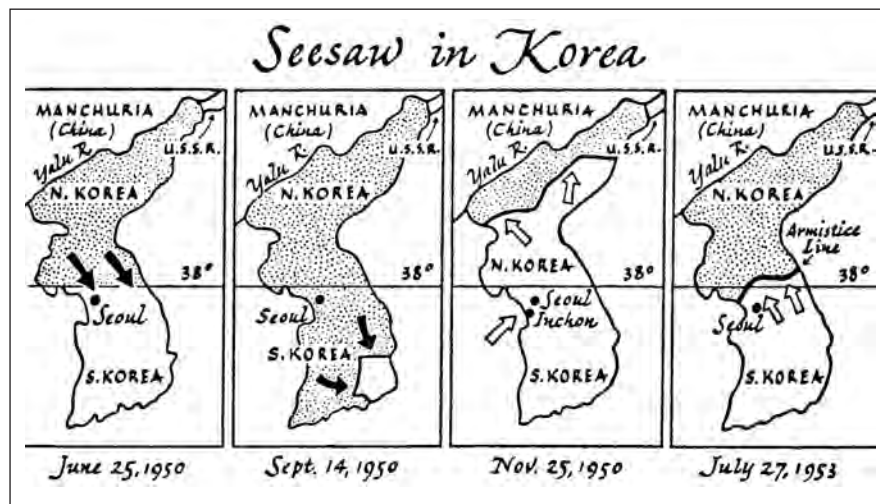
Source: President Harry S. Truman Library & Museum

1b Based on this document, why was it important for the United States to aid South Korea? [1]

Score

Document 2a

A changing front in Korea reflected military victories and losses until an armistice line near the 38th parallel was established.



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

Document 2b

During the “talking war” to reach an armistice, the fighting continued and casualties (dead and wounded) increased.

...It had been a long and terrible war, the cost of which could never be accurately reckoned. The Pentagon estimated that military casualties on both sides came close to 2.4 million. Other sources estimated that North and South Korean civilian casualties were about 2 million. If these figures are approximately accurate, then about 4.4 million men, women, and children were killed, murdered, wounded, or otherwise incapacitated [injured] in the war. Both North Korea and South Korea were utterly ravaged. It would take decades for each nation to rise from the rubble.

Americans paid a high price for President Truman's decision to “draw the line” in South Korea: 54,246 dead (33,629 killed on the battlefield; 20,617 military dead from other causes) and 103,284 wounded. The cost of the last two years of the talking war, in order to fix the DMZ [Demilitarized Zone] at Line Kansas [armistice line], to guarantee former enemies freedom of choice in repatriation [returning home], and to effect the release of 12,773 surviving UN POW's [prisoners of war] (including 3,597 Americans), was especially dear: 63,200 American casualties alone, 12,300 of whom were killed on the battlefield....

Source: Clay Blair, *The Forgotten War: America in Korea 1950–1953*, Times Books, 1987 (adapted)

2 Based on these documents, what were **two** results of the conflict in Korea? [2]

(1) _____

Score

(2) _____

Score

Document 3

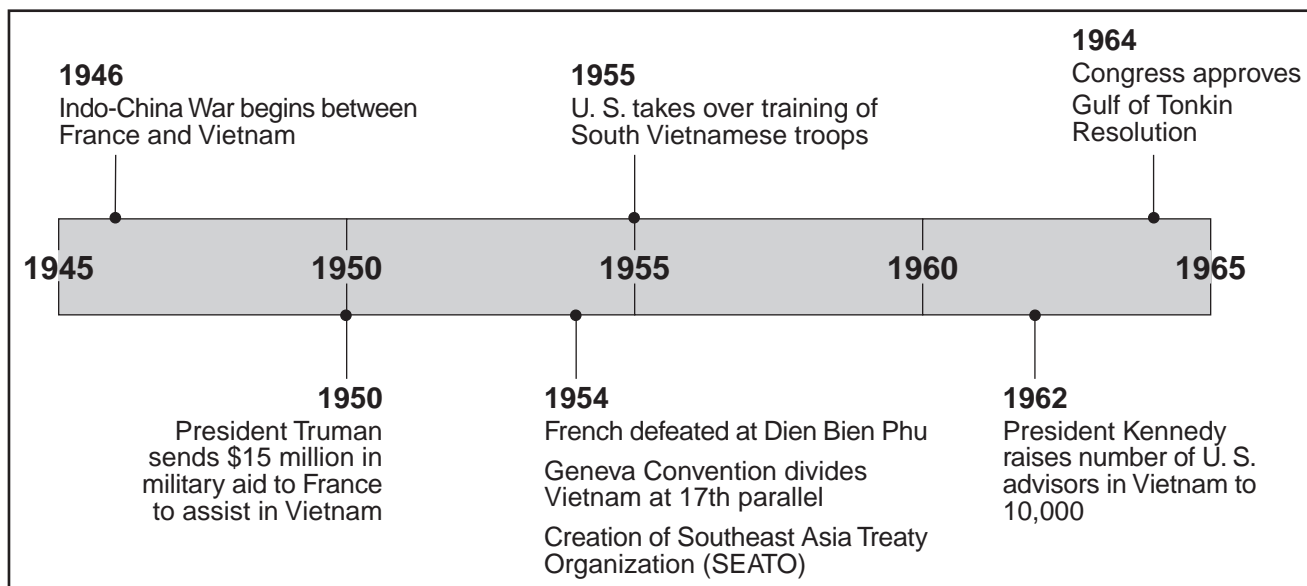
ALTHOUGH the armistice has remained in effect since July 1953, in the absence of a formal peace treaty a state of war technically continues to exist between North and South Korea. Glaring at each other across the demilitarized zone, the two regimes have as yet not even made any progress toward mutual recognition, let alone toward cooperation. They have no diplomatic or economic relations whatsoever, not even postal or telephone links. Thus, although some 10 million of South Korea's 42 million people have close relatives living in the north, they are unable to communicate with them except, in a very limited number of cases, by means of an occasional supervised visit of an hour or two along the border. Fears of a new Communist attack remain so intense that on the fifteenth of every month the wail of sirens sends the entire population of Seoul scurrying for shelter in a full-dress air-raid drill....

Source: Richard Whelan, *Drawing the Line: The Korean War, 1950–1953*, Little, Brown and Company, 1990

3 According to Richard Whelan, what was **one** result of the Korean War? [1]

Score

Document 4



4 Based on this time line, state **one** way the United States was involved in Vietnam between 1946 and 1964. [1]

Score

Document 5

This is an excerpt from a speech by Secretary of Defense Robert S. McNamara in which he argues that supporting South Vietnam is in the national interest of the United States.

...We do so in their interest; and we do so in our own clear self-interest. For basic to the principles of freedom and self-determination which have sustained our country for almost two centuries is the right of peoples everywhere to live and develop in peace.

Our own security is strengthened by the determination of others to remain free, and by our commitment to assist them. We will not let this member of our family down, regardless of its distance from our shores....

Second, Southeast Asia has great strategic significance in the forward defense of the United States. Its location across east-west air and sea lanes flanks the Indian subcontinent on one side and Australia, New Zealand and the Philippines on the other, and dominates the gateway between the Pacific and Indian Oceans.

In Communist hands this area would pose a most serious threat to the security of the United States and to the family of free world nations to which we belong. To defend Southeast Asia we must meet the challenge in South Vietnam....

Source: *New York Times*, March 27, 1964

- 5 According to Robert McNamara, what are **two** reasons Vietnam was important to the national interest of the United States? [2]

(1) _____

Score

(2) _____

Score

Document 6a

...Under five Presidents and 12 Congresses, the United States was engaged in Indochina. Millions of Americans served, thousands died, and many more were wounded, imprisoned, or lost. Over \$150 billion have been appropriated for that war by the Congress of the United States. And after years of effort, we negotiated, under the most difficult circumstances, a settlement which made it possible for us to remove our military forces and bring home with pride our American prisoners. This settlement, if its terms had been adhered to [followed], would have permitted our South Vietnamese ally, with our material and moral support, to maintain its security and rebuild after two decades of war...

Source: President Gerald R. Ford, Address to Joint Session of Congress, April 10, 1975

Document 6b

Vietnam, 1965



Source: *The History Place* (adapted)

Document 6c

Vietnam, 1975



Source: *CIA The World Factbook* (adapted)

6 Based on these documents, what were ***two*** results of United States involvement in Vietnam? [2]

(1) _____

Score

(2) _____

Score

Document 7

...Less than a week ago, in the early morning hours of August 2d [1990], Iraqi Armed Forces, without provocation or warning, invaded a peaceful Kuwait. Facing negligible resistance from its much smaller neighbor, Iraq's tanks stormed in blitzkrieg fashion through Kuwait in a few short hours. With more than 100,000 troops, along with tanks, artillery, and surface-to-surface missiles, Iraq now occupies Kuwait. This aggression came just hours after Saddam Hussein specifically assured numerous countries in the area that there would be no invasion. There is no justification whatsoever for this outrageous and brutal act of aggression.



President George H. W. Bush gives a press conference regarding Iraq's invasion of Kuwait, August 8, 1990.
Source: George Bush Presidential Library and Museum

A puppet regime imposed from the outside is unacceptable. The acquisition of territory by force is unacceptable. No one, friend or foe, should doubt our desire for peace; and no one should underestimate our determination to confront aggression.

Four simple principles guide our policy. First, we seek the immediate, unconditional, and complete withdrawal of all Iraqi forces from Kuwait. Second, Kuwait's legitimate government must be restored to replace the puppet regime. And third, my administration, as has been the case with every President from President [Franklin D.] Roosevelt to President [Ronald] Reagan, is committed to the security and stability of the Persian Gulf. And fourth, I am determined to protect the lives of American citizens abroad....

Source: President George H. W. Bush, Address to the Nation, August 8, 1990

- 7 According to President George H. W. Bush, what were **two** reasons for United States involvement in the Persian Gulf region? [2]

(1) _____

Score

(2) _____

Score

Document 8

“They set out to confront an enemy abroad,” President [George H. W.] Bush declared last week as he praised the men and women who won the most decisive American military victory since World War II. “And in the process, they transformed a nation at home.”

To a president triumphant, to a nation relieved and to a military that almost seemed to be born anew, the victory over Iraq was only half the story: Desert Storm was also a victory over two decades of American self-doubt. On the wall of the briefing room at the Riyadh [Saudi Arabia] Hyatt Regency Hotel, a hand-drawn cartoon appeared: a rock in the empty Iraqi desert, bearing the epitaph “Here Lies Vietnam.”...

Source: Stephen Budiansky, “A force reborn,” *U.S. News & World Report*, March 18, 1991

8 According to Stephen Budiansky, what was **one** result of the 1991 Persian Gulf War? [1]

Score

Document 9

...The military campaign had been successful in forcing Saddam Hussein’s withdrawal from Kuwait, but the Iraqi leader remained in power.

A UN mandate for weapons inspections was established in a resolution passed in April 1991.

The first operation by the inspections body, Unscm [United Nations Special Commission], was carried out in June, setting in train [starting] seven years of monitoring.

Economic sanctions imposed after Iraq invaded Kuwait remained in place, with Iraq banned from importing or exporting anything but food and medicines.

These continued for 12 years, although Iraq agreed in 1996 to a UN offer to allow it to export a limited amount of oil to raise funds for humanitarian supplies.

Source: “Flashback: 1991 Gulf War,” *BBC NEWS*, March 20, 2003

9 According to this article, what was **one** result of the 1991 Persian Gulf War? [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:

Throughout the latter half of the 20th century, protecting United States national interests was a major goal of United States foreign policy. This goal led the United States to fight wars in **Korea (1950–1953)**, **Vietnam (1955–1973)**, and the **Persian Gulf (1990–1991)**. These wars had a significant impact on the United States and on other countries.

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

Choose **two** wars mentioned in the historical context and for **each**

- Describe the historical circumstances that led to United States involvement in that war
- Discuss the impact of the war on the United States and/or on another country or region

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, August 14, 2014 — 8:30 to 11:30 a.m., only

VOLUME
1 OF **2**
MC & THEMATIC

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

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

Scoring the Part I Multiple-Choice Questions

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

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

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

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
August 2014

Theme: Technology

Throughout United States history, technological developments have played an important role in transforming American society. These developments have had both positive and negative effects on the United States and on American society

Task: Choose *two* technological developments that have transformed American society and for *each*

- Describe the change brought about by the technological development
- Discuss the positive *and/or* negative effects this technological development has had on the United States and/or on American society

You may use any technological development that has transformed American life. Some suggestions you might wish to consider include:

Cotton gin—plantation economy (1793–1860)
Railroads—local and national markets (1830–1900)
Steel plow—farming on the Great Plains (1860–1940)
Elevators—urbanization (1890–present)
Automobile—population distribution (1920–1980)
Nuclear energy—practical or military applications (1940–present)
Television—political campaigns (1960–present)

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (discussing the change brought about by *each* of *two* technological developments and *at least two* positive *and/or* negative effects *each* technological development has had on the United States and/or on American society).
2. The change and/or effects brought about by the technological development may be similar for each technological development as long as separate and distinct details are included for each development.
3. The change and/or effects brought about by the technological development may be immediate or long term.
4. The effects for each technological development may be both positive, both negative, or one of each.
5. The response need not specifically state whether the effects of the technology were positive or negative as long as it is implied in the discussion.
6. The area transformed by the technological development may be different from the suggestions listed, e.g., the use of the assembly line in the mass production of *automobiles*.
7. Undue weight should not be given to inaccuracies involving the dates of inventions or the time periods in which they were used. The dates provided in the suggestions are meant to assist students and apply only to the suggested area that was affected by the technological development.
8. In the discussion of the technological developments, the effects do not have to relate directly to the change discussed in the response, e.g., *change for railroads*: railroads replaced horses and wagons for coast-to-coast travel; *effects for railroads*: railroads affected society by exploiting immigrant workers and threatening Native American culture.
9. As is the case with many historical topics, whether the effects of the technology are positive or negative may be discussed from a variety of perspectives as long as the position taken is supported with accurate historical facts and examples.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by discussing the change brought about by **each** of **two** technological developments and the positive and/or negative effects **each** technological development has had on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *cotton gin*: connects the increased efficiency in separating the seeds from raw cotton to the greater profitability of cotton, a flourishing plantation economy in the South, the growth of a thriving textile industry in the North, and profitable European trade, thus entrenching slavery as an economic and social institution that escalated sectional tensions; *automobile*: connects the replacement of horse-powered travel by a motorized, efficient means of personal transportation to changes in population distribution as Americans migrated from dense urban areas to sprawling suburbs, resulting in burgeoning highways, decaying inner cities, and businesses that catered to a new automobile culture
- Richly supports the theme with relevant facts, examples, and details, e.g., *cotton gin*: decline in slavery before 1793; Eli Whitney; cash crop; “King Cotton”; cotton as largest export; New England mills; Lowell, Massachusetts; England; peculiar institution; slave trade; splitting of families; slave codes; westward expansion of slavery; Missouri Compromise; abolitionists; secession; Civil War; *automobile*: Henry Ford; Model T; assembly line; installment buying; Interstate Highway Act; bedroom communities; Levittown; white flight; loss of city tax base; spin-off industries; tourism; shopping malls; gasoline stations; drive-ins; central school districts
- 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 technological development 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., *cotton gin*: discusses how the cotton gin’s faster separation of seeds made cotton more profitable, creating a growing plantation economy dependent on slave labor, advancing the textile industry in the North, expanding slavery, and increasing sectional tensions; *automobile*: discusses how the automobile made personal travel more efficient and affordable, thus encouraging migration from cities to suburbs and sparking economic growth
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Note: If the discussion of the task for **one** technological development has 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.

Throughout the history of time, a myriad of technological advancements have impacted American society. These improvements have altered the lives of citizens both on large and small scales. Two such inventions, Eli Whitney's Cotton Gin and the creation of railroads – effectively transformed and revolutionized American society. While the cotton gin and the railroads had both negative and positive effects on society overall, both served as catalysts that catapulted our country.

Prior to 1793, the process of growing, sorting and refining cotton was an extremely tedious and time-consuming task. First, the workers (who, in fact, were overwhelmingly African American slaves) would have to plant the seeds, and after a period of growth, pick the cotton that grew. After picking, though, the cotton fibers had to be sorted through by hand to untangle and remove any seeds or dirt. This last process was extremely long, and slowed the production time. In 1793, Eli Whitney noticed this delay, and decided to change it, creating the cotton gin. The cotton gin allowed for the sorting (separating) cleaning of up to fifty pounds of cotton a day by a machine with an operator. Whitney was crowned a hero – had the award been in existence at the time, he likely would have been named "Time Man of the Year." However, unbeknownst to poor Whitney, who had hoped that his invention would result in a reduction in the number of slaves, the cotton gin sparked a fire in the pockets of plantation owners, who began to realize they could further increase their earnings and output by bringing in more and more slaves. The Constitution had allowed for the practice of slavery with clauses like the 3/5ths compromise. However, many northerners hoped that slavery would die

out because the Constitution called for the eventual end of the overseas slave trade. Therefore, this invention had a negative impact on American society, as it led to higher numbers of Africans and African slaves from the Caribbean Islands being sold into slavery.

The cotton gin proved its worth, and southern planters were less and less likely to give up the profitable use of slave labor. Slavery became the most significant difference between the North and the South.

Ironically, the huge amount of cotton from southern plantations spurred a lucrative textile industry in New England. Northern shipping lines grew to transport southern cotton and manufactured cloth to new markets. The cotton gin helped to make the South more agricultural and the North more industrial, increasing their dependence on each other. This helped make the sections seek compromise for years before the Civil War.

In addition to the invention of the cotton gin, the creation and implementation of railroads in the United States forever altered the landscape and makeup of our country. Prior to the incorporation of this robust and exciting form of transportation, Americans wanting to travel west had to do so through their own means, which often meant by foot ("Oregon Trail" style). Upon settling in the west, these people would likely never see their east coast friends and family again, as the trip back was just too long and exhausting. However, the introduction of railroads allowed for the easy passage east to west, or vice-versa allowing a thriving national market to emerge. The creation of the Transcontinental Railroad (merging of the Central and Pacific lines) allowed for travel between the longitudinal extremes of our majestic country. In fact, the development of the railroad led to the

creation of four time zones in order to standardize railroad schedules. Transportation time was greatly reduced, and Americans who had always wanted to express their inner Paul Bunyan could now do so at a cheap rate, as well. The creation of railroads also spurred a rise in agricultural output from the vast plains as farmers could send their wheat and corn east on trains to be sold in grain markets and overseas. This new “bread basket” provided food for the rapidly growing cities of the east. Railroads brought tools, manufactured goods, newspapers and mail back west and kept isolated farmers connected to the civilizations and culture of the east. Furthermore, the building of the railroads provided jobs for immigrant workers. After the Civil War, western rail lines were constructed on the backs of Chinese immigrants who were willing to take on any job, no matter how dangerous or low paying. The Central Pacific Railroad blasted through mountains and snowdrifts to link San Francisco with the east with no regard for the safety of workers who were considered expendable. The invention of the railroads revolutionized American travel and society in a manner that would not be matched until the creation of commercial air travel.

As is evidenced through their respective impacts on American society, the inventions of both the cotton gin and the railroad system greatly altered and effected the American people and their society. Through innovation and creativity, an idea can become reality, and can effectively revolutionize how a task or practice is formed. Our governments need to start funding the educational systems of today's youth so the 21st century can be marked with the same level of technological achievement as the time periods of our predecessors.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing a change brought about by the cotton gin and railroads as well as the effects of each on the United States
- Is more analytical than descriptive (*cotton gin*: prior to 1793, the process of growing and sorting cotton was an extremely tedious and time-consuming task; the cotton gin sparked a fire in the pocket of plantation owners, who began to realize they could further increase their earnings and output by bringing in more and more slaves; many northerners hoped that slavery would die out because the Constitution called for the eventual end of the overseas slave trade; it led to higher numbers of Africans and African slaves from the Caribbean Islands being sold into slavery; slavery became the most significant difference between the North and South; the huge amount of cotton from southern plantations spurred a lucrative textile industry in New England; the cotton gin helped to make the South more agricultural and the North more industrial; *railroads*: the creation and implementation of railroads in the United States forever altered the landscape and makeup of our country; these people would likely never see their East Coast friends and family again, as the trip back was just too long and exhausting; creation of the transcontinental railroad allowed for travel between the longitudinal extremes of our majestic country; spurred a rise in agricultural output from the vast plains; kept isolated farmers connected to the civilization and culture of the East; western rail lines were constructed on the backs of Chinese immigrants who were willing to take on any job, no matter how dangerous or low-paying; no regard for the safety of workers who were seen as expendable)
- Richly supports the theme with relevant facts, examples, and details (*cotton gin*: remove any seeds or dirt; separating up to 50 pounds of cotton a day; Three-fifths Compromise; northern shipping lines; *railroads*: Oregon Trail; merging of the Central and Pacific lines; creation of four time zones; wheat and corn; breadbasket; manufactured goods; newspapers and mail; San Francisco)
- Demonstrates a logical and clear plan of organization; includes an introduction that observes that the cotton gin and railroads revolutionized American society and a conclusion that calls for our government to fund education so that future technological innovation can match earlier efforts

Conclusion: Overall, the response fits the criteria for Level 5. The response includes a cohesive discussion with strong analytic statements indicating a deep understanding of the social and economic effects of the cotton gin and railroads.

In the History of the United States, technology has played an important roll in the development of the country. Two such inventions were the railroads and the use of Nuclear energy in the present. Both of these technological developments brought change to the country and had both positive and negative effects on the United States.

With the fulfillment of Manifest Destiny, the citizens of the United States needed a faster way to move from coast to coast to replace the torturous, long and expensive overland wagon routes or the dangerous sea voyage through the Panama or around the tip of South America. The invention and development of railroad's in this country assisted in meeting that need. Railroads allowed for the faster movement of people, equipment and goods from one location in the country to another. The first tran continental railroad allowed for people and goods to move across the country in a matter of days instead of what would have taken months. Farm products from California were transported to New York and midwestern farmers could get manufactured goods from the East. It increased the steel business because of it's dependence on the metal to build the rails. Coal and iron ore were mined for the railroads. Towns and cities grew at rail junctions. Chicago went from a sleepy town to a major city when rail lines connected it to farms, ranches and mines throughout the West. One other effect of the development of railroads in the country was that it provided jobs for Chinese and Irish immigrants. However while the railroads did provide jobs, it also came with dangers. Work on the railroad was hard, and immigrants were exploited, working long hours in dangerous conditions. During their construction many workers were injured or died from accidents constructing the railroad as well

as clearing the path for the road, often with dynamite. In the west, the Chinese faced extreme prejudice and were blocked from decent jobs. They were mistreated and no one cared if they lived or died. After the construction was finished, we passed the Chinese Exclusion Act to prevent further immigration from China. The development of the railroads impacted the country in a large way that changed the life of the peoples.

During most of the twentieth century, electricity was generated by burning dirty fossil fuels like coal and petroleum. Then, in the 1960s, Nuclear energy was developed as a cleaner form of fuel for the country. Nuclear energy is the result of fission in atoms which splits the particle releasing large amounts of energy at once. Nuclear energy releases less waste products than using fossil fuels like coal and petroleum. The development of Nuclear energy has had some positive effects on the country and some view it as the future of energy production. The uranium only needs to be replaced once every twenty to thirty months unlike coal or oil in which a constant supply is needed for continuous power. While oil reserves are now rapidly increasing in the United States, fears over the problems of fracking and transportation of this oil are also increasing. The major benefit of Nuclear energy for the world as a whole is that it doesn't release greenhouse gases like fossil fuels do. Scientists have linked the emissions from conventional power plants to changes in ocean temperatures and shrinking polar ice caps. However, Nuclear energy has negative effects on the environment as well. Since Nuclear plants need large amounts of water to cool the reactors down, they are usually built near a water source. While the water didn't come in

contact with the radiation, it was heated which changed the temperature of the water causing the death of some species of fish in the water. There is also the ominous threat of a nuclear meltdown which would release deadly radiation to its surroundings. Since the nuclear accident in Japan caused by the tsunami, a vast area of Japan with homes and farms has been quarantined as uninhabitable. Also, we are still learning of the horrible effects of the Chernobyl disaster in the 1980s. Even when nuclear power works without accident, there is still the problem of handling waste materials which remain deadly for a very long time. Many people are against nuclear energy because they fear for their safety. The debate over nuclear power plants is about the choices between global warming and radioactive disasters.

Both of these technological development brought change to the country and it's communities. Rail roads and Nuclear energy were key developments in the United States. The History of the United States has been shaped by the creation of both railroads and Nuclear energy in both positive and negative ways.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing a change brought about by railroads and nuclear energy as well as the effects of each on the United States
- Is more analytical than descriptive (*railroads*: with the fulfillment of Manifest Destiny, the citizens of the United States needed a faster way to move from coast to coast to replace the torturous, long, and expensive overland wagon routes or dangerous sea voyages; the first transcontinental railroad allowed for people and goods to move across the continent in a matter of days instead of what would have taken months; Chicago went from a sleepy town to a major city when rail lines connected it to farms, ranches, and mines throughout the West; immigrants were exploited, working long hours in dangerous conditions; Chinese were mistreated; *nuclear energy*: during most of the 20th century, electricity was generated by burning dirty fossil fuels like coal and oil; nuclear energy was developed as a cleaner form of fuel for the country; the major benefit of nuclear energy for the world as a whole is that it does not release greenhouse gases like fossil fuels do; scientists have linked emissions from conventional power plants to changes in ocean temperatures and shrinking polar ice caps; ominous threat of a nuclear meltdown that would release deadly radiation to its surroundings; problem of handling waste materials which remain deadly for a long time; debate over nuclear power plants is about choosing between global warming and radioactive disasters)
- Richly supports the theme with relevant facts, examples, and details (*railroads*: farm products from California; manufactured goods from the East; coal and iron ore; Irish immigrants; extreme prejudice; Chinese Exclusion Act; *nuclear energy*: fission in atoms; uranium; fracking and transport of oil; nuclear accident in Japan; tsunami; Chernobyl disaster); includes a minor inaccuracy (*railroads*: use of dynamite to clear railroad paths)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response effectively analyzes the changes brought about by each technological development. It conveys clear understanding of the profound effects of railroads and the difficult environmental issues surrounding the use of nuclear energy.

Throughout American history, technology has changed the way people live. These changes have affected everyone and have had both positive & negative affects on everyone. Two of these technological innovations which have affected American society are the cotton gin & the railroads.

Even before the American Revolution, the plantation economy began to develop based on forced servitude of Africans. African slaves did all the hard work raising Southern crops such as tobacco, indigo, & cotton. It took many hours for slaves to get cotton ready for market. When the cotton gin was developed by Eli Whitney, the processing of cotton (which was the removal of seeds) became much easier and quicker for workers to do. Since more cotton could be processed, the plantation owner could increase acreage used for cotton production and greatly increase profits. Cotton rose to the top of the export market, changing the economy of America as well as bringing benefits to southern planters.

Despite the benefits that cotton brought to America, there were counter productive aspects of this new cotton gin innovation. The higher demand of cotton due to its profitability called for more cotton production, and this meant that more land had to be taken up. The natural environment thus suffered man's overuse of the terrain as cotton depleted the soil's nutrients. Southern growers pushed westward to find new land for growing cotton. This was a major part of the push west that led to the Trail of Tears. Many Southerners moved to Texas and established plantations there. Even more than the need for land, there was a need for more laborers, which at the time were slaves. This meant that the demand for slaves rose drastically & the attitudes of

Southerners became more convinced of the necessity of preventing emancipation or even providing limited rights. Strict slave codes were written to keep slaves obedient. If a slave dared to try to run away, he received cruel punishment. Families of slaves were often broken up as owners could buy and sell their children. Therefore there were inherit problems with the cotton gin, for it increased southern demands for land and labor.

Railroads were a major change at the time of their creation and that brought forth many benefits to Americans by speeding up travel times. Until this time, most transportation for people was by horse or by horse and wagon over very rough roads. Water transportation was much faster and was the only good way to move bulk goods. Without access to a good water route, it was almost impossible to move goods a long distance to market. Railroads helped ease the transportation of goods from farms to the eastern cities and for export to European lands and lowered the cost of transportation as well. Midwestern life became better for farmers mainly because they could be connected with urbanized parts on the coasts and could buy more manufactured goods. Also, the railroads allowed for inland development of cities and the settlement of the America West, because travel became less of a gamble. The economy not only thrived because of the railroads due to increased agricultural markets, but also because of the industrial demands of building the railroads. Coal served a new purpose as it was often used to power these new "iron horses" and so the coal industry thrived. The iron industry soared as steel was used for laying down tracks & making trains. Thousands of jobs opened up for miners, factory workers, builders & managers. Therefore, trains and railroads

certainly changed local markets into national markets, benefitting many along the way.

It would be difficult to say that railroads hurt America's economy, but it did affect it to some degree negatively as well as socially for farmers. Farmers did benefit from the railroads at first, but eventually threats were posed against them such as excessively charging for the interstate commerce of farmer's goods. Eventually farmers created their own party due to their belief that the current political parties didn't care enough for the agrarian problems of the farmers, especially their mistreatment by railroads and banks. The new Populist party was of the farmers, by the farmers & for the farmers. This party never gained huge support by the country except for farmers. Eventually many of their complaints did lead to government actions. When the supreme court ruled against state efforts to control rates, Congress passed the interstate commerce act which established the Interstate Commerce Commission. Therefore, there were problems facing the farmer as an individual, due to the power of the railroads.

The innovations in America such as the cotton gin & the railroads were undoubtedly successful, but they were also hurtful for some. They brought change to America; change which would never allow America to be the same, and this change would survive the tests of time as they have since shown benefits & problems in American society forever.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the cotton gin and railroad
- Is both descriptive and analytical (*cotton gin*: when the cotton gin was developed by Eli Whitney, the processing of cotton became much easier and quicker for workers to do; since more cotton could be processed, the plantation owner could increase acreage used for cotton production and greatly increase profits; the natural environment thus suffered man's overuse of the terrain as cotton depleted the soil's nutrients; southern growers pushed westward to find new land for growing cotton; even more than the need for land was a need for more laborers; if a slave dared to try to run away, he received cruel punishment; families of slaves were often broken up as owners could buy and sell their children; *railroads*: transportation for people was by horse and wagon over rough roads; water transportation was much faster and was the only good way to move bulk goods; railroads helped ease the transportation of goods from farms to the eastern cities and for export to European lands; allowed for inland development of cities and the settlement of the American West; the iron industry soared as steel was used for laying down tracks and making trains; thousands of jobs opened up for miners, factory workers, builders, and managers; farmers created their own party due to their belief that the current political parties did not care enough for the agrarian problems of the farmers, especially their mistreatment by railroads and banks; the new Populist Party was of the farmers, by the farmers, and for the farmers)
- Supports the theme with relevant facts, examples, and details (*cotton gin*: forced servitude; top of the export market; Trail of Tears; preventing emancipation; limited rights; *railroads*: speeding up travel times; coal; iron horses; excessively charging farmers; Interstate Commerce Commission)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that is slightly beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response shows good knowledge of the effects of the cotton gin and railroad; however, the discussion lacks the depth of analysis found in a higher level paper.

Since the beginning of the United States of America, technology has developed to modernize the nation. Many of these developments had a major impact on the country and American society. The cotton gin and the invention of railroads both brought great change to the nation.

Furthermore, in the late 18th century, one of the major industry in the southern region of the United States was cotton. It was used to produce textiles that were then sold or traded for other goods. Eli Whitney, a young inventor during this time period, saw possibility in this area, and produced a mechanism that boosted cotton production to an unimaginable output. He called his invention the cotton gin. The cotton gin made it so farmers could separate the seeds from the raw cotton plant and have it on it's way to be manufactured into cloth much quicker. This was much faster than the old method, which was mostly done by hand by slaves. As a result, southern plantation owners became very wealthy and wanted to expand their plantations. In order to keep producing more cotton however, they needed a larger labor force. As a result, the shipping industry behind selling enslaved Africans also flourished. The horrifying slave trade from the coast of Africa was the worst chapter in our history. Even after it ended, plantation owners bought and sold people like cattle at auctions. Families were split, children taken from their mothers and loved ones were sold away. These people were forced to pick cotton for hours without pay. It was a very unfair, and cruel practice for these people. In other words, the cotton gin was a slaves worst nightmare. The cotton gin also hurt Native Americans in the Southeast because land hungry planters, wanting more and more land for cotton, pushed the Cherokee

and other tribes farther west. Thousands of Cherokee died on the Trail of Tears.

Moreover, another technological development also played a major role in American history. The development of the steam engine and railroad made shipping goods much faster, as well as cheaper. Products such as grain and corn, could get from midwestern farms to crowded eastern cities in a fraction of the time, and in larger quantities than had previously been possible. The railroads also fulfilled the push for westward expansion and goals of Manifest Destiny, or the belief that the nation should stretch from the Atlantic Coast to the Pacific Coast. Once the United States owned the West, getting people there and shipping goods east was another problem. The railroads made a huge difference in travel and shipping time. The development of the West coast occurred steadily especially after the completion of the transcontinental railroad. Railroad companies got land grants from the government and then sold the excess to farmers. These farmers depended on the railroads to ship their crops to the East for shipment to worldwide markets. Chicago and St. Louis grew into major cities because railroad lines intersected there. The railroad also took over the hunting grounds of the Native American people of the plains. They lost their resources like the buffalo and were forced to change their traditional lifestyle and move to reservations, usually on bad land.

In conclusion, the history of the United States has been shaped by the developments in technology. The railroad and the cotton gin both have had positive and negative on the country and its society. America is an ever changing place.

Anchor Level 4-B

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the cotton gin more thoroughly than railroads
- Is both descriptive and analytical (*cotton gin*: produced a mechanism that boosted cotton production to an unimaginable output; farmers could separate the seeds from the raw cotton plant and have it on its way to be manufactured into cloth much quicker; the shipping industry behind selling enslaved Africans also flourished; the horrifying slave trade from the coast of Africa was the worst chapter in our history; plantation owners bought and sold people like cattle at auctions; land-hungry planters, wanting more and more land for cotton, pushed the Cherokee and other tribes further west; *railroads*: development of the steam engine and railroad made shipping goods much faster, as well as cheaper; products, such as grain and corn, could get from Midwestern farms to crowded eastern cities in a fraction of the time; the railroad fulfilled the push for westward expansion and the goals of Manifest Destiny; made a huge difference in travel time; farmers depended on the railroad to ship their goods to worldwide markets; the railroad took over the hunting grounds of the Native American people of the Plains)
- Supports the theme with relevant facts, examples, and details (*cotton gin*: Eli Whitney; families were split; children taken; pick cotton for hours; thousands of Cherokee died; Trail of Tears; *railroads*: grain and corn; crowded eastern cities; transcontinental railroad; land grants; Chicago; St. Louis; buffalo)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates knowledge of the change brought about by the cotton gin. It includes a good discussion of the effects of the cotton gin on the slave trade and western expansion. However, the discussion of the effects of the railroad is somewhat less complete.

Throughout the history of the United States, technological advances frequently have changed American society. The conception of the automobile and the television are two of the most impactful advancements in US history. The automobile played a large role in distributing the population across the nation while television played a significant role in terms of political campaigns.

The invention of the automobile in the late 1800s captured the imaginations of Americans. When Henry Ford developed the assembly line, the distribution of these machines was facilitated. Due to this, many blue-collar Americans could afford automobiles in the time period of 1920–1980. In terms of population distribution, the rise of suburbs was directly caused by the automobile. Suburbanization is the movement of many Americans from the crowded and over-populated cities to neighborhoods on the outskirts of cities called “suburbs.” Automobiles inspire suburbanization due to the fact that people with city jobs can now “live the American dream” of homes with green lawns and new schools. They can raise a family in the suburbs without quitting their job due to the new ability to commute to work. This epitomizes why automobiles lead to such sprawl with the population distributed over a large area. With this in mind, previously over-populated cities became far less tightly packed with the rise of suburbs. The loss of population led to the loss of businesses and tax money causing cities to deteriorate over the years. In addition to suburbanization, many Americans can now more easily migrate to other parts of the country that were previously less-populated. This has been true in the Sunbelt.

In addition to automobiles, the invention of the television in the

1960s has vastly impacted society. The television has changed the way political campaigns are looked at. In the days before TV, candidates took “whistle stop” tours by train or made speeches in town squares or on radio. Now, widespread coverage on television means that people can watch candidates in their living rooms instead of going out to hear a speech. For instance, the famous televising of the Kennedy vs. Nixon debate completely changed the outlook of that election. Prior to television exposure, Nixon was a heavy favorite to win (due to greater experience as Vice President under Eisenhower). However, Kennedy’s charm and youthful appearance on television in comparison to Nixon’s angry look is one of the primary reasons, according to historians, that Kennedy was able to win the election. Polls showed that Americans who listened to the debate on the radio were far less likely to say that Kennedy won the debate than those watching the debate on television. This is a negative impact of television on political campaigns as the TV can often make appearance seem more significant than policy. However, a positive impact is that, with TV’s rise, more Americans are becoming aware of politics and can be more informed because of the fact that debates and analysis are one-click away. This new prevalence of television has forced president’s in this day and age to put an emphasis on coming across as confident and trustworthy. Today, with news coverage on television 24/7, every appearance of a candidate is covered and one mistake or wrong word can destroy a campaign as when Romney said he didn’t care about the bottom 47%. Wealthy special interest groups fund attack ads that are repeated over and over on TV and can influence public opinion.

Due to the advances of automobiles and the television, the American

society, in terms of population distribution and political campaigns, changed significantly in the 1900s.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the automobile and television but does so somewhat unevenly by discussing the automobile less thoroughly than television
- Is both descriptive and analytical (*automobile*: Henry Ford developed the assembly line; many blue-collar Americans could afford automobiles; the rise of suburbs was directly caused by the automobile; people with city jobs can now live the American dream of homes with green lawns and new schools; the loss of population led to the loss of businesses and tax money, causing cities to deteriorate over the years; *television*: in the days before television, candidates took “whistle stop” tours by train or made speeches in town squares or on radio; Nixon was heavy favorite to win due to greater experience as Vice President under Eisenhower; Kennedy’s charm and youthful appearance on television in comparison to Nixon’s angry look is one of the primary reasons that Kennedy was able to win the election; more Americans are becoming aware of politics and can be more informed because debates and analysis are one click away; wealthy special interest groups fund attack ads that are repeated over and over on television and can influence public opinion)
- Supports the theme with relevant facts, examples, and details (*automobile*: late 1800s; commute to work; overpopulated cities; suburbanization; *television*: puts an emphasis on appearing confident and trustworthy; Romney’s remark about the bottom 47%); includes a minor inaccuracy (*television*: invention of television in the 1960s)
- Demonstrates a logical and clear plan of organization; includes a general introduction and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of how the television transformed American society includes greater analysis and detail than that of the automobile. A good understanding of the impact of television on political campaigns and of the changes experienced by cities with the widespread use of automobiles is demonstrated.

Over the course of United States' history, technological advancements have played an important role in transforming American society. One of the most prominent technological inventions in American history was Eli Whitney's cotton gin. The cotton gin decreased the amount of time it would take for cotton seeds to be removed from the cotton because rather than being done by hand it was done by machine. The invention of the television in the 1940s is one that still affects American lives today. The television changed how information was spread. However, the television also helped increase social and political conflict during the Vietnam war. Both the cotton gin and the television have had positive and negative effects on the United States and American society in that the cotton gin, although more efficient, further promoted a need for slavery and helped cause conflict between the North and South which led to the civil war. Television had a huge effect on how Vietnam was understood and helped increase distrust in President Johnson.

In 1793, Eli Whitney created the nation altering product known as the cotton gin. Prior to the invention of the cotton gin, plantation slaves separated the cotton product from the seeds, which proved to be a very time consuming effort. However, with the cotton gin's invention, the speed and efficiency of the separation nearly quadrupled. While Whitney's invention did positively impact the nation, it also had negative effects. Because cotton could be processed more quickly, plantation owners recognized they could expand their plantations in order to grow more cotton and ultimately earn a larger profit. With the growth of the plantations, the demand for more slaves grew. Slavery, at the time was a growing problem in the United States and was

looked down upon by many in the North being that they were more technologically advanced and factory reliant. However, slaves were viewed as necessary for the agriculturally based south. The debate over whether or not slavery should be allowed to expand westward or abolished lead to the growing division between the North and south. When Abraham Lincoln was elected president, one of his main views was that slavery was immoral and must not spread more. With that, the south seceded from the union.

After world war two a main goal of the United States was to strictly follow the policy of containment, or to prevent the spread of communism. One of the ways in which the United States attempted to prevent the spread was through participating in the Vietnam war. Some Americans resented America's presence in the war because they felt it was a civil war and believed we had no need to be in it. The television, invented in the 1940's promoted Americans' resentment of the war. Every night the television carried the news so that people could see it and hear it. This was different from the radio. The images shown on the television made the war real. The Vietnam war became known as the "Living Room war," because American citizens would watch on their televisions the actual war in Vietnam. They saw soldiers being injured and killed. In this aspect, television had a negative impact on society because it promoted the credibility gap. The credibility gap was the difference between what the American president, Johnson, was telling the people about the war compared to the relentless brutality they were viewing on their televisions. This caused a rise in distrust in the president, as well as an increased desire to remove United States military forces from Vietnam. Although the television negatively

impacted society during this time frame, it also served to positively influence society by allowing all kinds of information to spread more quickly and efficiently to a wider variety of audiences.

In United States history there have been thousands of inventions that have altered the lives of United States citizens and society. These inventions often had both a positive and negative impact on society. Generally, new inventions such as Eli Whitney's cotton gin decreased the time it took to complete a job and the television used images as well as speech to spread information. However, both inventions negatively influenced society. The cotton gin through promoting the need for slavery and the television through showing war time footage which caused Americans to resent the president and the war.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth for the cotton gin and television
- Is more descriptive than analytical (*cotton gin*: the cotton gin decreased the amount of time it would take for cotton seeds to be removed from the cotton because rather than being done by hand it was done by machine; plantation owners recognized they could expand their plantations to grow more cotton and ultimately earn a larger profit; with the growth of the plantations, the demand for more slaves grew; slavery viewed as necessary for the agriculturally based South; the debate over whether or not slavery should be allowed to spread westward or abolished led to the growing division between the North and the South; *television*: helped increase social and political conflict during the Vietnam War; Vietnam War became known as the “living room” war because American citizens would watch on their TVs; the credibility gap was the difference between what the American president, Johnson, was telling the people about the war compared to the relentless brutality they were viewing on their televisions; increased desire to remove United States military forces from Vietnam; allowed information to spread more quickly and efficiently to a wider variety of audiences)
- Includes some relevant facts, examples, and details (*cotton gin*: Eli Whitney; Abraham Lincoln; South seceded from the Union; *television*: containment; Vietnam a civil war; distrust in the president)
- Demonstrates a satisfactory plan of organization; includes an introduction that mentions points to be covered in the essay and a conclusion that restates the effects of each invention

Conclusion: Overall, the response fits the criteria for Level 3. The response shows a good understanding of the changes and effects of the cotton gin. The discussion of television demonstrates knowledge about the change it brought about and its impact on the presidency and the Vietnam War, but lacks development.

Technological advancements such as the railroad and television have played a tremendous role in changing American society. While the railroad stimulated trade across the American territory, television helped political figures such as John Kennedy win his campaign for presidency.

The railroad was developed in the United States around the civil war era. Congress and president Abraham Lincoln emphasized that building a transcontinental railroad would increase vast communications and expand trade. The development of railroads offered Irish and Chinese immigrants opportunities to work even though it was dangerous. This stimulated immigration into the United States. The development of railroads also allowed Union troops to transport ammunition and military aid such as produce, first aid supplies, and clothing. The Railroad was the technological advancement that aided the expansion to the west. The "Frontier" was settled by pioneers looking for opportunities while others came looking for resources to expand industrial development. The Railroad also made it easier to transport commodities such as beef, wheat and corn to the East and household items to the farms which helped spark national markets. Most importantly, the railroad provided a faster means of transportation. Folks were able to travel across the country to visit a relative more quickly than they would on a horse and wagon.

The television was the beginning of a modern era. If it weren't for the television, John Kennedy would probably not have won his campaign for the presidency. The television demonstrated Kennedy's charismatic, and genuine personality, while his opponent Richard Nixon was seen as an unpleasant looking man, who was unable to

connect to the audience. News, commercials, and broadcasts were also a result of television. The brutalities, and horrifying images of the Vietnam War shown on TV impacted the American people in the sense that they lost faith and respect in the federal government. The American people could not believe that innocent people of Vietnam were being massacred and beaten simply because we thought they were communist. On the bright side, television provided entertainment opportunities for families such as the Brady Bunch or the Bill Cosby show.

Throughout United States history, the American society have changed tremendously due to the technological advancements. Two of the most important advancements that helped shape the American society are the railroad and television. Although, the television revealed the realistic views of what was happening in Vietnam, and caused the American people to lose hope in the federal government, it provided American families access to weather reports, news, political debates and entertainment opportunities. On the other hand, the railroad not only expanded local and national markets, but provided job opportunities to immigrants and an advanced means of transportation.

Anchor Level 3-B

The response:

- Develops all aspects of the task for railroads and some aspects in little depth for television
- Is more descriptive than analytical (*railroads*: provided a faster means of transportation; folks were able to travel across the country to visit a relative more quickly than they would on a horse and wagon; the development of the railroad offered Irish and Chinese immigrants opportunities to work, even though it was dangerous; made it easier to transport commodities such as beef, wheat, and corn to the East and household items to the farms which helped spark national markets; *television*: if it were not for television, John Kennedy would probably not have won his campaign for the presidency; television demonstrated Kennedy's charismatic and genuine personality while his opponent was seen as an unpleasant looking man, who was unable to connect to the audience; the brutalities and horrifying images of the Vietnam War shown on TV impacted the American people in the sense that they lost faith and respect in the federal government; the American people could not believe that innocent people of Vietnam were being massacred simply because we thought they were communist)
- Includes some relevant facts, examples, and details (*railroads*: Civil War era; President Abraham Lincoln, transcontinental railroad; Union troops; transport ammunition; military aid; expansion to the West; *television*: news; commercials; entertainment opportunities; *The Brady Bunch*)
- Demonstrates a general plan of organization; includes an introduction that establishes the topics to be discussed and a conclusion that recaps the points made in the essay

Conclusion: Overall, the response fits the criteria for Level 3. The response addresses several important effects of railroads and television and includes a few analytic statements. However, further development would have strengthened the discussion of those effects. The change caused by television is omitted.

Throughout United States history, American society has been shaped based upon the technological innovations and inventions created. These new ideas have had great impacts on the everyday lives of American people. Both positive and negative effects have been brought about by these new technologies. The invention of the railroads in the early 1800s as well as the invention of the television in the 1960s, have brought about significant changes in American culture and have had positive effects on American society.

In the 1830s, the invention of the railroad transformed the United States. This new invention provided transportation of both people and goods. The development of the railroad greatly promoted trade and augmented the size of the United States industry. These changes brought about positive effects, making trade easier and faster than other methods. Another benefit that came out of the railroads was employment. Thousands of people were able to find jobs in both constructing the railroad tracks as well as working for the companies when the construction had finished. The invention of the railroad also influenced farming. Since crops could be so easily transported, farmers began growing surpluses of their crops, making food cheaper for consumers. Another positive effect the railroad had was on the steel companies. These companies manufactured the materials needed to create and operate the trains.

The invention of the television in the 1960s had a significant impact on the lives of Americans, and continues to today. During the time of the Cold War, the television was available to keep Americans updated on worldwide news and warn citizens in case of an emergency. The positive effect of this was that it delivered news much

more quickly than the newspapers, and unlike the radio, gave visual aid. The vietnam war was the first war ever to be televised. Americans were able to see all the violence and dangers of the war in the comfort of the own home. The development of the television also brought about political changes. Political campaigns now began to take place via the television, something completely new to society. Presidential speeches could now be broadcasted live for all citizens to see. The television not only became a form of communication but also a form of entertainment. We still see today how society is shaped by the media and advertising.

Both the invention of the railroad and the invention of the television played a crucial role in developing American society. The changes brought about by these developments positively affected the country. Economic, political, and social aspects of American life improved due to these innovations.

Anchor Level 3-C

The response:

- Develops most aspects of the task in some depth for railroads and television
- Is more descriptive than analytical (*railroads*: this new invention provided transportation of both people and goods; greatly promoted trade and augmented the size of United States industry; thousands of people were able to find jobs in both constructing the railroad tracks as well as working for the companies when the construction was finished; since crops could be easily transported, farmers began growing surpluses of their crops, making food cheaper for consumers; steel companies manufactured the materials needed to create and operate the trains; *television*: available to keep Americans updated on worldwide news and warn citizens in case of an emergency; delivered news much more quickly than the newspapers, and unlike the radio, gave visual aid; Americans were able to see all the violence and dangers of the war in the comfort of their own home; presidential speeches could now be broadcast live for all citizens to see)
- Includes some relevant facts, examples, and details (*television*: Cold War; Vietnam War; entertainment; advertising); includes a minor inaccuracy (*television*: invention of television in the 1960s)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion stating that railroads and television positively affected the country

Conclusion: Overall, the response fits the criteria for Level 3. The focus of the response is on the effects of railroads and television on American society. A few well-placed analytical statements enhance the discussion; however, they lack supporting details and explanations. The change brought about by railroads is not addressed and the change from radio to television is mentioned, but not developed.

Technological development in the U.S has changed our way of life in both positive and negative ways. Throughout history, amazing inventions that we are now used to were new at some point and had major impacts on lifestyles. The cotton gin and the TV both marked major advancements but they didn't necessarily have a positive impact.

The cotton gin was invented by Eli Whitney and changed Southern Plantation work. It was hundreds of times more efficient than a human at pulling apart the fibers from the grain of cotton so it was quickly adopted as a common machine. The cotton gin made this job quicker and more efficient leading to more of a demand for cotton. Cotton was a hard item to plant and grow so Southern workers had to work hard labor to grow it. This meant that more workers were needed to grow more cotton to meet this demand. More workers needed meant an increase in slave labor. The cotton gin had a negative impact in this way because it caused an increase in the slave trade and so more Africans were stolen from their homeland and brought to America to work as slaves. This is definitely a negative impact of the cotton gin. With more slaves came more of an acceptance of slavery being normal in the South and more of a dependence on slave labor. It also had a positive impact of more trade in the U.S and between the U.S and foreign countries because everyone wanted cotton and as more trade meant a better economy. Therefore the cotton gin had a positive and negative effect on American society.

The television became common to U.S homes in 1960 and is still very common today. People not only got to watch entertainment on TV but also got to watch the presidential debates in addition to

Anchor Paper – Thematic Essay—Level 2 – A

listening to them. In the first televised presidential debate those who watched it said Kennedy had won but those who listened said the other candidate won. This was because Kennedy was young and charismatic so people judged by his looks. This was a negative thing in history because people could now judge candidates by their looks instead of on the issues leading to more judgement based on things that don't matter in a president such as looks.

The cotton gin and the TV shows how not all technological development had a purely positive impact because these 2 had negative impacts on society besides some good stuff.

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

- Develops some aspects of the task in some depth for the cotton gin and in little depth for television
- Is primarily descriptive (*cotton gin*: more efficient than a human at pulling apart the fibers from cotton; more workers needed meant an increase in slave labor; more Africans were stolen from their homeland and brought to America to work as slaves; with more slaves came more of an acceptance of slavery being normal in the South; more trade in the United States and between the United States and foreign countries because everyone wanted cotton; *television*: people not only got to watch entertainment on TV, but also got to watch the presidential debates in addition to listening to them; in the first televised presidential debate those who watched it said Kennedy had won but those who listened said the other candidate won)
- Includes few relevant facts, examples, and details (*cotton gin*: Eli Whitney; *television*: Kennedy, young and charismatic)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response shows a general understanding of the task. The strength of the discussion is on the effects of the cotton gin. The discussion of television lacks details and explanations.

Throughout history technology has had a profound effect on the lives of those in society. These new technologies have resulted in many changes and ultimately either were positive or negative in their impact. From 1920 to 1980 the automobile has played a large role on the distribution of populations in society as it resulted in a positive impact while television from 1960 to the present has negatively impacted political campaigns as it largely changed the view on it.

As the 1920's emerged automobile became increasingly popular throughout society. Due to Henry Fords assembly line and affordable Model T automobile many Americans were able to now buy themselves cars; not to mention the impact that the roaring twenties had on consumers in society as a whole. With the increased use of automobiles especially at a peak in the 1950's we see a demographic shift in the location of the nations population. Automobiles increased the convenience existing when one would live in the suburban areas. With automobiles, transportation to and from cities became efficient and much faster. The automobile had a positive effect on American society as overcrowding within cities was able to decrease as the result of those living in cities moving to the suburbs where they could easily commute back and forth to their jobs. The introduction of the automobile was able to alleviate the tensions building as slums and dirtiness increased. Although these problems still existed, with the use of automobiles and the spread of populations to the outskirts of cities and the suburbs the existed in a much more minimal scale then before, changing society on a completely new way.

During the 1960's through present day, the television has played a large role in the lives of humans in general. It has increasingly

changed the way presidential campaigns have been viewed over time. Although the television positively affected political campaigns by making them much more widespread its ultimate impact has been negative. Throughout this period more people have brought televisions and therefore the viewing of campaigns has taken a shift from being on the radio or seen on the spot to being televised nationally where no one could miss. It may be nice to be able to view the political campaigns but when it comes to the campaigns between Kennedy and Nixon we are able to view its negativity. Through television, the presidency has taken a position where society now pays more attention to one's look—than one's ability to make the decisions necessary to run a country. In the Nixon-Kennedy debate during their campaigns it was thought by those who saw it on the television that Kennedy had one but those who had heard it on the radio believed that Nixon was the winner. Society has resorted to using looks to choose a president and as commonly said "television dumbs down politics." Through the use of television presidents attempt to appeal to those watching rather than focusing on their beliefs of what is necessary for the country and therefore negatively impacting our lives.

Technology plays a large role in what occurs in history, the nation as well as the world. Some impacts are positive and beneficial but many hurt the nations values and all of the various aspects. Through the use of automobiles as well as the television were able to see both sides technology may have in society: in one case where it benefits the spread of the population and in others where it takes away from the basic standards use in presidential campaigns/elections.

Anchor Level 2-B

The response:

- Develops some aspects of the task in some depth for the automobile and television
- Is primarily descriptive (*automobile*: due to Henry Ford's assembly line and affordable Model-T automobile, many Americans were able to buy cars; transportation to and from cities became efficient and much faster; moving to the suburbs where they could easily commute back and forth to their jobs; *television*: the viewing of campaigns has taken a shift from being on the radio or seen on the spot to being televised nationally, where no one could miss; society now pays more attention to one's look than one's ability to make the decisions necessary to run a country; it was thought by those who saw it on the television that Kennedy had won, but those who heard it on the radio believed that Nixon was the winner); includes faulty analysis (*automobile*: the introduction of the automobile was able to alleviate the tensions building as slums and dirtiness increased; although these problems still existed, with the use of automobiles and the spread of populations to the outskirts of cities and the suburbs, they existed in a much more minimal scale than before)
- Includes few relevant facts, examples, and details (*automobile*: Roaring Twenties; demographic shift; *television*: Nixon-Kennedy debate); includes an inaccuracy (*automobile*: overcrowding in the cities decreased)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that over-generalize the effects

Conclusion: Overall, the response fits the criteria for Level 2. Although the response shows knowledge of the changes brought about by the automobile and television, it fails to address a second effect for television, and the second effect for the automobile is faulty.

The development of new technology brought about positive and negative effects to the people who were effected by it. The development of the cotton gin and the Railroads are just two examples of new technology that had brought change to the United States and positive and negative effects.

The cotton gin, manufactured and used between 1793 and 1860, was developed to make the cleaning of cotton easier and faster for the slaves. Instead of being pricked as you cleaned the cotton, the cotton gin picked the seeds out of the cotton. By using the cotton gin, cotton sales went up due to the mass amount that could be harvested faster. More cotton was traded and used throughout the United States and other parts of the world. Due to the cotton boom however, more slaves were needed on the plantations so more cotton could be cleaned and sold. The cotton gin had positive and negative effects on Americas economy and social life.

The railroads, built in the 1830s by Irish and Chinese immigrants, were also had a big economic and social effect on America both positive and negative. When the railroads were finished, it encouraged Americans to move out west because it was quicker than ever to relocate and settle down. The movement of goods was also made quicker due to the railroads. However, the railroads also had negative effects on the people in America. The farmers were overcharged to ship their goods to market using the railroad and the Native Americans were pushed off their land for the railroad to be built. The Native Americans food source, the buffalo, was also shot and killed during the making and after the construction of the railroad.

Anchor Paper – Thematic Essay—Level 2 – C

New Technology brought change and its consequences to America. The technology produced had positive and negative effects on the American people and made their lives easier yet brought consequences also.

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

- Minimally develops most aspects of the task for the cotton gin and railroads
- Is primarily descriptive (*cotton gin*: the cotton gin picked the seeds out of the cotton; more cotton was traded and used throughout the United States and other parts of the world; due to the cotton boom, more slaves were needed on the plantations; *railroads*: encouraged Americans to move out west because it was quicker than ever to relocate and settle down; farmers were overcharged to ship their goods to market; the Native Americans were pushed off their land for the railroad to be built; the buffalo, Native American food source, was killed)
- Includes few relevant facts, examples, and details (*cotton gin*: cotton sales went up; *railroads*: built in the 1830s by Irish immigrants); includes some inaccuracies (*cotton gin*: cotton could be harvested faster; *railroads*: Chinese immigrants in 1830s)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response addresses most aspects of the task in a clear but cursory way. Although several effects for the railroad are mentioned, the change brought about is not.

Throughout United States history, technological developments have played an important role in changing American society. These developments have had both positive and negative effects on the United States and on American society.

One technological development that has changed American society was the development of television. The development of television really started to sprout during the 1960s. Television had some positive and some negative effects on American society. A positive effect on the development of television was that it became easier for people to get all their information. Instead of the radio or newspaper, it was much easier to see and get all your information from a television screen, especially with all those ads and commercials. For example T.V. today is filled with advertisements and commercials. There are so many different kinds of ways where commercials and advertisements can pull you in and persuade you to buy their product.

Another example of a technological development that changed American society was the invention of the automobile. The automobile was introduced in the 1920s by a man named Henry Ford. Ford was one of the first to discover the automobile which is why there are trucks named after him. Automobiles are great for society. A positive effect on the automobile is an easier way for transportation. No more horses walking to where people needed to go. There was a much easier way to get around in society. One negative effect on the automobile around the 1920s is that it was expensive. Many people couldn't afford vehicles during that time. If you look at vehicles today, it's very clear that they transformed dramatically since the 20s. In today's society, cars have transformed in many ways, shapes and forms. There are

Anchor Paper – Thematic Essay—Level 1 – A

many different types of cars today and many different companies that own different brands of cars.

In conclusion there are many technological developments that have changed since the time they were discovered and produced, to present day society. The automobile and television are both examples of technological developments that have changed and transformed dramatically over the years. Even though these developments had lots of positive effects on the United States and American society, there were and still is room for negative effects as well.

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

- Minimally develops some aspects of the task for television and the automobile
- Is descriptive (*television*: instead of the radio or newspaper, it was much easier to see and get all your information from a television screen; commercials and advertisements can persuade you to buy their product; *automobile*: no more horses walking to where people needed to go)
- Includes few relevant facts, examples, or details (*automobile*: easier way for transportation); includes an inaccuracy (*automobile*: automobile introduced in 1920s by Henry Ford)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response briefly states a change brought about by each technological development but fails to discuss the effects of the developments in any meaningful way.

Technology throughout the years, has been one of biggest game changers ever. Technology as a whole is extremely fascinating and so extremely necessary to society. The individual creations of technology, such as nuclear weapons in the 40s and buying on credit in the 20s-30s as new inventions, are key to how a society works. Without the creation of individual technologies, society would be at a stand-still.

In the late 1920 and early 1930s, there was a prosperous boom in the US markets. Coming out of WWI as victors brought much happiness and pride to US citizens. People had more money than they had ever before, and they were using that money. Buying on credit and buying stocks on margin made people feel they didn't even have pay for what they were purchasing. Soon many people were deep in debt, and too many had bought on margin in the stock exchange. The country stopped in October of 1939 when then market crashed. With the invention of buying on credit, people had a false sense about how much they could and couldn't spend. New technology of credit brought upon the era of the Great Depression and put America into an economic downfall.

In the 1940's, after the US had entered WWII, they were looking for a way to end the war with Japan. The creation of Nuclear Power, would help do that job. In mid-1940s, US dropped the Atomic Bomb on both Hiroshima and Nagasaki putting an end to the war with Japan. Seeing the effects of nuclear weapons, the US made an executive decision to not use nuclear weapons again. This new technology helped US win the war and stay alive, but it had so many horrible, tragic effects after. The technology had both its positives and its negatives,

Anchor Paper – Thematic Essay—Level 1 – B

but the downsides were too greater than the upsides.

New technology is what the U.S runs on, what it is continuously built on. Without new technology we would not further advance our culture or our society. Technology has done much and helped U.S grow and prosper.

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

- Minimally develops an aspect of the task for nuclear power
- Is descriptive (*nuclear power*: in the mid-1940s, the United States dropped the atomic bomb on both Hiroshima and Nagasaki, putting an end to the war with Japan); lacks understanding (*nuclear power*: the United States made an executive decision not to use nuclear weapons again)
- Includes few relevant facts, examples, or details (*nuclear power*: World War II; win the war; horrible, tragic effects)
- Demonstrates a general plan of organization; includes an introduction and a conclusion stating that technology advances society

Conclusion: Overall, the response fits the criteria for Level 1. The response recognizes the importance of the atomic bomb in ending war with Japan. The discussion of buying on credit shows some knowledge of history, but it does not refer to a technological development and cannot receive credit.

Throughout the history of the United States, technological developments have played important roles in changing American society. Many benefit American society but can also have negative effects on society as well. Two examples would be the cotton gin in 1793–1860 and the automobile in 1920–1980. The cotton gin had obvious beneficial effects like the increase in cotton production, but negative effects like the expansion of slavery while the automobile would benefit society by creating many new jobs but also help cause pollution problems later on.

The cotton gin, developed by Eli Whitney, created a very beneficial changes in the American economy because it could increase cotton production on plantations dramatically. Before this, the seeds had to be removed by hand which was very time consuming. The cotton gin is a simple device that separates the sticky cotton seeds from the cotton fiber, making a faster and more profitable way to process cotton. As a result, Southern growers increased the size of their plantations and dedicated more of their land to cotton. This increase in production lead to an increase in cotton exported to England and France to feed their textile industries, and making the South richer then it already was. By the mid-19th century, "King Cotton" easily lead all other United States exports. Also, the increase in cotton production would help develop the growing textile factories in the Northeast and provide them with the raw material necessary to manufacture their fabrics and clothing. Towns like Lowell Massachusetts quickly became dependent on the South's cash crop. However this machine was a double-edge sword. While increasing production it also lead to the expansion of slavery. Southern planters believed they could not get along without

the institution of slavery. However some Americans began to see slavery as a violation of simple human rights. Slave auctions, harsh punishments and back-breaking labor defined this system of human bondage. This expansion of slavery also would cause further sectionalism and division in U.S. society by making the South desire to expand slavery into the Louisiana Purchase and Mexican Cession to meet their need for more fertile land to plant more and more cotton. Many northerners did not want slavery to expand and this created the divisions that led up to the outbreak of Civil War. The southerners thought their way of life was being threatened by northerners. Northerners, especially in the Midwest, did not want to compete with slaveholders in the western territories. Thus, despite cotton's benefits to American society it was detrimental as well.

Similarly the automobile changed American society as well. The assembly line revolutionized not only the mass production of automobiles but also countless other consumer goods. Henry Ford used Eli Whitney's other idea of interchangeable parts on his assembly line to make Model Ts in the 1920s that were affordable for average Americans. Few technological developments have had such an enormous economic impact. Before this, cars had been built much more slowly and had been much more expensive. This brand new industry would employ countless workers to build this new transportation technology. The automobile industry gave thousands of blue collar workers in the midwest a chance at the American dream. Hundreds of spin-off industries followed the rise of the automobile and established the American "car culture" with gas stations, an expanding network of better roads, drive-in movies, and shopping

malls. The automobile would also create a new american export to be traded to other countries similar to the effect of Eli Whitney's cotton gin which increased cotton exports. In addition to these effects the automobile would lead to the obvious affect that Americans could transport themselves and goods all around the country with greater ease. However, despite these benefits the automobile, or more specifically their emissions would become one of the greatest sources of pollution leaving cities like Los Angeles in a haze of smog, and aggravating health issues like asthma. The carbon emissions of millions of automobiles are one cause of the breakdown of the ozone layer and have contributed to global warming. Thus similar to the cotton gin the automobile had positive and negative changes on american society.

Technological developments have often created important changes in American society. However as seen with the cotton gin and the automobile these changes often have unexpected effects which may help and hurt society.

Throughout United States history, technological development have been imperative in changing American society in both negative and positive aspects. Two technological developments include the cotton gin during 1793 to 1860 which transformed the plantation economy and the automobile, during 1920 to 1980, changing population distribution.

The cotton gin changed American life. The cotton gin created by Eli Whitney made processing cotton much more faster. As a result, the South became dependent on a one crop economy based on solely cotton. The south's growth in cotton also helped the textile industries grow in both the North and Great Britain. The south's crop eventually became known as the "king cotton." However, the cotton gin also brought along negative effect. Since cotton was being produced at such a faster rate, there was a demand for more labor which was filled by using slaves. Slaves soon became even more essential to the plantation economy. Slavery, however, would soon divide the nation, with the North trying to stop the spread of slavery and the South wanting to expand slavery into new American territories.

When the automobile came into American life, it was like nothing ever seen before and transformed Americans. Automobiles became especially popular during post World War II, when at the time families began to have not just one but two cars. The availability of cars lead to many moving to the suburbs. New towns, outside the city, such as Levittown in Long Island New York became the model for other suburban communities in which former city people could own their own little outdoor space and house. Because of the automobile people in the suburbs could now drive to work and not feel the necessity to live

near their job. In addition the government realized the importance of the automobile and passed the Interstate Highway Act which lead to more roads, an increase in the number of automobiles and even more suburbs, further away from the cities. However, Automobiles made Americans very dependent on overseas oil. For that reason, there was a fuel shortage in the United States when OPEC refused to sell oil to any country supporting Israel during the Yom-Kippur War and in addition they raised their prices by 400%. Overseas resources such as oil is the same reason why the United States continues to get involved in middle east countries because the United States wants to protect its oil supply since it is necessary for many things such as the automobile.

Technological developments brought both positive and negative effects to the United States and American society as seen through the cotton gin and automobile. Nevertheless, future developments would do the same.

Throughout U.S. History technology has played an important role in changing American society. The elevator and the Automobile are an example of technology being an important aspect of the American Society.

Before the elevator was invented people would have to walk up many flights of stairs to get where they wanted to go. American buildings weren't able to be built very high because there would be too many flights of stairs. Once the elevator was invented, the buildings grew taller because people would not have to walk up stairs. The elevator had positive and negative effects. A positive effect that the elevator had on American society was the construction of higher buildings. The elevator was also a faster form of transportation. Although the elevator seems all positive it also had the negative effect of Death. The elevator has advanced throughout the years. The elevator has been modernized from the 1890s to 2013.

The invention of the automobile may be one of the greatest inventions. In the 1920's, the main form of transportation was the railroad. Traveling by railroad could take days to reach your destination. With the invention of the automobile, people were able to travel faster. Although the automobile seemed to be a great invention, there were negatives to it. The first automobile was not very safe because there were no seatbelts. Since the traffic light was not yet invented, there were many accidents which led to a lot of deaths, because there were no seatbelts or traffic lights. As the years went by, the automobile began to modernize. When the automobile was first invented there was only one model. Throughout the years, the automobile became more and more advanced. The invention of the seatbelt came along, which

Thematic Essay—Practice Paper – C

made driving a lot safer. Then we began to see different models of automobiles in different colors. When the radio was invented, there were automobiles with radios. With the invention of automobiles came the invention of drive in movies and diners. As technology advanced, the automobile also became more advanced.

Technology has always played an important role in American history. The elevator and the automobile are two of the many inventions that had many impacts on American Society. Technology will continue to advance throughout the years.

Throughout the history of the United States, technological developments have altered the way of life of Americans. The creation of both the automobile and television has led to positive changes in the everyday American life. Without these developments American life would be severely different from the lives we live today.

The automobile was first created by Henry Ford before 1910. At first cars were built one at a time, which was slow and more expensive. Ford soon utilized a process known as the assembly line to develop products quickly. Through this process, automobiles were sold at inexpensive prices to allow more Americans the ability to purchase. At this time, buying on credit was also introduced to increase the number of Americans able to purchase cars. Through the widespread availability of the automobile, Americans were able to move from cities to the suburbs. This movement became known as suburbanization and was made possible by the automobile. Americans were now able to buy affordable housing in suburbs that offered more space and more freedom. Due to the automobile, Americans were able to commute between their homes and where they worked. The automobile also allowed Americans to travel. Families were now able to drive to vacation spots instead of using trains or buses. Through the automobile, American lives were changed dramatically for the better.

The television was developed in the 1960's and like the automobile it still plays a vital role in American life today. Before the television, Americans would gather around their radios to listen to the news, soap operas, comedies, etc. During this time of technological advancement, the television was created. As opposed to their old ways, Americans were now able to both listen and watch some of the shows they loved.

As a direct result of the television, political events could now be witnessed by all Americans. Television appearances became a popular way to persuade voters to vote for you. John F. Kennedy was known for his impressive appearances, that helped to win him his presidency. The way he was able to convey himself on television established confidence in his supporters. Television also played a major role during the Vietnam War. Through television, Americans were able to witness the brutality of war. During the war, President Johnson and his administration informed Americans that the war was coming to an end and would result in an American victory; however through television, Americans were able to tell that the war was still raging and the Vietcong was fighting back heavily. As a result of this, Americans began to lose faith in both their president and the war. Television increased Johnson's credibility gap as his reassurances did not match what the news showed. The television quickly became a vital source of information to Americans and led to positive reinforcements of American's ability to be informed.

Technological advances occur everyday and have led to drastic changes which have helped to improve the American lifestyle. Through technology, tasks have been able to be completed more quickly and efficiently. Both the automobile and television have led to positive changes and still play a role in the daily lives of Americans.

Technological advances in the United States had both positive and negative effects on America. The invention and widespread availability of the television had an effect on the election between John F. Kennedy and Richard Nixon, and also put an end to McCarthyism, while Nuclear energy put an end to World War II and created fears during the Cold War.

When the television was first invented in the early 20th century it was not a common household item. It was mostly for the rich. Americans had grown accustomed to listening to the President on the radio, but now they could see him speak. However, by the mid 20th century, a television was in most households. This had an unexpected effect on the election between John F. Kennedy and Richard Nixon. These candidates debated with each other on television which brought them into peoples' homes. This greatly helped Kennedy who was viewed as a young, handsome man to the American people whereas Nixon looked nervous and worn out. Kennedy was more camera ready and many Americans cast their votes based on appearance which gave Kennedy the victory. The television also helped end McCarthyism. McCarthyism drew support from the American people who greatly feared the spread of communism. McCarthy accused many government officials of being communist and held hearings against them. With the development of the television, people were able to see the hearings from their homes. People saw that McCarthy was an aggressive and mean man and McCarthyism lost support especially when viewers saw him target members of the army who had recently fought in World War II. Overall, the television had a positive effect on America. It helped end the scare that McCarthyism brought on to the

American people and it helped John F. Kennedy in the 1960 election.

Nuclear energy also had an impact in America in the 20th century. The study of nuclear energy led to the development of the atomic bomb by the Manhattan Project that was formed to develop atomic weapons. Atomic bombs were much more powerful than the regular bombs that had been used during World War II. American soldiers had not been able to get Japan to surrender unconditionally. President Truman decided that the two atomic bombs that were created should be used against Japan to end World War II. After the second bomb was dropped, Japan surrendered unconditionally and World War II was put to an end. In a way this was a positive effect because an estimated one million American lives would have been lost if the United States chose to invade Japan. Much more damage was caused by the atomic bomb than if conventional weapons had been used. This was also a negative effect because the environment that it was used on was destroyed and radiation from the bomb spread, killing thousands of innocent civilians. Nuclear energy also led to an arms race between the United States and the Soviet Union during the Cold War. Both sides tried to develop as many nuclear weapons as possible, which threatened each other. This had a negative effect because it created a fear among the American population of nuclear war that would destroy the world. Fear led families to build fallout shelters and schools to practice "duck and cover" drills. This possibility became even more real after spy planes saw Soviet missiles being built in Cuba, 90 miles away from the United States. Today, we still worry about nations and terrorists getting and using nuclear weapons against us.

Both the invention of the television and nuclear energy impacted the United States. Television helped put an end to McCarthyism and eased the red scare. It also help Kennedy win election. Nuclear energy put an end to World War II but at a cost of lives, environmental damages and the beginning of an arms race against the Soviet Union.

Practice Paper A—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing a change brought about by the cotton gin and the automobile as well as the effects of each on the United States
- Is more analytical than descriptive (*cotton gin*: a simple device, it separated the sticky cotton seeds from the cotton fiber, making a faster and more profitable way to process cotton; southern growers increased the size of their plantations and dedicated more of their land to cotton; by the mid-19th century, “King Cotton” easily led all other United States exports; towns like Lowell, Massachusetts, quickly became dependent on the South’s cash crop; led to the expansion of slavery; southern planters believed they could not get along without the institution of slavery; some Americans began to see slavery as a violation of simple human rights; caused desire for more fertile land to plant more and more cotton; *automobile*: the assembly line revolutionized not only the mass production of automobiles but also countless other consumer goods; Model T’s in the 1920s were affordable for average Americans; automobile industry gave thousands of blue-collar workers in the Midwest a chance at the American dream; hundreds of spin-off industries followed the rise of the automobile and established the American “car culture”; emissions would become the greatest source of air pollution, leaving cities like Los Angeles in a haze of smog and aggravating health issues; the carbon emissions of millions of automobiles are one cause of the breakdown of the ozone layer and have contributed to global warming)
- Richly supports the theme with relevant facts, examples, and details (*cotton gin*: exported to England and France; textile factories; slave auctions; human bondage; sectionalism; Louisiana Purchase; Mexican Cession; Civil War; *automobile*; Henry Ford; Eli Whitney; interchangeable parts; gas stations; expanding network of better roads; drive-in movies; shopping malls; asthma)
- Demonstrates a logical and clear plan of organization; includes an introduction that mentions the main points to be discussed and a brief conclusion that notes technological developments often have unexpected effects

Conclusion: Overall, the response fits the criteria for Level 5. The response effectively discusses the key changes brought about by these technological developments and examines the significant, long-term impacts of both with numerous examples and analysis.

Practice Paper B—Score Level 3

The response:

- Develops most aspects of the task in some depth for the cotton gin and automobile
- Is more descriptive than analytical (*cotton gin*: the cotton gin, created by Eli Whitney, made processing of cotton much faster; there was a demand for more labor which was filled by using slaves; the South became dependent on a one-crop economy; the South's growth in cotton also helped the textile industries grow in both the North and Great Britain; slavery, however, would soon divide the nation, with the North trying to stop the spread of slavery and the South wanting to expand slavery into new American territories; *automobile*: automobiles became especially popular during post-World War II; the availability of cars led to many moving to the suburbs; people in the suburbs could now drive to work and not feel the necessity to live near their job; former city people could own their own little outdoor space and house; automobiles made Americans very dependent on overseas oil; there was a fuel shortage in the United States when OPEC refused to sell oil to any country supporting Israel; the United States would continue to get involved in Middle East countries because the United States wants to protect its oil supply)
- Includes some relevant facts, examples, and details (*cotton gin*: "King Cotton"; *automobile*: Levittown on Long Island; model for other suburban communities; Interstate Highway Act; Yom Kippur War; raised their prices by 400%)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. Despite the brevity of this response, key ideas on the effects are presented in some depth. However, the description of the changes brought about by the cotton gin and the automobile are minimal.

Practice Paper C—Score Level 2

The response:

- Minimally develops some aspects of the task for elevators and the automobile
- Is primarily descriptive (*elevators*: people would have to walk up many flights to get where they wanted to go; American buildings were not able to be built very high because there would be too many flights of stairs; *automobile*: with the invention of the automobile, people were able to travel faster; since the traffic light was not yet invented, there were many accidents, which led to a lot of deaths); includes weak application (*automobile*: traveling by railroad could take days to reach your destination)
- Includes few relevant facts or details (*elevators*: buildings grew taller; *automobile*: invention of seatbelts; invention of drive-in movies); includes an inaccuracy (*automobile*: invention of diners and the radio after the automobile)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response addresses the change to American society as a result of the elevator. The development of the effects of these technologies is focused on very basic elements, but is somewhat awkward as it is intermingled with several digressions.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task for the automobile and television
- Is more descriptive than analytical (*automobile*: at first cars were built one at a time; Ford utilized a process known as the assembly line to develop products quickly; through this process, automobiles were sold at inexpensive prices to allow more Americans the ability to purchase; Americans were able to move from the cities to the suburbs; movement became known as suburbanization; Americans were able to commute between their homes and where they worked; families were now able to drive to vacation spots instead of using trains or buses; *television*: before television, Americans would gather around their radios to listen to the news, soap operas, comedies; Americans were now able to both listen and watch some of the shows they loved; television appearances became a popular way to persuade voters to vote for you; John F. Kennedy was known for his impressive appearances that helped to win him his presidency; through television, Americans were able to witness the brutality of war; Americans began to lose faith in both their president and the war; television increased Johnson's credibility gap)
- Includes some relevant facts, examples, and details (*automobile*: buying on credit; affordable housing; *television*: Vietnam War; President Johnson; Viet Cong fighting back heavily; vital source of information); includes some minor inaccuracies (*automobile*: first created by Henry Ford before 1910; *television*: television was developed in the 1960s)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that claim that both the automobile and television have led to positive changes

Conclusion: Overall, the response fits the criteria for Level 3. The response effectively discusses the change brought by television and its effects on American society in the 1960s. The discussion of the automobile would have benefited from further development.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task for television and nuclear energy
- Is both descriptive and analytical (*television*: Americans had grown accustomed to listening to the president on radio, but now they could see him speak; by the mid-20th century, a television was in most households; had an unexpected effect on the election between John F. Kennedy and Richard Nixon; candidates debated with each other on television which brought them into people's homes; Kennedy was more camera-ready and many Americans cast their votes based on appearance; people saw that McCarthy was an aggressive and mean man; McCarthyism lost support, especially when viewers saw him target members of the army who had recently fought in World War II; *nuclear energy*: led to the development of the atomic bomb; much more powerful than regular bombs used in World War II; American soldiers had not been able to get Japan to surrender unconditionally; after the second bomb was dropped, Japan surrendered unconditionally and World War II was put to an end; an estimated one million American lives would have been lost if the United States chose to invade Japan; much more damage was caused by the atomic bomb than if conventional weapons had been used; nuclear energy also led to an arms race between the United States and the Soviet Union during the Cold War; this possibility became even more real after spy planes saw Soviet missiles being built in Cuba, 90 miles away; today we still worry about nations and terrorists getting and using nuclear weapons against us)
- Supports the theme with relevant facts, examples, and details (*television*: Nixon looked nervous; people feared the spread of communism; accused many government officials; *nuclear energy*: Manhattan Project; President Truman; fallout shelters; "duck and cover" drills)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that summarize the main points of the response

Conclusion: Overall, the response fits the criteria for Level 4. The response includes historical details about McCarthyism and the arms race, demonstrating a good understanding of the task. While the discussion includes some analysis, more analytic statements especially regarding the changes brought about by nuclear energy would have strengthened the discussion.

United States History and Government Specifications

August 2014

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Change; Science and Technology; Factors of Production; Environment; Migration; Places and Regions	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Foreign Policy; Presidential Decisions and Actions; Interdependence; Places and Regions	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 August 2014 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

VOLUME
2 OF 2
DBQ

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 14, 2014 — 8:30 to 11:30 a.m., only

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

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

United States History and Government
Part A Specific Rubric
Document-Based Question
August 2014

Document 1a

President Harry Truman was in Independence, MO, when he learned that North Korea had invaded South Korea. He flew back to Washington, D.C.

...The plane left the Kansas City Municipal Airport at two o'clock, and it took just a little over three hours to make the trip to Washington. I had time to think aboard the plane. In my generation, this was not the first occasion when the strong had attacked the weak. I recalled some earlier instances: Manchuria, Ethiopia, Austria. I remembered how each time that the democracies failed to act it had encouraged the aggressors to keep going ahead. Communism was acting in Korea just as Hitler, Mussolini, and the Japanese had acted ten, fifteen, and twenty years earlier. I felt certain that if South Korea was allowed to fall Communist leaders would be emboldened [encouraged] to override nations closer to our own shores. If the Communists were permitted to force their way into the Republic of Korea without opposition from the free world, no small nation would have the courage to resist threats and aggression by stronger Communist neighbors. If this was allowed to go unchallenged it would mean a third world war, just as similar incidents had brought on the second world war. It was also clear to me that the foundations and the principles of the United Nations were at stake unless this unprovoked attack on Korea could be stopped....

Source: President Harry Truman, *Memoirs, Volume Two: Years of Trial and Hope*, Doubleday & Company, 1956

1a According to President Harry Truman, how would United States national interests be threatened if South Korea were allowed to fall to the communists?

Score of 1:

- States how United States national interests would be threatened if South Korea were allowed to fall to the communists according to President Harry Truman
Examples: in the past when democracies failed to act it encouraged aggressors to keep going ahead; communism was acting in Korea just as Hitler, Mussolini, and the Japanese had acted earlier; if the democracies failed to help South Korea, it would encourage aggressors to keep going; communist leaders would be emboldened to override/take control of nations closer to the United States; without opposition from the free world, no small nation would have the courage to resist threats/aggression by stronger communist neighbors; nonaction would encourage aggressors and cause problems for the United States; it would lead to a third world war; the foundations/principles of the United Nations were at stake unless this unprovoked attack on Korea could be stopped

Score of 0:

- Incorrect response
Examples: Manchuria/Ethiopia/Austria were attacked; Hitler; Mussolini; the Japanese had conquered the world; South Korea could conquer North Korea; communism would end
- Vague response
Examples: it was stopped; it was not the first occasion; it was unprovoked; strong had attacked the weak
- No response

Document 1b

President Harry Truman met with congressional leaders on Tuesday, June 27, 1950, to discuss possible United States actions regarding the crisis in Korea. Secretary of State Dean Acheson gave a briefing at the meeting.

...On Monday [June 26, 1950], Mr. Acheson continued, it became apparent in Washington that the United States should adopt a very firm stand in the Far East, for two reasons: (a) the Korean forces appeared to be weakening fast and their leadership was weak and indecisive; (b) the governments of many Western European nations appeared to be in a state of near-panic, as they watched to see whether the United States would act or not. Therefore, Mr. Acheson concluded, the President had called another meeting at Blair House on Monday evening at which he decided, after consultation with his State and Defense advisers, to take additional steps which the President would now describe....

Sen. [Senator Thomas] Connally [Democrat, Texas] said that it was quite apparent that this was the clearest test case that the United Nations has ever faced. If the United Nations is ever going to do anything, this is the time, and if the United Nations cannot bring the crisis in Korea to an end, then we might just as well wash up the United Nations and forget it. There was general agreement around the table that this was the case and the President once again stated that he was going to make absolutely certain that everything we did in Korea would be in support of, and in conformity with, the decision by the Security Council of the United Nations....

Source: President Harry S. Truman Library & Museum

1b Based on this document, why was it important for the United States to aid South Korea?

Score of 1:

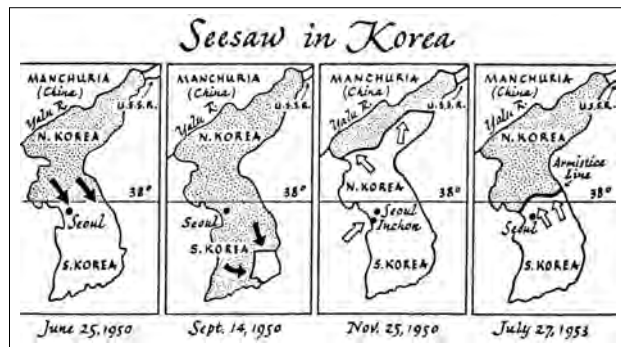
- States a reason it was important for the United States to aid South Korea based on this document.
Examples: Korean forces appeared to be weakening fast; Korean leadership was weak/indecisive; governments of many Western European nations appeared to be in a state of near-panic waiting to see if the United States would act; to support the decision by the Security Council of the United Nations; to help the United Nations bring the Korean crisis to an end/succeed in this test case; to prevent the United Nations as an organization from failing

Score of 0:

- Incorrect response
Examples: Korean forces were strong; Korean leadership was decisive; the United Nations refused to act
- Vague response
Examples: to take additional steps; it was apparent; firm stand; there was general agreement
- No response

Document 2a

A changing front in Korea reflected military victories and losses until an armistice line near the 38th parallel was established.



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

Document 2b

During the “talking war” to reach an armistice, the fighting continued and casualties (dead and wounded) increased.

...It had been a long and terrible war, the cost of which could never be accurately reckoned. The Pentagon estimated that military casualties on both sides came close to 2.4 million. Other sources estimated that North and South Korean civilian casualties were about 2 million. If these figures are approximately accurate, then about 4.4 million men, women, and children were killed, murdered, wounded, or otherwise incapacitated [injured] in the war. Both North Korea and South Korea were utterly ravaged. It would take decades for each nation to rise from the rubble.

Americans paid a high price for President Truman's decision to “draw the line” in South Korea: 54,246 dead (33,629 killed on the battlefield; 20,617 military dead from other causes) and 103,284 wounded. The cost of the last two years of the talking war, in order to fix the DMZ [Demilitarized Zone] at Line Kansas [armistice line], to guarantee former enemies freedom of choice in repatriation [returning home], and to effect the release of 12,773 surviving UN POW's [prisoners of war] (including 3,597 Americans), was especially dear: 63,200 American casualties alone, 12,300 of whom were killed on the battlefield....

Source: Clay Blair, *The Forgotten War: America in Korea 1950–1953*, Times Books, 1987 (adapted)

2 Based on these documents, what were *two* results of the conflict in Korea?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* result of the conflict in Korea based on these documents

Examples: establishment of an armistice line near the 38th parallel; Korea remained divided near the 38th parallel; demilitarized zone/DMZ created at the armistice line; according to the Pentagon, military casualties on both sides came close to 2.4 million; 2 million civilian casualties; about 4.4 million men, women, and children died or were injured in the war; 54,246 Americans were killed/33,629 Americans died on the battlefield and 20,617 from other causes; 12,300 Americans were killed on the battlefield in the last two years of the war; it would take decades for North and South Korea to recover from the war; North and South Korea were utterly ravaged; there was an issue with repatriation of POWs/prisoners of war; 103,284 Americans were wounded; the front seesawed/moved back and forth in Korea; Americans paid a high price

Note: To receive maximum credit, two *different* results of the conflict in Korea must be stated. For example, *there were military casualties on both sides* and *millions were killed or wounded in the war* are the same result expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: Seoul became part of North Korea at the end of the conflict; Korea is no longer divided; the Demilitarized Zone was abolished
- Vague response
Examples: it seesawed; it was especially dear; the cost has been reckoned
- No response

Document 3

ALTHOUGH the armistice has remained in effect since July 1953, in the absence of a formal peace treaty a state of war technically continues to exist between North and South Korea. Glaring at each other across the demilitarized zone, the two regimes have as yet not even made any progress toward mutual recognition, let alone toward cooperation. They have no diplomatic or economic relations whatsoever, not even postal or telephone links. Thus, although some 10 million of South Korea's 42 million people have close relatives living in the north, they are unable to communicate with them except, in a very limited number of cases, by means of an occasional supervised visit of an hour or two along the border. Fears of a new Communist attack remain so intense that on the fifteenth of every month the wail of sirens sends the entire population of Seoul scurrying for shelter in a full-dress air-raid drill....

Source: Richard Whelan, *Drawing the Line: The Korean War, 1950–1953*, Little, Brown and Company, 1990

3 According to Richard Whelan, what was *one* result of the Korean War?

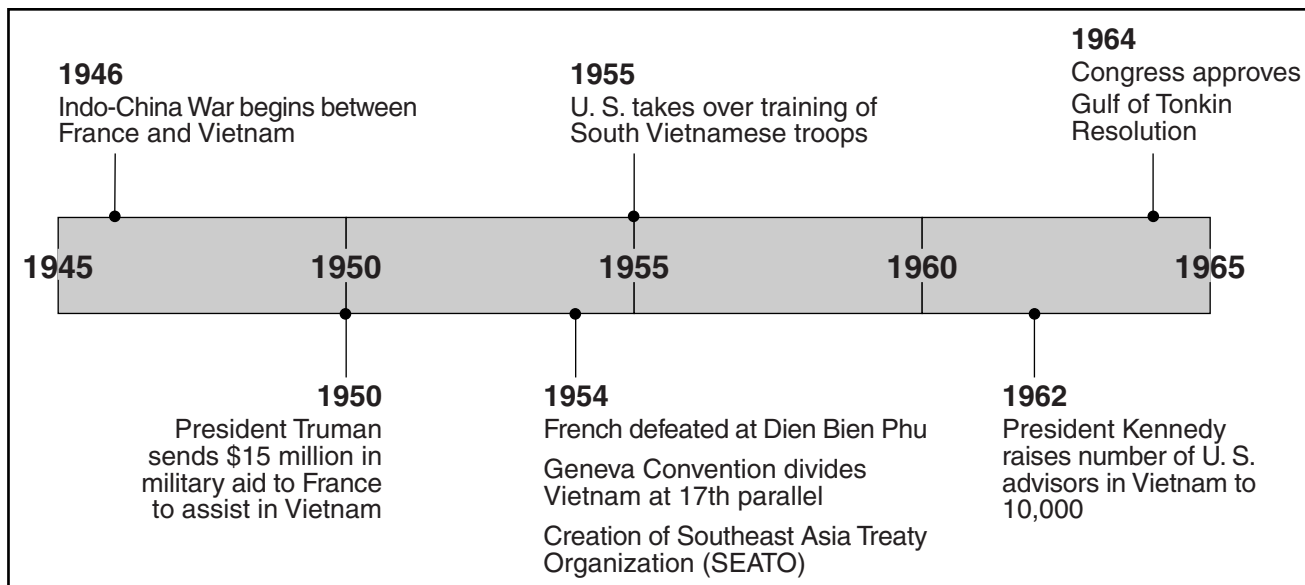
Score of 1:

- States *one* result of the Korean War according to Richard Whelan
Examples: an armistice remains in effect; there has been no formal peace treaty/a state of war technically continues to exist between North and South Korea; tension remains high across the demilitarized zone; there was no progress toward mutual recognition/cooperation; diplomatic relations/economic relations/communication/regular visits have not been established between the two regimes except in limited cases; South Koreans fear another communist attack; air-raid drills continue in Seoul; no postal/telephone links between North and South Korea

Score of 0:

- Incorrect response
Examples: North Korea and South Korea have established full diplomatic relations; North Koreans fear another communist attack; ten million South Koreans have moved north to be with their relatives
- Vague response
Examples: there are a limited number of cases; there is an absence; along the border
- No response

Document 4



4 Based on this time line, state *one* way the United States was involved in Vietnam between 1946 and 1964.

Score of 1:

- States *one* way the United States was involved in Vietnam between 1946 and 1964 based on this time line
Examples: gave military/financial aid to France to assist in Vietnam; President Truman sent \$15 million in military aid to France; the United States became a member of SEATO; took over the training of South Vietnamese troops/sent United States advisors to train South Vietnamese troops; President Kennedy raised the number of United States advisors in South Vietnam to 10,000; Congress approved the Gulf of Tonkin Resolution

Score of 0:

- Incorrect response
Examples: the French defeated the Vietnamese at Dien Bien Phu; President Truman sent troops to France; President Kennedy pulled United States forces out of Vietnam
- Vague response
Examples: there was a convention; war began; it was approved
- No response

Document 5

This is an excerpt from a speech by Secretary of Defense Robert S. McNamara in which he argues that supporting South Vietnam is in the national interest of the United States.

...We do so in their interest; and we do so in our own clear self-interest. For basic to the principles of freedom and self-determination which have sustained our country for almost two centuries is the right of peoples everywhere to live and develop in peace.

Our own security is strengthened by the determination of others to remain free, and by our commitment to assist them. We will not let this member of our family down, regardless of its distance from our shores....

Second, Southeast Asia has great strategic significance in the forward defense of the United States. Its location across east-west air and sea lanes flanks the Indian subcontinent on one side and Australia, New Zealand and the Philippines on the other, and dominates the gateway between the Pacific and Indian Oceans.

In Communist hands this area would pose a most serious threat to the security of the United States and to the family of free world nations to which we belong. To defend Southeast Asia we must meet the challenge in South Vietnam....

Source: *New York Times*, March 27, 1964

5 According to Robert McNamara, what are *two* reasons Vietnam was important to the national interest of the United States?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason Vietnam was important to the national interest of the United States according to Robert McNamara
Examples: it is basic to the principle of freedom/self-determination that the Vietnamese people have the right to live and develop in peace; our security is strengthened by the determination of Vietnam to remain free/if it fell to communism it would pose a serious threat to our security; it is important to the forward defense of the United States/it has strategic significance for the United States/it dominates the gateway between the Pacific and Indian Oceans; to protect the east-west air and sea lanes; it is part of the family of free world nations to which we belong; to defend Southeast Asia we must meet the challenges in South Vietnam

Note: To receive maximum credit, two *different* reasons Vietnam was important to the national interest of the United States must be stated. For example, *it is important to the forward defense of the United States* and *it has strategic significance for the United States* are the same reason expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: Vietnam is close to the United States; to help communism spread; it is located between the Atlantic and the Pacific
- Vague response
Examples: to meet the challenges; a free world family; people live everywhere
- No response

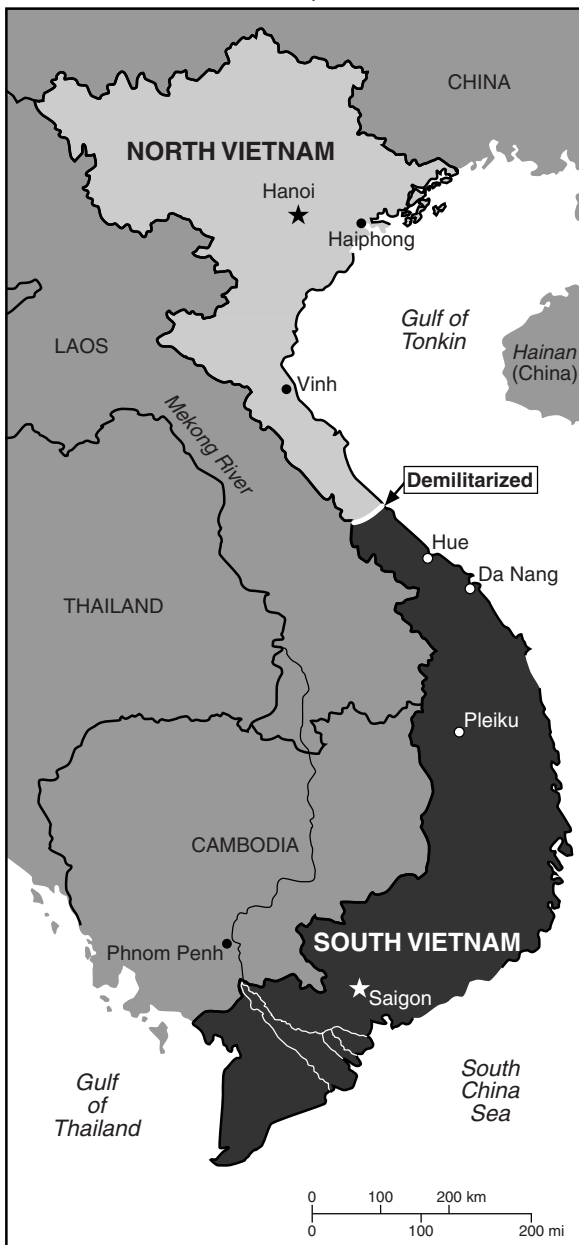
Document 6a

...Under five Presidents and 12 Congresses, the United States was engaged in Indochina. Millions of Americans served, thousands died, and many more were wounded, imprisoned, or lost. Over \$150 billion have been appropriated for that war by the Congress of the United States. And after years of effort, we negotiated, under the most difficult circumstances, a settlement which made it possible for us to remove our military forces and bring home with pride our American prisoners. This settlement, if its terms had been adhered to [followed], would have permitted our South Vietnamese ally, with our material and moral support, to maintain its security and rebuild after two decades of war...

Source: President Gerald R. Ford, Address to Joint Session of Congress, April 10, 1975

Document 6b

Vietnam, 1965



Source: *The History Place* (adapted)

Document 6c

Vietnam, 1975



Source: *CIA The World Factbook* (adapted)

6 Based on these documents, what were *two* results of United States involvement in Vietnam?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* result of United States involvement in Vietnam based on these documents
Examples: millions of Americans served; thousands of Americans died; many Americans were wounded/imprisoned/lost; over \$150 billion was appropriated for the war; the United States negotiated a settlement which made it possible to bring American military forces/prisoners home; Vietnam was unified under communism/Vietnam became one country/there is no longer a demilitarized zone in Vietnam/Hanoi is now the capital of a united Vietnam; the United States was not successful in defeating North Vietnam; Saigon was renamed Ho Chi Minh City

Note: To receive maximum credit, two *different* results of United States involvement in Vietnam must be stated. For example, *Vietnam was unified under communism* and *Vietnam became one country* are the same result expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: Vietnam remains divided; communism was contained to North Vietnam; Saigon is the capital of Vietnam; South Vietnam remained independent
- Vague response
Examples: United States traded; we negotiated; the United States was engaged
- No response

Document 7

...Less than a week ago, in the early morning hours of August 2d [1990], Iraqi Armed Forces, without provocation or warning, invaded a peaceful Kuwait. Facing negligible resistance from its much smaller neighbor, Iraq's tanks stormed in blitzkrieg fashion through Kuwait in a few short hours. With more than 100,000 troops, along with tanks, artillery, and surface-to-surface missiles, Iraq now occupies Kuwait. This aggression came just hours after Saddam Hussein specifically assured numerous countries in the area that there would be no invasion. There is no justification whatsoever for this outrageous and brutal act of aggression.



President George H. W. Bush gives a press conference regarding Iraq's invasion of Kuwait, August 8, 1990.

Source: George Bush Presidential Library and Museum

A puppet regime imposed from the outside is unacceptable. The acquisition of territory by force is unacceptable. No one, friend or foe, should doubt our desire for peace; and no one should underestimate our determination to confront aggression.

Four simple principles guide our policy. First, we seek the immediate, unconditional, and complete withdrawal of all Iraqi forces from Kuwait. Second, Kuwait's legitimate government must be restored to replace the puppet regime. And third, my administration, as has been the case with every President from President [Franklin D.] Roosevelt to President [Ronald] Reagan, is committed to the security and stability of the Persian Gulf. And fourth, I am determined to protect the lives of American citizens abroad...

Source: President George H. W. Bush, Address to the Nation, August 8, 1990

7 According to President George H. W. Bush, what were *two* reasons for United States involvement in the Persian Gulf region?

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* reason for United States involvement in the Persian Gulf region according to President George H. W. Bush

Examples: to combat a brutal act of aggression/to confront aggression/to end Iraqi occupation of Kuwait/to bring about the immediate/unconditional/complete withdrawal of all Iraqi forces from Kuwait; to demonstrate that acquisition of territory by force is unacceptable; to restore Kuwait's legitimate government/to replace the puppet regime; to maintain our commitment to the security/stability in the Persian Gulf; to protect the lives of American citizens abroad

Note: To receive maximum credit, two *different* results of United States involvement in the Persian Gulf region must be stated. For example, *to restore Kuwait's legitimate government* and *to replace the puppet regime* is the same result expressed in different words. In this and similar cases, award only *one* credit for this question.

Score of 0:

- Incorrect response
Examples: to install a puppet regime in Kuwait; to prevent Kuwait from taking over Iraq; to support Iraq
- Vague response
Examples: to combat; there was no warning; President Bush was determined; blitzkrieg
- No response

Document 8

“They set out to confront an enemy abroad,” President [George H. W.] Bush declared last week as he praised the men and women who won the most decisive American military victory since World War II. “And in the process, they transformed a nation at home.”

To a president triumphant, to a nation relieved and to a military that almost seemed to be born anew, the victory over Iraq was only half the story: Desert Storm was also a victory over two decades of American self-doubt. On the wall of the briefing room at the Riyadh [Saudi Arabia] Hyatt Regency Hotel, a hand-drawn cartoon appeared: a rock in the empty Iraqi desert, bearing the epitaph “Here Lies Vietnam.”...

Source: Stephen Budiansky, “A force reborn,” *U.S. News & World Report*, March 18, 1991

8 According to Stephen Budiansky, what was *one* result of the 1991 Persian Gulf War?

Score of 1:

- States *one* result of the 1991 Persian Gulf War according to Stephen Budiansky
Examples: a decisive American military victory; men and women who fought transformed the nation at home; the nation was transformed; it was a victory over two decades of American self-doubt; it restored pride/confidence lost after Vietnam

Score of 0:

- Incorrect response
Examples: the United States lost the war; Iraq was victorious in Desert Storm; Americans had more self-doubt
- Vague response
Examples: it was half the story; they were confronted; the Iraqi desert was empty
- No response

Document 9

...The military campaign had been successful in forcing Saddam Hussein's withdrawal from Kuwait, but the Iraqi leader remained in power.

A UN mandate for weapons inspections was established in a resolution passed in April 1991.

The first operation by the inspections body, Unscm [United Nations Special Commission], was carried out in June, setting in train [starting] seven years of monitoring.

Economic sanctions imposed after Iraq invaded Kuwait remained in place, with Iraq banned from importing or exporting anything but food and medicines.

These continued for 12 years, although Iraq agreed in 1996 to a UN offer to allow it to export a limited amount of oil to raise funds for humanitarian supplies.

Source: "Flashback: 1991 Gulf War," *BBC NEWS*, March 20, 2003

9 According to this article, what was *one* result of the 1991 Persian Gulf War?

Score of 1:

- States *one* result of the 1991 Persian Gulf War according to this article

Examples: the military campaign was successful in forcing Saddam Hussein's withdrawal from Kuwait; Saddam Hussein remained in power; a United Nations mandate for weapons inspections was established; weapons inspections were carried out by Unscm; economic sanctions imposed after Iraq invaded Kuwait remained in place; Iraq was banned from importing or exporting anything but food and medicines; Iraq was defeated; eventually Iraq was allowed to sell some oil to raise funds for humanitarian supplies

Score of 0:

- Incorrect response

Examples: Saddam Hussein was removed from power; economic sanctions were totally removed; the military campaign was not successful

- Vague response

Examples: it was a military campaign; it was a mandate; it was the first operation

- No response

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

Historical Context:

Throughout the latter half of the 20th century, protecting United States national interests was a major goal of United States foreign policy. This goal led the United States to fight wars in **Korea (1950–1953)**, **Vietnam (1955–1973)**, and the **Persian Gulf (1990–1991)**. These wars had a significant impact on the United States and on other countries.

- Task:** Choose *two* wars mentioned in the historical context and for *each*
- Describe the historical circumstances that led to United States involvement in that war
 - Discuss the impact of the war on the United States and/or on another country or region

Scoring Notes:

1. This document-based question has a minimum of *four* components (describing the historical circumstances that led to United States involvement in *each* of *two* wars and discussing the impact of *each* war on the United States and/or on another country or region).
2. The historical circumstances that led to United States involvement could be the same for both wars, but the details must be specific to each war, e.g., United States opposition to communist expansion in Korea and in Vietnam.
3. The impact of the war may have occurred during the war, immediately after the war, or may be long term.
4. Details of the war itself could be included as part of the description of historical circumstances or the impact of the war.
5. The impact of the war may be on the United States, on another country, on another region, or on a combination of these.
6. The impact of a war could be similar for two wars, but the details should be specific to each war, e.g., the eventual removal of United States military forces from Vietnam and from Iraq.
7. As is the case with many historical topics, the impact of the war may be discussed from a variety of perspectives as long as the positions taken are supported by accurate historical facts and examples.
8. Only two wars may be chosen from the historical context. If three wars are addressed, only the first two wars should be rated.
9. For the purposes of meeting the criteria of using at least *four* documents in the response, documents 1a, 1b, 2a, 2b, 6a, 6b, and 6c may be considered as separate documents *if* the response uses specific, separate facts from each document.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances that led to United States involvement in **each** of **two** wars and discussing the impact of **each** war on the United States and/or on another country or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Korea*: connects the reasons the United States applied the European containment model in Asia by fighting a limited war in support of the United Nations action to defend South Korea to the failure of the reunification strategy and the necessity of continuing the American troop presence on the peninsula to defend South Korea from a potentially destabilizing nuclear-armed North Korea; *Vietnam*: connects the long-term United States financial support and military involvement in Vietnam that led to the Gulf of Tonkin Resolution and the Americanization of the war to the domestic social and political turmoil that threatened the cohesiveness of American society in the 1960s and 1970s and led to a rethinking of the United States role in world affairs
- Incorporates relevant information from **at least four** documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to involvement of the United States in wars (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Korea*: “temporary” split of Korea at end of World War II; definition of containment; terms of the Truman Doctrine; reasons for North Korean aggression; role of 38th parallel; role of MacArthur; reasons for undeclared war; role of China; reasons for police action; role of Soviet Union; *Vietnam*: French colonial war against Viet Minh; role of domino theory; role of 17th parallel; role of Ho Chi Minh; role of Viet Cong; role of military advisors; Tonkin Gulf Resolution; positions of hawks versus doves; role of Kent State; terms of War Powers Act
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one war more thoroughly than for the second war *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., *Korea*: discusses reasons for the United States decision to fight a war to contain communism in Korea, the consequences of underestimating the challenges of a long war in Asia, and the commitment necessary to insure South Korean security from aggression from communist North Korea; *Vietnam*: discusses the domino theory’s influence on the growing commitment of the United States leading to the eventual Americanization of the war and the decline of public support for the war as a credibility gap and protest movement developed
- 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** war 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 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.

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.

Korea (1950–1953)

Key Ideas from Documents 1–3

Historical Circumstances	Impact of War
<p>Doc 1—Encouragement of World War II aggressors by failure of democracies to act</p> <p>Comparison of communism in Korea to past aggression (Hitler, Mussolini, the Japanese)</p> <p>Encouragement for communist leaders to override nations closer to the United States with fall of South Korea</p> <p>Difficulty for small nations to resist communist aggression if communists allowed to force their way into South Korea</p> <p>Concern over an unchallenged North Korea meaning a third world war</p> <p>Challenge to foundations and principles of United Nations</p> <p>Fast weakening of Korean forces</p> <p>Weakness and indecisiveness of Korean leadership</p> <p>Near-panic in governments of many Western European nations watching to see if United States would act</p> <p>Test case for survival of United Nations</p> <p>Doc 2—Crossing of 38th parallel by North Korea</p>	<p>Doc 2— Driving the North Koreans back north of the 38th parallel</p> <p>Continued division of Korea at 38th parallel</p> <p>Estimate by Pentagon of military casualties on both sides close to 2.4 million</p> <p>Estimate of North and South Korean civilian casualties at about 2 million</p> <p>Estimate of 4.4 million men, women, and children killed, murdered, or wounded</p> <p>Destruction in both North and South Korea</p> <p>Death (54,246) and wounding (103,284) of many Americans</p> <p>Release of 12,773 surviving POWs</p> <p>Doc 3—Continuation of state of war between North and South Korea with no formal peace treaty</p> <p>Lack of progress toward mutual recognition or cooperation by North and South Korea as of 1990</p> <p>Absence of diplomatic/economic relations or postal/telephone links between North and South Korea as of 1990</p> <p>Limited communication between relatives living in South Korea and in North Korea</p> <p>Monthly air raid drills in Seoul as a result of fears of a new communist attack</p>

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

Historical Circumstances	Impact of War
<p>Rise of rival regimes in North (supported by Soviet Union) and South (supported by United States) Korea after the end of Japanese occupation</p> <p>Increased vulnerability of Korea because of its location outside United States defense perimeter in Pacific</p> <p>Attack on South Korea without warning</p> <p>Importance of containment doctrine (post–World War II United States–Soviet Cold War policies and actions in Europe)</p> <p>Condemnation of North Korean aggression by United Nations Security Council and United States</p>	<p>Redefinition by Truman of goal of containment to reunification by force</p> <p>Removal of MacArthur from his command after public disagreement with Truman (Truman’s refusal to retaliate/widen war after Chinese attack, debate over concept of “limited war”)</p> <p>Declining popularity of Truman and Democratic party (election of Eisenhower in 1952)</p> <p>Threat by Eisenhower to use atomic weapons if peace talks not productive</p> <p>Expansion of presidential power (undeclared war)</p> <p>Commitment to global containment (domino theory in Southeast Asia)</p> <p>Development of collective security agreements (details about SEATO, ANZUS)</p> <p>Increase in military spending and foreign aid</p> <p>Continuation of United States troop presence in Korea</p> <p>Development of free, democratic, and capitalist South Korea</p> <p>Long-term alliance between North Korea and China</p> <p>Increase in North Korean anti-American sentiment</p> <p>Impact of communist dictatorship on North Korea</p>

Vietnam (1955–1973)

Key Ideas from Documents 4–6

Historical Circumstances	Impact of War
<p>Doc 4—Commitment of millions of dollars of military aid to France to assist in Vietnam</p> <p>Defeat of French at Dien Bien Phu</p> <p>Division of Vietnam at 17th parallel by Geneva Convention</p> <p>Training of South Vietnamese troops by United States</p> <p>Increase in number of United States advisors in Vietnam</p> <p>Congressional approval of Gulf of Tonkin Resolution</p> <p>Doc 5—Support of South Vietnam as basic to United States principles of freedom and self-determination</p> <p>Belief in support of South Vietnam as basic to right of peoples everywhere to live and develop in peace</p> <p>Strengthening of United States security by determination of others to remain free and by our commitment to assist them</p> <p>Strategic significance of Southeast Asia in forward defense of United States (location on east-west air and sea lanes; domination of gateway between Pacific and Indian Oceans)</p> <p>Serious threat to security of United States if Southeast Asia in communist hands</p>	<p>Doc 6—Service of millions of Americans; death of thousands; wounding, imprisonment, or loss of many</p> <p>Congressional appropriation of over \$150 billion to wage war</p> <p>Negotiation of settlement making possible removal of United States military forces and bringing home American prisoners</p> <p>Lack of adherence to settlement terms that would have permitted South Vietnam to maintain its security and rebuild country</p> <p>Reunification of Vietnam by North Vietnam</p>

Vietnam (1955–1973)

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Impact of War
Goal of Ho Chi Minh's national movement to end French control of Vietnam (self-determination) Application of domino theory (Eisenhower, Kennedy, Johnson) Americanization of war after alleged North Vietnamese attack on United States destroyer in Gulf of Tonkin Influence of earlier Cold War actions in Europe, Korea, and Latin America (Truman Doctrine, Marshall Plan, NATO, Korean War, Castro)	Deaths of many North Vietnamese soldiers and civilians Escalation in troop levels during Johnson administration as result of South Vietnamese instability and inability of South Vietnamese army to defeat Vietcong Emergence of differences in public opinion (hawks vs. doves) Growth of deficit spending, higher taxes, inflationary trends, and cuts in social programs as result of war expenditures Slowdown of Great Society reforms (President Johnson's declining popularity, increased war costs) Resentment over draft lottery (college students, middle-class parents) Organizing of protest marches in major cities Widening of credibility gap after Tet offensive (cynicism towards government) Support for granting right to vote to 18-year-old citizens Student protests and increase in violence after invasion of Cambodia (Kent State, Jackson State) Reassessment of expansion of presidential powers (repeal of Tonkin Gulf Resolution, passage of War Powers Act) Expansion of war into Cambodia, secret bombing campaign Civil war in Cambodia Reevaluation of domino theory Difficulty in readjustment for returning veterans Settlement Vietnamese refugees in United States Decline of national support for military interventions (Nixon Doctrine, Vietnam syndrome) Disagreement over formal recognition of communist Vietnam Claim that North Vietnam violated terms of Paris peace agreement Growth of United States commerce with Vietnam in 21st century

Persian Gulf (1990–1991)

Key Ideas from Documents 7–9

Historical Circumstances	Impact of War
<p>Doc 7—Invasion of Kuwait by Iraqi armed forces without provocation or warning</p> <p>Negligible resistance from Kuwait to Iraq’s invasion and occupation</p> <p>No justification for Iraq’s act of aggression</p> <p>Imposition of puppet regime unacceptable</p> <p>Forceful acquisition of territory unacceptable</p> <p>Need for immediate, unconditional, and complete withdrawal of all Iraqi forces from Kuwait</p> <p>Need for restoration of Kuwait’s legitimate government</p> <p>Commitment of United States to security and stability of Persian Gulf</p> <p>Need for protection of American citizens abroad</p>	<p>Doc 8—Most decisive of American military victories since World War II</p> <p>Transformational event for United States</p> <p>Decline of American self-doubt that had been created by failure in Vietnam</p> <p>Doc 9—Withdrawal of Hussein from Kuwait</p> <p>Continuation of Hussein’s power in Iraq</p> <p>United Nations mandate for weapons inspections (1991 resolution)</p> <p>Seven years of UNSCOM inspections</p> <p>Continuation of economic sanctions—banning Iraq from importing or exporting anything but food and medicines</p> <p>Agreement by Iraq to United Nations offer (1996) allowing export of a limited amount of oil to raise funds for humanitarian supplies</p>

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	Impact of War
<p>Concerns about oil reserves in long-term national security interests in Middle East (Eisenhower Doctrine, Carter Doctrine)</p> <p>Goal of Hussein to acquire Kuwait’s petroleum industry because of debt incurred from war with Iran</p> <p>Claim by Iraq that the land of Kuwait once belonged to Iraq</p> <p>Threat to key United States ally in region from invasion (Saudi Arabia)</p> <p>Passage of resolution by United Nations Security Council condemning invasion and demanding withdrawal of Iraqi troops</p> <p>Joining of United States-led coalition forces in opposing Iraq</p> <p>Authorization by Congress to use military force to drive Iraq out of Kuwait</p>	<p>Deaths of Iraqi soldiers and civilians</p> <p>Repression of Iraqi Shiites and Kurds by Hussein</p> <p>Establishment of Iraqi no-fly zones to help protect Shiites and Kurds</p> <p>Reported illnesses following coalition soldiers’ participation (Gulf War syndrome)</p> <p>Environmental impact of burning oil wells</p> <p>Strengthening of Islamic extremism with continued presence of United States forces in Saudi Arabia to enforce no fly zone</p> <p>Influence of Hussein’s failure to cooperate with United Nations weapons inspectors on United States decision to go to war (Iraqi War, 2003)</p>

The US has entered numerous wars over foreign policy issues. The 20th century was definitely the time for many of these conflicts. After WWII with the formation of the UN and especially the UN Security Council there was hope for world peace. The US had become one of two great super powers in the world. This title came with great responsibility. From 1945 till 1991 we were engaged in a cold war with communism. This war was in part fought through proxy wars like Vietnam. After the fall of the USSR there were other tyrants to deal with. Sadaam Hussein of Iraq had invaded Kuwait and threatened American interests in the Persian Gulf. These wars are often considered to be very different from each other when time, money, and casualties are considered. Despite this both wars show that as a superpower, sometimes we've had to get our hands dirty and intervene in situations that threatened our national interests.

Although the French wanted Vietnam back after WWII, they were not able to compete with Ho Chi Minh so they were unsuccessful. He defeated the French and a convention was held at Geneva to decide Vietnam's fate. Ho Chi Minh's popularity meant that any free election to unite a divided Vietnam would not work out well for our containment policy, as Vietnam would be united under a communist government. We feared if Vietnam fell to communism, neighboring countries would too. The date of US entry into the conflict in Vietnam is often disputed. Some say we entered the conflict in 1955 when we sent "advisors" to train South Vietnamese troops. Others say it was in 1964 with passage of the Gulf of Tonkin Resolution (Doc 4). The Tonkin Gulf attack moved Congress, like Pearl Harbor did, to give the president more authority to respond to the situation in Vietnam, but without a declaration of war as in 1941. Since war was never

officially declared, its constitutionality was questioned many times throughout the war. With the Tonkin Resolution and the military buildup that had taken place since NSC-68, we were ready to tackle the communist foe in North Vietnam. We went into this war with a lot of power and technology assuming we could win but in the end the results were not worth the costs. After years of fighting US forces accomplished little, there were thousands of casualties on both sides and a growing public distrust of the US Government. Napalm and Agent Orange were used without restraints to destroy villages, forests, and strategic locations in Vietnam. These chemicals increased birth defects in Vietnamese babies and serious illnesses in returning veterans. The psychological toll was high as well. The Tet Offensive of 1968 made many Americans realize that maybe the government was wrong and the war couldn't be won. Tet was unexpected because the Johnson administration had been claiming great progress in Vietnam. Terrible acts on civilians like the My Lai massacre took a toll on the Vietnamese as well as American soldiers. In the end, many Americans wanted us to pull out of Vietnam after Nixon's process of Vietnamization led to the invasion of Cambodia, way more bombing, and more antiwar protests. Without the Americans and with the peace settlement not being followed South Vietnam fell to communism after years of fighting. (doc 6) This conflict would leave a scar on our country that wouldn't be repaired for almost 20 years. The Vietnam Syndrome of fearing intervention would continue to affect our foreign policy until after the Persian Gulf War.

1990 was a great year for America. The Berlin Wall had already fallen and the Soviet Union was weakening. It seemed as if we were winning the Cold War. The military dictator from Iraq was looking to

change the Middle East. In August of 1990, Sadaam Hussein, Bathist leader of Iraq, had invaded Kuwait for its oil and its seaports. In a matter of hours, the small nation was occupied and incorporated as an (Doc 7) Iraqi province the way Hussein claimed it should be from past history. Saudi Arabia, a big US trading partner and neighbor of Iraq, was frightened. They wanted US troops on the border to protect from a possible Iraqi attack. The US led a multinational coalition including many Arab states to get Sadaam out of Kuwait. After a bombing campaign and limited combat resulting in minimal US casualties the invasion was a success and Iraq's troops were forced out of Kuwait. We had won quickly and made up for the quagmire that was Vietnam (doc 8). After the actual conflict, the UN set up sanctions and established an inspection of weapons that Iraq would have to submit to. Despite the "successful" US action, Sadaam stayed in power and went on to persecute his own people including the Shiites and Kurds. In response, the US and key allies enforced "no fly zones" over Iraq throughout the 1990s. Sadaam's actions and his noncooperation with weapons inspectors would bring us to the 2003 Iraqi war that would prove to be more like Vietnam in terms of time and money (9).

Extreme disagreements often lead to war. This explains why righteousness or "Good vs evil" like in World War II and the Cold War led to conflicts. Vietnam was a war against an ideology in a terribly difficult setting which became impossible to win. In the Persian Gulf war we had a clear objective and a clear enemy that resulted in a clear victory. The results of these wars do affect our country as well as other countries and regions. Some effects of war can impact a country right away but other effects take longer to appear.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for wars in Vietnam and the Persian Gulf
- Is more analytical than descriptive (*Vietnam*: date of United States entry into conflict often disputed; we went into war with much power and technology assuming we could win but in the end the results were not worth the costs; after years of fighting United States forces accomplished little, there were thousands of casualties on both sides, and a growing public distrust of United States government; without Americans and with the peace settlement not being followed, South Vietnam fell to communism after years of fighting; conflict left a scar on our country; a war against an ideology in a terribly difficult setting which became impossible to win; *Persian Gulf*: military dictator from Iraq looking to change Middle East; in a matter of hours small nation of Kuwait was occupied and incorporated as Iraqi province; war helped make up for quagmire that was Vietnam; despite successful United States action Hussein stayed in power; war had clear objective and a clear enemy that resulted in a clear victory)
- Incorporates relevant information from documents 4, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (*Vietnam*: Gulf of Tonkin attack moved Congress, like Pearl Harbor did, to give president more authority to respond to Vietnam situation; since war never officially declared constitutionality questioned many times; with military buildup since NSC-68 United States ready to tackle communist foe in North Vietnam; napalm and Agent Orange used without restraints to destroy villages, forests, and strategic locations; chemicals increased birth defects in Vietnamese babies and serious illnesses in returning veterans; Tet Offensive made many Americans realize government wrong and war could not be won; acts on civilians such as the My Lai Massacre took a toll on Vietnamese as well as American soldiers; Nixon's Vietnamization led to invasion of Cambodia, way more bombing, and more antiwar protests; Vietnam Syndrome continued to affect foreign policy until after Persian Gulf War; *Persian Gulf*: invasion of Kuwait threatened American interests in Persian Gulf; Hussein invaded Kuwait for its oil and seaports; Hussein claimed Kuwait should be part of Iraq; Saudi Arabia, a big United States trading partner and neighbor of Iraq, frightened about events and wanted United States troops on border to protect from a possible Iraqi attack; United States led coalition including many Arab states; after bombing campaign and limited combat resulting in minimal United States casualties, invasion a success; Hussein's persecution of his own people and noncooperation with weapons inspectors brought us to 2003 Iraqi war)
- Richly supports the theme with many relevant facts, examples, and details (*Vietnam*: United States sent advisors in 1955 to train South Vietnamese troops; Gulf of Tonkin Resolution passed in 1964; *Persian Gulf*: Saddam Hussein invaded Kuwait; Iraq's troops forced out of Kuwait; after conflict United Nations set up sanctions and established inspection of weapons Iraq would have to submit to; "no fly zones" enforced)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses that with the title of one of the great superpowers came great responsibility and a conclusion that states some effects of war can impact a country right away but others take longer to appear

Conclusion: Overall, the response fits the criteria for Level 5. Significant outside information supports document interpretation providing a strong evaluative approach to the task. The integration of good historical connections contributes to thoughtful, analytic conclusions.

Throughout the latter half of the 20th century, the U.S. foreign policy has been marked by the effort to not only protect National security and interests, but to try and help world wide security as well. Two different wars help to demonstrate this idea. The U.S. looked to protect their world wide interests and security through both the Korean War and the Vietnam War.

After World War Two Korea was divided at the 38th parallel with the hope that the country would some day be united. In 1950, the North, armed by the Soviets, attacked the South hoping to reunify Korea under communist rule. The U.S., remembering the type of aggression that led to World War Two, decided to support the UN's police action against North Korea. Several different circumstances led up to this decision. Since World War Two, the U.S. had been standing guard against communist moves, especially in Europe. When the Soviets pushed Nazi forces out of Eastern Europe, they were determined to have friendly regimes rule there. These Soviet puppets were oppressive and taken by the West as a sign of Soviet hopes to expand further. As a result, the U.S. adopted the policy of containment, or, in other words, stopping the threat of communism from spreading. When North Korea unexpectedly invaded South Korea, the U.S. immediately had reason to suspect that the Soviets were behind the attack on South Korea, hoping to spread communism in Asia and beyond (doc 1a). Though this was the main reason the U.S. entered the war, other contributing factors included the fact that not only was the U.S. expected to help South Korea by almost all of the anti-communist Western European nations of the UN, but also because the U.S. was looking to protect themselves against the spread of communism.

(doc 1b). The U.S felt it needed to support the UN military action in Korea and to extend its use of containment to the region. All of these reasons led to U.S involvement in Korea.

The war lasted for over 3 years in Korea, which was marked by large fluxations of who was winning. North Korea invaded South Korea and pushed them to the very edge of the peninsula, where they were then saved by U.S forces led by General MacArthur. When the UN troops pushed North Korea up to the border of China, hoping to eliminate communism from the peninsula, they were met by Chinese troops and disaster. MacArthur's reaction was to suggest bombing Chinese bases and escalating the war, which resulted in him getting fired after publicly disagreeing with the President. Many Americans disagreed with the President which led them to question his wartime leadership. Nevertheless, China and North Korea pushed the U.S/South Korean Forces back to the 38th parallel, where several months of marginal gains ensued and containment was achieved as a result of a stalemate. In 1953, an armistice was declared, creating a tense peace but never outright ending the war, causing numerous effects. One of the biggest was the sheer number of casualties from the war, as well as the destruction both North and South Korea experienced (doc 2b). The war was expected to be limited and short but it was neither and the costs were huge. Another major effect was the continuation of the two separate countries, with little hope of being united (doc 2a). But the biggest effect the armistice had was the constant fear South Korea faced, and still faces today. No treaty was ever drafted, so the South Koreans are in a constant fear that North Korea will abruptly decide to attack them again (doc 3). North Korea has spent most of its money on its

military with help from China. South Korea depends on US troops to protect it. The effects of the war continue to be costly. These are just a few of the important effects of the Korean War.

A second example of how the US looked to protect National security and the security of other nations in the late 20th century is the war in Vietnam. Once again, US involvement is marked by the policy of containment, especially in Vietnam, which the US considered a stepping stone to the Philippines, other Southeast Asian nations, and even the US itself (doc 5). The US had first become involved in the war when France decided in 1946 to retake Vietnam which had been one of their colonies. The US could have chosen to back Vietnam's independence but instead backed their old ally France in an effort to suppress communism and protect the security of the free world (doc 5). However, after a defeat at Dien Bien Phu, a French fort, the French decided to pull out of the war. The US chose to remain involved in order to follow anti-communist policy and to protect the South Vietnamese from the communist North and Ho Chi Minh. This was justified in part by the "domino theory" which claimed that a loss in South Vietnam would lead to further communist victories in neighboring countries. But even as the US was moving to support South Vietnam, the situation there became more complicated. A new source of opposition arose from South Vietnam's own peasants that became the National Liberation Front. They led an insurrection in South Vietnam that grew, even as the US sent more military advisors to help the government. The US escalated fighting in the war after the Tonkin Gulf conflict. The escalation resulted in thousands of American soldiers dying and billions of dollars being spent.

The US decision to support South Vietnam resulted in various effects. The American commitment grew through 5 presidents, damaging the standing of the last 2, Lyndon Johnson and Richard Nixon. But the sheer length of the war, the human costs, and the effort wasted fighting another Asian war that became impossible to win, was tragic (doc 6a). The war angered many US college students and young adults and they protested against it. There were several reasons for this including the escalation of troops and bombing, and the failure to win. A main turning point, however, was the result of the Tet offensive, a large scale effective guerrilla attack on South Vietnam. Although the US was able to defeat the NLF and the North Vietnamese, to the dismay of the US troops and Americans back at home, the US and its South Vietnamese allies were not looking like they could win the war against such a well-organized enemy. After watching the war and the protests on television news more Americans turned against the war, eventually leading to the withdrawal of US troops in 1973. Many Americans supported the ideas behind the Nixon Doctrine, which seemed to promise limits on the use of US troops.

The US looked to protect national security through two major wars of the late 20th century: the Korean War and the Vietnam War. Both of these wars helped to show the limitation of US military supremacy and our anti-communist policies.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for wars in Korea and Vietnam
- Is more analytical than descriptive (*Korea*: United States had reason to suspect that the Soviets were behind the attack on South Korea hoping to spread communism in Asia and beyond; South Korea pushed to edge of peninsula where it was saved by United States forces; after several months of marginal gains containment achieved; armistice created tense peace but never outright ended war; war expected to be limited and short but neither; *Vietnam*: United States involvement marked by containment especially as Vietnam considered stepping stone to Philippines, other Southeast Asian countries, and even United States; United States backed France to suppress communism; fighting another Asian war that became impossible to win was tragic; American commitment grew through five presidents, damaging the last two; to dismay of United States troops and Americans back home, United States and South Vietnamese allies not looking like they could win against well-organized enemy)
- Incorporates relevant information from documents 1, 2, 3, 4, 5, and 6
- Incorporates substantial relevant outside information (*Korea*: North armed by Soviets attacked South hoping to reunify Korea under communist rule; remembering the types of aggression that led to World War II, United States decided to support United Nations police action against North Korea; General MacArthur suggested bombing Chinese bases and escalating war which resulted in him getting fired; many Americans disagreed with the president which led them to question his leadership; South Korea depends on United States troops to protect them; *Vietnam*: France decided to retake Vietnam which had been one of their colonies; United States wanted to protect South Vietnam from the communist North and Ho Chi Minh; domino theory claimed that a loss in South Vietnam would lead to further communist victories; new opposition arose from South Vietnam's own peasants that became the National Liberation Front; United States escalated fighting in war after Tonkin Gulf conflict resulting in thousands of American soldiers dying and billions of dollars being spent; many United States college students and young adults protested war; Tet Offensive was large-scale guerilla attack on South Vietnam; after watching war and protests on television news more Americans turned against war)
- Richly supports the theme with many relevant facts, examples, and details (*Korea*: war lasted three years; South Korean forces pushed back to 38th parallel; armistice declared in 1953; both North and South Korea faced destruction from war; *Vietnam*: after defeat at Dien Bien Phu French pulled out of war; Nixon Doctrine; United States withdrew its troops)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the United States looked to protect its worldwide interests and security through both the Korean and Vietnam wars and a conclusion that states both wars helped to show the limitations of United States military supremacy and our anticommunist policies

Conclusion: Overall, the response fits the criteria for Level 5. A good historical context is established for a discussion of circumstances leading to United States involvement in both the Korean and Vietnam wars that is supported by insightful document interpretation and the integration of substantive outside information.

From 1950 to 1973, communism was greatly feared by the growing global power, the United States. As a result of this fear, the United States developed policies to stop communism from spreading. The United States chose to become involved in both the Korean and Vietnam wars to contain communism. Most Americans supported these wars in the beginning but started to oppose the wars before they were over. Both wars had a big impact on the U.S. and on the lives of many Americans. In both cases Americans thought involvement in these wars would be shorter and more successful than they ended up being.

The Korean War was a shorter yet costly war, while the Vietnam war was longer and even more costly. The involvement in both wars, however, was primarily driven by the need to contain communism. Memories of Hitler's step by step aggression in the 1930's was strong during this time, making people believe if one country fell to communism, so would its next door neighbor. President Harry Truman was concerned with this at the onset of the Korean War, and was even afraid that communist leaders would rise up and attack other countries close to the U.S. if South Korea fell to communism (Doc 1a). This was a major trigger in the U.S. involvement in the war. Earlier, Truman issued the Truman Doctrine, a way to aid Greece and Turkey to stop the spread of communism and that idea of containment was used again in Korea and Vietnam. Another reason for the United States' involvement in the Korean war was to help support the United Nations and keep it from falling apart (Doc 1b). It was believed that without the support of the U.S., the League of Nations after World War I could not stop the aggression that led to World War II. Truman did not want the United Nations, an organization so important to world peace, to be proven useless.

Similar to the involvement in Korea, the U.S fought in Vietnam extending the policy of containment into Southeast Asia. By the mid-1950's, the "domino theory" was accepted which claimed that the loss of Vietnam would then lead to the loss of its neighbors. At first, the U.S was simply aiding France economically to fight the war, but after the French's defeat at Dien Bien Phu, the U.S began to become more involved and eventually Vietnam became a full scale war (Doc 4). Truman and the presidents who followed him were determined to make sure that there was security on the U.S home front and that the "dominoes" would not reach the U.S. The problem of Vietnam got worse in the 1960's, with president Lyndon Johnson facing the real chance of South Vietnam being lost to communism. This was an unacceptable outcome, leading him to escalate the war with hundreds of thousands of U.S troops. Neither Johnson or president Richard Nixon could manage to win the war, despite massive effort (Doc 5). The policy of containment drove the U.S into full fledged wars in both Korea and Vietnam, ultimately causing the loss of precious American lives in the end and not the victories the U.S had hoped for.

The deaths of many Americans, however was not the only result of either the Korean or Vietnam war. In Korea, communism was successfully contained at the 38th parallel (Doc 2a). However, to achieve this result, countless numbers of Americans ended up dead, creating anti-war feelings and causing some Americans to wonder if the war was worth the sacrifice. Not only that, but there is still tension between the North and South and still a fear that the North Korean communist government is a serious threat to the security of the South. The Korean war brought an increased fear of communism at home and

abroad and some Americans began to support McCarthyism, where people would sometimes be wrongfully accused of communist actions. Fears of being accused of communist leanings continued during the Vietnam War. During the Vietnam War the anti-war movement was stronger. The invasion and bombing of Cambodia by president Nixon caused an uproar at Kent State by a group of college protestors in the 70's, leading to the death of four innocent students. In the end, after the US pulled out of Vietnam the almost 20 year war was considered senseless by many because the North took over all of South Vietnam (doc 6a). Going forward, the United States was concerned about fighting faraway wars to contain communism because the amount of American lives lost in Korea and Vietnam was upsetting to the country. This failure helped limit our willingness to fight for the next two decades.

Overall, the US got involved in both the Korean and Vietnam wars for the purpose of containment. As a result, the US suffered a high death toll and even greater fear of communism than before. The impact of the wars outweighed the reasons to join in, and left American attitudes changed forever.

Anchor Level 4-A

The response:

- Develops all aspects of the task for wars in Korea and Vietnam
- Is both descriptive and analytical (both wars primarily driven by need to contain communism; both wars caused loss of lives and were not the victories the United States had hoped for; *Korea*: Truman feared communist leaders would rise up and attack other countries close to United States if South Korea fell to communism; *Vietnam*: longer and more costly than Korea; at first United States aided France economically but after France's defeat United States began to become more involved; President Johnson facing real chance of South Vietnam being lost to communism; after United States pulled out many considered almost-20-year war senseless; United States saw a rise in concern for fighting far-away wars to contain communism because amount of American lives lost in Korea and Vietnam upsetting to country)
- Incorporates relevant information from documents 1, 2, 4, 5, and 6
- Incorporates relevant outside information (*Korea*: memories of Hitler's step by step aggression in 1930s were strong; people believed if one country fell to communism so would its neighbor; President Truman concerned with previous aggression at onset of war; Truman Doctrine issued to aid Greece and Turkey and stop spread of communism; Truman did not want an organization so important to world peace to be proven useless; countless numbers of Americans died creating antiwar feelings and causing some Americans to wonder if the war was worth the sacrifice; still tension between the North and South and still a fear that North Korean communist government is a serious threat to security of the South; war brought fear of communism at home and abroad and some Americans began to support McCarthyism; *Vietnam*: United States fought there extending the policy of containment into Southeast Asia; domino theory claimed loss of Vietnam would lead to loss of its neighbors; presidents after Truman determined to make sure there was security on the home front and that "dominoes" would not reach United States; fear of being accused of communist leanings continued during war; during Vietnam, antiwar movement was stronger; invasion and bombing of Cambodia by President Nixon caused an uproar at Kent State by college protestors in 1970s leading to death of four innocent students)
- Supports the theme with relevant facts, examples, and details (*Korea*: 38th parallel; supported United Nations; *Vietnam*: French defeated at Dien Bien Phu; hundreds of thousands of United States troops; North Vietnam took over all of South Vietnam after United States pulled out)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses that communism was greatly feared by the growing global power of the United States and a conclusion that discusses that the United States became involved in both the Korean and Vietnam wars for the purpose of containment

Conclusion: Overall, the response fits the criteria for Level 4. The organization establishes a framework for a comparative effort that at times leads to repetitive statements. Although historical support for document interpretation is provided, additional facts and details would have further strengthened the discussion.

During the 20th century, the “Red Scare” was on the minds of the American public. At times there was hysteria about the spread of communism, and many Americans were fearful for the security of the nation. Therefore, one of the main goals of the U.S. government was to enact a policy of containment, with the goal of stopping the spread of communism. The Korean War and the Vietnam War were fought primarily for this purpose, and the effects of the wars were felt both in the United States and in the affected Asian countries.

The Korean War was fought from 1950 to 1953 on the Korean peninsula. After WWII a temporary border had been established at the 38th parallel, as seen in Document 2a. North Korea, well armed and we believed with encouragement from the Soviet Union, invaded South Korea in 1950 to unify the country under communism. They were almost successful. As the leader of the free world the United States felt an obligation to intervene militarily as it needed to honor its commitment to the United Nations and set an example that would be followed for intervention in future attempts to stop the spread of communism, as conveyed in Document 1b. To support the UN Security Council Truman sent troops under General MacArthur to stop the aggression. The war ended in 1953, with a border established between the Koreas that was nearly identical to the one originally established at the 38th parallel after World War II. Communism was contained, which was our original goal. We gave up trying to eliminate communism from North Korea because it had already caused a Chinese-American war that had cost us heavy casualties. The Korean War set an example of military intervention that would be followed by the United States in future conflicts to contain communism, such as in Vietnam. There

was a more direct long lasting effect on the Koreans, however. As seen in Document 3, North and South Korea have made almost no progress towards cooperation or recognition of each other. Few economic or diplomatic relations have been established between the two nations and occasional skirmishes, some serious, occur at the demilitarized zone, even at the present day. It doesn't appear that the unification once hoped for will ever take place because of the hard line communist rule of Kim Jong-un. Presidents since Truman including President Obama have had to deal with North Korean military threats. US troops remain stationed at the 38th parallel DMZ. Given North Korea's nuclear weapons and erratic behavior, it would not be surprising to find ourselves in another major crisis with them.

The Vietnam War was fought during the 1950s and 60s for the same purpose of containing communism, this time in Southeast Asia. The United States feared a domino effect, declaring that if one nation fell to communism, others would follow. Worrying about dominoes falling, the United States began to increase its presence in Vietnam and send troops and advisors to Vietnam during the 50s and early 60s in order to aid the South Vietnamese against the North. But these efforts did not fix South Vietnam. Losing Vietnam to communism was not an option so President Johnson sent combat troops and bombed heavily to help the weaker South Vietnamese army. The American public's support for the war was fractured before 1968, with massive student protests and political disagreements at home. These got worse as the war dragged on without victory. American troops suffered thousands of casualties and many returning troops had psychological problems due to the atrocities they had witnessed during

the war. The Vietnamese civilians arguably suffered appalling treatment, as exemplified by the My Lai Massacre which resulted in the execution of hundreds of civilians. The Vietcong suffered thousands of casualties during the Tet Offensive which was one the most brutal battles during the entire war. Publication of the Pentagon Papers further undercut public support because it increased public distrust of US officials. The war was fought for over a decade, but nonetheless ended in disaster after US withdrawal. As seen in documents 6a and 6b, the North Vietnamese quickly conquered the South and Vietnam was united under communism. Without a victory for the United States the outcome of the Vietnam War diminished the confidence Americans had in our government, as well as in the military.

Containing communism was a primary interest of the US government in the 20th century. In order to achieve these goals, the United States became involved in Asian wars, including the Korean and Vietnam War. While the two wars had important effects on the United States and on the Asian nations, they both show US concern about the spread of communism, and show some real limits on American power.

Anchor Level 4-B

The response:

- Develops all aspects of the task for wars in Korea and Vietnam
- Is both descriptive and analytical (*Korea*: a well-armed North Korea and we believed with encouragement from Soviet Union invaded South Korea; as a leader of the free world the United States felt an obligation to intervene militarily as it needed to honor its commitment to the United Nations and set an example for intervention in future attempts to stop spread of communism; war ended with a border established between the Koreas that was nearly identical to the one originally established at the 38th parallel; communism was contained which was our original goal; North and South Korea have made almost no progress toward cooperation or mutual recognition of each other; few economic or diplomatic relations have been established; given North Korea's nuclear weapons and erratic behavior, would not be surprising to find ourselves in another major crisis; *Vietnam*: losing Vietnam to communism was not an option; war ended in disaster when United States withdrew; North Vietnamese quickly conquered the South and Vietnam was united under communism; without a victory for the United States the outcome of the war diminished confidence Americans had in our government as well as in the military; American public's support for the war was fractured by 1968)
- Incorporates relevant information from documents 1, 2, 3, 4, and 6
- Incorporates relevant outside information (*Korea*: Truman sent troops under General MacArthur to stop the aggression; United States gave up trying to eliminate communism from Korea because it had already caused a Chinese-American war; occasional skirmishes, some serious, occur at the demilitarized zone even to present day; it does not appear that unification once hoped for will ever take place because of hard line communist rule of Kim Jong-un; presidents since Truman including Obama have had to deal with North Korean military threats; United States troops remain stationed at 38th parallel DMZ; *Vietnam*: United States feared a domino effect declaring if one nation fell to communism others would follow; with worry about dominoes falling, United States began to send troops and advisors to aid the South Vietnamese against the North; Johnson sent combat troops and bombed heavily; many returning troops had psychological problems due to atrocities witnessed during the war; Vietnamese civilians arguably suffered appalling treatment as exemplified by My Lai massacre which resulted in execution of hundreds of civilians; Vietcong suffered thousands of casualties during Tet Offensive, one of most brutal battles during the war; publication of the *Pentagon Papers* further undercut public support because it increased public distrust of United States officials)
- Supports the theme with relevant facts, examples, and details (*Korea*: war fought 1950–1953 on Korean peninsula; after World War II temporary border established at 38th parallel; *Vietnam*: American troops suffered thousands of casualties)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discusses the role of the containment policy in the Korean and Vietnam wars

Conclusion: Overall, the response fits the criteria for Level 4. While document information is used to frame the treatment of the circumstances leading to United States involvement in Korea, the overall discussion integrates relevant outside information. Thoughtful concluding statements reflect a good understanding of the long-term impacts of both wars.

Throughout history, the United States has been proclaimed as the defender of liberty; and since the late 1800s a policeman of the world. Through many presidencies and declarations such as the Monroe Doctrine, Roosevelt Corollary, and the Truman and Eisenhower Doctrines, we have established ourselves so. After World War II, the growing threat of communism challenged us. We responded by adopting the containment policy, meant to keep the Soviet Union from expanding. We would engage in multiple conflicts to ensure the safety and freedom of other nations, as well as our own.

From 1950 onward, Vietnam slowly became a prime interest of the United States. We sent military aid to France, who were attempting to keep hold of their colony. Eventually France withdrew, and we sent military advisors during the Eisenhower and Kennedy presidencies. During the Johnson administration we sent troops and arms of our own when South Vietnam looked like it might fall. Vietnam was important to the US because communist rule anywhere even if it was far away in the Southeast Asia region would threaten our own security. We also needed to assert to the world that the United States would refuse to let communism spread any further without attempting to stop it, unlike the appeasement of Hitler before World War II. Although during the Johnson administration the US had pumped over half a million troops into Vietnam we were not able to defeat the communists. Huge numbers of American men were killed, captured, or had wounds that affected them the rest of their lives. The war became one of the longest wars in US history, resulting in more men being drafted and more people starting to disagree with our involvement in Vietnam. People began to question why American troops were there at all when we had important issues to deal with in the United States like civil rights. By the end of our

involvement in Vietnam, the US was hopeful the South would be capable of holding back the communist North on its own. Shortly after the US withdrew though, the North had overtaken the South. To much of the US public, Vietnam would be seen as a failure and a waste of money and lives as Vietnam continues to be united under communism.

Another conflict that the US became involved with, towards the late twentieth century was the Persian Gulf war. This was a different conflict, because there was brief but intense combat, as we managed to push Iraq out of Kuwait and “win”. After the invasion of Kuwait by Iraqi forces under Saddam Hussein, US president George H. W. Bush called Hussein’s act brutal and outrageous. This resulted in economic sanctions being placed on Iraq, but they failed to force him out. The invasion was an action we could not neglect, because Kuwait was a major exporter of oil and we were worried about what might happen with Saudi Arabia, our long-term ally and trading partner. In Anthony Swofford’s memoir *Jarhead*, he recalls serving as a Marine sniper in the conflict, and how the Iraqis had set fire to and destroyed oil rigs across the country. This created serious environmental problems for Kuwait and health hazards for coalition troops. If the US had not taken action, the economic impact of Saddam Hussein’s control of so much oil would have probably created a deep gash in our business and trade as well as the world’s economy. After the war, sanctions continued to be imposed against Iraq for their actions. The US at home, very much different from Vietnam, felt a surge of nationalism and pride, for we had successfully defended a nation against tyranny and invasion. Although it was a short war it was an expensive war and leaving Hussein in power created problems for presidents Clinton and George W. Bush.

The US would remain to hold its stance as a world power to be

reckoned with. Vietnam and the Persian Gulf war remain as examples of how the US exerted its power throughout the world in the twentieth century with varying degrees of success.

Anchor Level 4-C

The response:

- Develops all aspects of the task for wars in Vietnam and the Persian Gulf
- Is both descriptive and analytical (*Vietnam*: communist rule anywhere even if far away in Southeast Asia region would threaten United States security; United States needed to assert to the world that we would refuse to let communism spread any further; by the end of our involvement United States was hopeful that the South would be capable of holding back communist North on its own; *Persian Gulf*: different conflict because there was brief but intense combat and we managed to push Iraq out of Kuwait and “win”; President George H. W. Bush called invasion of Kuwait brutal and outrageous; unlike Vietnam, United States felt a surge of nationalism and pride for we had successfully defended a nation against tyranny and invasion)
- Incorporates relevant information from documents 1, 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Vietnam*: during Johnson administration United States sent half a million troops into Vietnam; United States not able to defeat communists and huge numbers of American men killed, captured, or had wounds that affected them for the rest of their lives; war became one of the longest wars with more men being drafted and more people starting to disagree with our involvement in Vietnam; people began to question why American troops were in Vietnam when United States had important issues to deal with such as civil rights; to much of United States public it would be seen as a failure and a waste of money and lives as Vietnam continues to be united under communism; *Persian Gulf*: economic sanctions failed to force him out; Kuwait a major exporter of oil and United States worried about what might happen with Saudi Arabia, our long-term ally and trading partner; Swofford’s memoir *Jarhead* recalled how Iraqis had set fire to and destroyed oil rigs across the country creating serious environmental problems for Kuwait and health hazards for coalition troops; if United States had not taken action, economic impact of Hussein’s action would have probably created a deep gash in our business and trade as well as world’s economy; although a short war it was an expensive war and leaving Hussein in power created more problems for Presidents Clinton and George W. Bush)
- Supports the theme with relevant facts, examples, and details (*Vietnam*: United States sent military aid to France; shortly after United States withdrew North overtook South; *Persian Gulf*: Iraq under Hussein invaded Kuwait; after war economic sanctions continued to be imposed against Iraq)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses that after World War II we adopted the containment policy and engaged in multiple conflicts to ensure the safety and freedom of other nations as well as our own and a conclusion that states Vietnam and the Persian Gulf remain as examples of how the United States exerted its power throughout the world in the 20th century with varying degrees of success

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the Persian Gulf War integrates good statements of comparison to points made in the discussion of the Vietnam War. While the treatment of the impact of both wars includes good historical references, additional supporting facts and details would have strengthened the effort.

In the 1900s, the United States became more involved in world affairs. It was nearly impossible for the country to adopt the isolationistic attitude of the days after World War I when we did not join the League of Nations. After World War II we joined the United Nations and led the fight to stop the spread of communism. The Korean War and the Vietnam War are just two of many conflicts that the United States became involved with due to containment and the protection of our national interests.

The Korean War, often referred to as the Forgotten War, started in 1950 and didn't end until 1953. During this time, many Americans were afraid of communism, especially as the effects of McCarthyism spread throughout the nation. Some supported loyalty oaths and black listing as their fears of communism increased. So when North Korea, which was communist, started to invade South Korea, which was non-communist, the United States became alarmed that this might just be the beginning of more communist expansion. The United States decided to join UN troops and step in. According to President Truman, intervention was necessary if a third world war was to be prevented. Through the three years the war was fought, the situation in Korea rocked back and forth from North Korean successes to U.N. successes. By 1953, the UN forces had contained communism at the 38th parallel where a DMZ was set and the war concluded. However, the terrible dispute wasn't without unforgettable effects. Thousands of Americans died in combat or otherwise and many more innocent Koreans died during the course of the war. With some help from the United States, the South modernized and today has a successful capitalistic economy with trading partners all over the world. Even

today, the impacts of the Korean War are felt as U.S. troops still man the 38th parallel. Koreans families that live on either side of the line rarely, if ever, see each other. Despite America's involvement and success in containing communism, the war brought terrible hardship and strife. (Doc. 1a, 2a, 2b, 3)

Yet another conflict that brought great despair to the American people, and the world, was the long conflict in Vietnam. With the Viet Cong, Vietnamese supporters of communism, anxious to take over Vietnam and make the country communist the U.S thought it best to intervene. At first, the U.S simply provided money for military aid for the French to get their colony under control. But as the Viet Cong grew more powerful and defeated the French at Dien Bien Phu, the U.S realized that money was not enough and they would have to train South Vietnamese troops. Once again following the policy of containment, the United States eventually sent thousands upon thousands of men into the swampy jungles to fight another Asian war that didn't go well. Back on the homefront, American citizens were growing increasingly outraged by a long war being fought for reasons that didn't seem to be in our national interests. Although many Americans thought we were winning the war because of what the government was saying, the complete opposite was true. It wasn't until the Tet offensive by the Viet Cong that the people of the United States really understand the bad shape they were in. Television news provided images to support this realization. \$150 billion and thousands of casualties and deaths later, the United States pulled out of Vietnam and the communists unified the country. Both Vietnams like the Koreas suffered devastation from the war and it would take a long

time for Vietnam to recover. Like South Korea, Vietnam has recovered economically and it has also gained trading partners all over the world by adjusting its economy to include elements of capitalism.

(Doc. 6a, 6b, 6c)

The United States has often intervened in international affairs for the purpose of restoring peace and preserving freedom. The Korean and Vietnam Wars are just two examples of how we intervened to try to promote and protect national interests.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for wars in Korea and Vietnam
- Is more descriptive than analytical (*Korea*: when North Korea invaded South Korea, the United States became alarmed that this might just be the beginning of more communist expansion; United States decided to join United Nations troops; Truman thought intervention was necessary if a third world war was to be prevented; Korea rocked back and forth from North Korean successes to United Nations successes; many more innocent Koreans died during the course of the war; Korean families that live on either side of 38th parallel rarely if ever see each other; *Vietnam*: although many Americans thought we were winning the war because of what the government was saying, the complete opposite was true; thousands of casualties and deaths later, the United States pulled out of Vietnam)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 6
- Incorporates relevant outside information (*Korea*: many Americans afraid of communism especially as the effects of McCarthyism spread; some Americans supported loyalty oaths and blacklisting; with United States help South Korea modernized and now has a successful capitalistic economy with trading partners all over the world; *Vietnam*: Vietnamese communists were anxious to take over Vietnam and make the country communist; again following the policy of containment the United States eventually sent thousands upon thousands of men to fight another Asian war that did not go well; American citizens grew increasingly outraged by a long war being fought for reasons that did not seem to be in our national interests; not until Tet Offensive did the United States really understand the bad shape it was in; both Vietnams like Koreas suffered devastation from the war and it would take a long time to recover; like South Korea, Vietnam has recovered economically and also has gained trading partners all over the world)
- Includes some relevant facts, examples, and details (*Korea*: started in 1950 and did not end until 1953; communist North Korea invaded noncommunist South; by 1953 United Nations forces contained communism; in 1953, the 38th parallel was where a DMZ was set and the war concluded; thousands of Americans died in combat; United States troops still man 38th parallel; *Vietnam*: United States provided military aid to French to get their colony under control; United States trained South Vietnamese troops; United States pulled out and communists unified the country); includes a minor error (*Vietnam*: as the Viet Cong grew more powerful and defeated the French at Dien Bien Phu)
- Demonstrates a satisfactory plan of organization; includes an introduction that states in the 1900s it was nearly impossible to adopt the isolationist attitude of the days after World War I and a conclusion that states the United States often intervened in international affairs to preserve peace and freedom

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of both wars references good outside information and has some well-placed analytic statements. Points of comparison are included; however, further explanation of these would have strengthened the response.

Both the Vietnam War and the Persian Gulf War resulted from the United State's wish to protect weaker nations and our own interests. The United States took their role as a protector and felt that it was their responsibility since they were one of the superpowers at this time. Both these wars had differing impacts including a sense of disillusionment and anger after the Vietnam, and later a sense of revival and success after the Persian Gulf War. Overall, both these wars impacted the mindset of the American people and greatly affected many lives, but, the United States felt it was necessary for global peace and for the interests of national security.

Vietnam was a very unpopular war for many reasons, due to it being irrevocably unsuccessful and a military failure, and it lost the support of the American people over time. Many events led up to the United State's intervention in Vietnam. According to Document 4, the United States first became involved when they provided monetary aid to the French who were fighting in the Indo-China War. When the French were not successful, the United States increased their presence, even training South Vietnamese troops so they could ward off the brutal communists, the Viet Cong. Mostly, the United States wanted to halt the spread of Communism, as they feared for their own national security, and according to Document 5, South Vietnam's location had a great strategic significance that could provide a defensive advantage. These circumstances of wanting to protect South Vietnam from Communism and protect the United States from future threats of communism were aspects that led to their involvement.

Although, the United State's intentions were valid, the Vietnam War was a failure that led many in the nation to protest against

the government and military. Due to the war's harsh consequences, like "Over \$150 billion...appropriated for that war...", as well as thousands dead explained by Document 6a, these led many to disapprove of the government's spending so much money on the war and its conduct of the war. Also, initiating a draft for an unpopular war instilled anger as troop levels increased and fewer deferments were given. Some people began to lose confidence in the ability of America to win a war like Vietnam and afterwards preached for a return to less international involvement. Also, not only did American anger grow, but North Vietnam easily took over the South once the United States withdrew its troops making the U.S' efforts inevitably useless. This joining of North and South Vietnam under communist rule seen through Document 6c is what Ho Chi Minh wanted in the beginning of the Indo-China war. The map shows one Vietnam in 1975 instead of a Vietnam divided in two like in 1965. Overall, the Vietnam War impacted both the U.S and Vietnam because it killed thousands of soldiers and civilians, it crushed the American spirit, and it led to Vietnam falling to Communism driving refugees to flee their country.

Although, the reasons for entering the Persian Gulf War were similar to that of Vietnam, the outcome was drastically different. The United States attacked Iraq and entered the Persian Gulf to free Kuwait from the aggression of Saddam Hussein of Iraq not because democracy was being threatened. Saddam invaded Kuwait for their large abundance of oil, and terrorized the people of the small country of Kuwait. The United States were thus faced with both a moral issue and one of concern due to Saddam's aggression and imperialism. The U.S felt it was their duty to protect the innocent people of Kuwait, similar

to how they felt it was their duty to protect South Vietnam from Ho Chi Minh and the deadly Vietcong. Also, President George H. W. Bush explained in Document 7, that the US needed to protect and restore Kuwait's legitimate government and protect American citizen's abroad. Thus, the United States wanted to stop Hussein's aggression and protect the interests of Kuwait and America.

The Persian Gulf War impacted the US in that it provided a great confidence booster for the American people after Vietnam. In Document 8, it explained how the war was, "...the most decisive American military victory since World War II." Even though it left Saddam Hussein in power, it resulted in UN resolutions that sought to halt the further aggression of Iraq. One example, presented in Document 9, was a, "UN mandate for weapons inspections" but Hussein was not fully cooperative. Thus, the Persian Gulf War greatly impacted the mindset of the US people and set the stage for Operation Iraqi Freedom.

The United States continues to take their own national interests seriously as well as their role as a protector of weaker nations.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for wars in Vietnam and the Persian Gulf
- Is more descriptive than analytical (*Vietnam*: after the war a sense of disillusionment and anger; very unpopular war due to it being military failure; United States first became involved when they provided monetary aid to French and increased their presence when French not successful; South Vietnam's location had great strategic advantage that could provide a defensive advantage; not only did American anger grow but North Vietnam easily took over the South once the United States withdrew its troops; *Persian Gulf*: United States attacked Iraq to protect Kuwait from aggression of Saddam Hussein, not because democracy was being threatened; United States faced with both a moral issue and one of concern due to Hussein's aggression and imperialism; United States needed to protect and restore Kuwait's legitimate government and protect American citizens abroad; war provided a great confidence booster for American people after Vietnam; even though it left Hussein in power war resulted in UN resolutions to halt further aggression of Iraq)
- Incorporates some relevant information from documents 4, 5, 6, 7, 8, and 9
- Incorporates relevant outside information (*Vietnam*: United States helped South Vietnamese troops ward off brutal communist Viet Cong; many disapproved of government's spending so much money on war and its conduct of the war; draft for unpopular war instilled anger as troop levels increased; people began to lose confidence in ability of America to win a war like Vietnam and afterwards preached for a return to less international involvement; war drove refugees to flee their country; *Persian Gulf*: Hussein invaded Kuwait for its large abundance of oil and terrorized small country; United States felt duty to protect innocent people of Kuwait similar to their duty to protect South Vietnam from Ho Chi Minh and deadly Vietcong; war set stage for Operation Iraqi Freedom)
- Includes some relevant facts, examples, and details (*Vietnam*: United States trained South Vietnamese troops; over \$150 billion appropriated for war; thousands died; North and South Vietnam joined under communist rule; *Persian Gulf*: United Nations mandate for weapons inspections)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses the role of the United States as a protector of weaker nations and a conclusion that states that the United States continues to take its own national interests seriously as well as its role as a protector of weaker nations

Conclusion: Overall, the response fits the criteria for Level 3. Document information frames the treatment of both wars and thoughtful conclusions appear throughout the response. Additional factual support for comparative statements would have further strengthened the effort.

Following WWII, the United States policy of isolationism was nearly impossible to maintain, and was thus abandoned. The U.S. had to protect its interests in countries in Asia who were under the threat of communism; two important conflicts were those in Korea and Vietnam.

The United States became involved in the Korean conflict because they were worried about Korea's fall to communism. Government officials were concerned about the spread of communism because it was believed that if one country fell to communism, more could follow even our own (Doc 1). The United States also saw the Korean conflict as an opportunity to show that the U.N. had some real muscle behind it. The organization had been set up to promote world peace after WWII but really hadn't faced a major challenge as of yet. The United States fought along with UN troops on the side of anti-communist South Korea and there was a seesaw effect of forces fighting back and forth across what would become the demilitarized zone at the 38th parallel. In the end, the DMZ was established. Although for the U.S. the war was over in 1953, there is still technically a conflict between North and South Korea and American soldiers are stationed at the DMZ. Over 50,000 American soldiers alone were killed in battle and millions of people are said to be dead, and not much more has really been accomplished to improve the situation beyond containment. (Doc. 2) To this day, families are separated and unable to communicate due to the boundary made by the armistice at the 38th parallel and the lack of a formal peace treaty. Tensions continued between the two Koreas and North Korea continues to be a diplomatic problem for the United States.

The United States involved itself in Vietnam for similar reasons to Korea. Government officials believed the Domino theory could lead to

the collapse of “free” countries in Asia. However, the U.S. also had strategical motives to get involved in Vietnam. Southeast Asia guarded the gateway to the Indian Ocean, from the Pacific and the U.S. very much wanted to continue its influence in the area. Saving Vietnam from communist control was important to the United States and the free world. This was paralleled by the fact the communist control of the area could be detrimental to U.S. security (Doc. 5). Although a separation of the North and South was set up in the 1950s with the idea of holding elections to bring the country back together, that didn’t happen. The U.S. fought on the side of the South Vietnamese, trying to make the country democratic. The United States spent over \$150 billion dollars on the conflict in Vietnam. When U.S. troops left South Vietnam after failing to beat North Vietnam, any hope for a democratic unified Vietnam was over. To end the war, all that the U.S. could do was make complicated and costly negotiations with the North Vietnamese in order to get the U.S. prisoners of war back and leave with some kind of honor. By 1975 the separation line was completely gone and the North Vietnamese had control of the whole country, as if the U.S. had never been there.

Clearly Communism was a large factor in determining U.S. foreign policy concerning Korea and Vietnam. A great deal of money and human resources was spent on the conflicts in each country, but in Korea communism was contained to the North and the South is free while in Vietnam communism controls the entire country. The U.S. might have been right in terms of the domino threat, but it still couldn’t win either war. It took years for Korea and Vietnam to recover economically and infrastructurally from the conflicts that took place

in them. The wars not only cost U.S. and foreign lives, but also aspects of the future lives of those living in Vietnam and Korea.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for wars in Korea and Vietnam
- Is more descriptive than analytical (*Korea*: United States worried about Korea's fall to communism; a seesaw effect of forces fighting back and forth across what would become the demilitarized zone of 38th parallel; not much really accomplished to improve situation beyond containment; to this day families separated and unable to communicate due to 38th parallel; *Vietnam*: Southeast Asia guarded gateway to Indian Ocean from Pacific and United States wanted to continue its influence in area; saving it from communist control was important to the United States and free world as communist control of area could be detrimental to United States security; when United States troops left South Vietnam after failing to beat North Vietnam, hope for a democratic unified Vietnam was over; when North Vietnam took over whole country it was as if United States had never been there)
- Incorporates some relevant information from documents 1, 2, 3, 5, and 6
- Incorporates relevant outside information (*Korea*: United States saw conflict as opportunity to show United Nations had some real muscle behind it; although war was over for United States in 1953 there still is technically a conflict between North and South Korea and American soldiers are stationed at DMZ; North Korea continues to be a diplomatic problem for United States; *Vietnam*: government officials believed domino theory could lead to collapse of free countries in Asia; separation of North and South set up in the 1950s with idea of holding elections to bring country back together but that did not happen; all United States could do was make complicated and costly negotiations with North Vietnamese to get United States prisoners of war back and leave with some kind of honor)
- Includes some relevant facts, examples, and details (*Korea*: United States fought along with United Nations troops on side of anticommunist South Korea; DMZ established; boundary at 38th parallel established by armistice; over 50,000 American soldiers killed in battle and millions of people said to be dead; *Vietnam*: United States spent over \$150 billion on conflict; United States fought on side of South Vietnamese; by 1975 separation line completely gone and North Vietnamese in control of country)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss the role played by the threat of communism in United States involvement in Korea and Vietnam

Conclusion: Overall, the response fits the criteria for Level 3. Documents frame the discussion and some outside information is used to enhance it, demonstrating an understanding of the task. Further analysis of the impacts would have strengthened the response.

Throughout the later half of the 20th century, protecting United States national interests was a major goal of the United States of foreign policy. This goal led the United States to fight wars in Korea and Vietnam. These wars had a significant impact on the United States and other countries.

North Korea and South Korea remain divided along side the 38th parallel establishing North Korea a communist country. The U.S. involvement into the Korean war (1950-1953) by the idea of communism spreading. In document 1a President Truman says "If the communist continue to force their way on the Republic of Korea without opposition from the free world, no small nations would have the courage to resist threats and aggression by stronger Communist neighbors." This document supports the fact the U.S. tried to contain communism and was afraid neighboring countries would fall to Communism. Thus the involvement of the U.S. in the Korean War.

As a result of the Korean War tremendous money was spent and millions of lives lost. In document 2b the author says "It had been a terrible and long war, the cost which could never be accurately reckoned. The Pentagon estimated the military casualties on both sides came close to 2.4 million..." North Korea and South Korea have lost all communication with each other besides in special cases when meetings or calls are supervised. The war has torn apart families in Korea alone.

The Vietnam War (1955-1973) is a war that was between North and South Vietnam. North Vietnam was a communist country and once again the U.S. involvement was to contain the spread of communism. Another reason the U.S. involved with this war was to strengthen our own security by others remaining free and our commitment to help

them. In document 5 it states "Our own security is strengthened by the determination of others to remain free, and by our commitment to assist them." The United States thought by joining the Vietnam war on South Vietnam side we would gain an alliance with them.

The Vietnam war was one of the longest and least successful war the U.S. had fought in. The grounds on which our soldiers fought in were terrible and they could have told who was a friend nor an enemy. The innocent lives of many civilians were lost in Vietnam. The U.S. withdrew from the Vietnam war leading North Vietnam to dominate. In document 6a it states "And after years of effort, we negotiated, under the most difficult circumstances, a settlement which made it possible for us to remove our military forces and bring home with pride our American prisoners." The war was costly over \$150 billion was spent by the Congress of the United States.

In both the Vietnam War and Korean War the United States involvement was for many reason but one for both is the idea of communism containment. The United States became afraid of the neighboring countries in both war falling to communism and the world wide destruction it would cause. As an effect of both the wars a massive amount of money was spent and lives were lost.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for wars in Korea and Vietnam
- Is primarily descriptive (*Korea*: North and South Korea remain divided along 38th parallel establishing North Korea as a communist country; United States afraid neighboring countries would fall to communism; *Vietnam*: United States withdrew from Vietnam leading North Vietnam to dominate); includes faulty and weak application (*Vietnam*: United States thought by joining war on the side of South Vietnam we would gain an alliance with them)
- Consists primarily of relevant information copied from documents 1, 2, 3, 5, and 6
- Presents little relevant outside information (*Vietnam*: one of the longest and least successful wars the United States has fought in; innocent lives of many civilians lost in Vietnam)
- Includes few relevant facts, examples, and details (*Korea*: tremendous money spent and millions of lives lost; *Vietnam*: over \$150 billion spent by Congress)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the historical context and a conclusion states reasons for involvement in Korea and Vietnam and effects of both wars

Conclusion: Overall, the response fits the criteria for Level 2. The response is primarily dependent on direct quotations from the documents connected to summary statements. Although some outside information is included in the discussion of the impact of the Vietnam War, lack of supporting facts and details weakens the effort.

In the later half of the twentieth century the United States placed a large interest in foreign Policy with the goal of protecting the world from communism and the threat it presented to the freedom of people and their "natural rights". With this goal in mind the United States became involved in the Korean War which was fought from 1950-1953 and the Vietnam War which was from 1955-1973. Both wars began with the threat of communism and a separation of the country creating civil wars. The United States felt it was their duty and obligation to fight for a more democratic standpoint.

The United States became involved in the Korean War because it felt that if South Korea was allowed to fall its neighbors wouldn't stand a chance against the impending communist powers. (Doc 1) To prevent what the United States feared would become World War three, the United States sent aid to South Korea to help in the fight, with the hopes of giving them the upper hand. (Doc 1b) As a result the Korean War concluded with 4.4 million men, woman and children killed or victims of war. (Doc 2). Korea was split into North and South by the armistice line but the war is still not officially over as in today's news North Korea is in a cold war with the United States and its neighbors. (Doc 3).

The Vietnam War was also a fight against communism. President Truman sent \$15 million in military aid to France to assist Vietnam. President Kennedy raised the number of U.S. advisors in Vietnam to 10,000. (Doc 4) The U.S. believed that by helping Vietnam stay free it would help its own security. (Doc 5.) Vietnam once separated by North and South became a singular communist country.

In both cases the United States became involved to prevent the spread

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

of communism for their own gain and the freedom of the other countries. The wars were fought to preserve their peoples natural rights. The United States provided aid to help the side against communism.

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

- Minimally develops all aspects of the task for wars in Korea and Vietnam
- Is primarily descriptive (both wars began with threat of communism and a separation of the country creating civil wars; *Korea*: United States became involved in the war because it felt that if South Korea allowed to fall its neighbors would not stand a chance against the communist powers; to prevent what it feared would become World War III United States sent aid to South Korea to help in the fight with hopes of giving them upper hand; *Vietnam*: United States felt by helping Vietnam stay free it would help its own security; once separated by North and South it became a singular communist country)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents little relevant outside information (*Korea*: war is not officially over as in today's news North Korea is in a cold war with the United States)
- Includes few relevant facts, examples, and details (*Korea*: split into North and South by armistice line; war concluded with 4.4 million men, women, and children killed or victims of war; *Vietnam*: war a fight against communism; President Kennedy raised the number of United States advisors in Vietnam to 10,000)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that discuss that in the latter half of the 20th century the United States placed a large interest in foreign policy with the goal of protecting the world from communism

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates a basic understanding of the role of communism in United States involvement in both Korea and Vietnam. The response uses brief statements of document information to form the basis of the discussion, however, development of the task for Vietnam is weak.

In the later 20th century, the United States engaged in numerous wars and conflicts in order to protect our national interests abroad. In both the Vietnam and Persian Gulf Wars, we intervened with the goal of preserving our foreign dominance and keeping the world a safe place for democracy.

The U.S. was led into the Vietnam War in order to contain communism in Southeast Asia. The area, in addition, was a prime location for optimal foreign defense (Doc. 5). Plus, we needed to protect our national security from the evils of the advancement of Communism. As a result of the war, the United States spent \$150 billion in assisting the South Vietnamese troops (Doc. 6a). And, by 1975, Vietnam was reunited under a Communist regime, which marked a failure in the war effort (Doc. 6b).

The U.S. fought the Persian Gulf War to force the Iraqis under Hussein out of Kuwait and to preserve national interests (like oil). The brutal act of aggression by Iraq in their occupation of Kuwait was inhumane and unfit according to President Bush (Doc. 7) so the U.S. had to intervene. As a result, Saddam Hussein was forced out of Kuwait, a success, (Doc. 9), and the U.S. won the most decisive military conflict since WWII (Doc. 8).

As shown by both the U.S. involvement in the Persian Gulf and Vietnam wars, America had a trend of intervening in foreign military conflicts in the later 20th century. The intent was to make the world safe and democratic and to protect our foreign national interests as much as possible.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for wars in Vietnam and the Persian Gulf
- Is primarily descriptive (*Vietnam*: we needed to protect our national security from evils of the advancement of communism; reunification of Vietnam under a communist regime marked a failure in the war effort; *Persian Gulf*: according to President Bush the brutal act of aggression by Iraq in their occupation of Kuwait was inhumane and unfit; United States won the most decisive military conflict since World War II); includes faulty and weak application (*Vietnam*: we spent \$150 billion in assisting South Vietnamese troops)
- Incorporates limited relevant information from documents 5, 6, 7, 8, and 9
- Presents little relevant outside information (*Persian Gulf*: fought to preserve national interests such as oil interests)
- Includes few relevant facts, examples, and details (*Vietnam*: reunited by 1975; *Persian Gulf*: Hussein forced out of Kuwait)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that discuss we intervened in both Vietnam and the Persian Gulf to keep the world safe and democratic

Conclusion: Overall, the response fits the criteria for Level 2. The response is primarily comprised of single ideas from documents strung together with minimal explanation. Although unsupported, occasional analytic statements demonstrate a limited understanding of the underlying issues involved in both wars.

Throughout the latter half of the 20th century, protecting United States national interests was a major goal of United States foreign policy. This goal led the United States to fight wars in Korea (1950-1953), Vietnam (1955-1973), and the Persian Gulf (1990-1991). These wars had a significant impact on the United States and on other countries.

In 1950, the United States had become involved in Korea. During that time, the United States was facing the spread of Communism and if South Korea were to fall communist then Communist leaders would be encouraged to conquer nations closer to the United States (Document 1). As a result of fighting the war in Korea and getting involved in that country, the United States reached a total of 54,246 American casualties in Korea, and Korea was still a divided country along the armistice line. (Document 2a and 2b).

In 1955, the United States had gotten involved in Vietnam. The reason behind this was if Vietnam were to fall to Communism, then the sake of United States national security would be in jeopardy (Document 5). When the fighting came to a close in the year of 1973, the United States had spent a total of \$150 billion on the war (Document 6a) and Vietnam had become a unified country (Document 6b).

To sum up, the United States' involvement in wars was not just for its own national interest but for the sake of the countries at war. Korea had become not totally Communist, as to protect United States national security and South Korean interests, and Vietnam had become one unified country.

Anchor Level 1-A

The response:

- Minimally develops all aspects of the task for wars in Korea and Vietnam
- Is descriptive (*Korea*: in 1950s United States facing spread of communism and if South Korea were to fall to communism then communist leaders would be encouraged to conquer nations closer to United States; *Vietnam*: if Vietnam were to fall to communism then United States national security would be in jeopardy); lacks understanding and application (*Vietnam*: in 1955 United States became involved in Vietnam)
- Includes minimal information from documents 1, 2, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Korea*: United States became involved in 1950; still a divided country along armistice line; *Vietnam*: became a unified country); includes faulty application (*Vietnam*: United States had spent a total of \$150 billion on the war)
- Demonstrates a general plan of organization; includes an introduction that restates the historical context and a conclusion that states that United States involvement in wars was not just for the sake of national interest but also for the sake of the countries at war

Conclusion: Overall, the response fits the criteria for Level 1. The application of document information indicates a limited understanding of the task. However, in a few instances, document information included in the response is not accurately interpreted or is used in a way that is ambiguous or unclear.

Throughout history in the United States, we as a country have fought in many wars both long and short ones. But in the 20th century our biggest goal was to protect United States national interests which caused us to fight wars in foreign countries such as Vietnam.

The Indo-China war started in 1945, and was between France and Vietnam. We became involved to help Vietnam and one of the first things we did was send \$15 million in military aid to France to assist in Vietnam in 1950. The war went on for 4 more years and then in 1954 the French was defeated at Dien Bien Phu. And so we again got involved and this time President Kennedy raised the number of us advisors in Vietnam to 10,000. Millions of Americans served in this war and as a result thousands died, many were also wounded, lost, or even imprisoned, and after years of effort, there was a negotiation and we made a settlement which made it possible to remove the military forces.

Anchor Level 1-B

The response:

- Minimally develops aspects of the task for the war in Vietnam
- Is descriptive (*Vietnam*: United States became involved to help Vietnam; after years of effort there was negotiation; a settlement made it possible to remove military forces)
- Consists primarily of relevant information copied from documents 4 and 6a
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Vietnam*: Indochina war started in 1945 between France and Vietnam; \$15 million sent in 1950 by United States to France to assist in Vietnam; 1954 French defeated at Dien Bien Phu; President Kennedy raised number of United States advisors in Vietnam to 10,000; thousands of Americans died, many wounded, lost, or even imprisoned)
- Demonstrates a general plan of organization; includes an introduction that states throughout history we as a country have fought many wars, both long and short, and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The discussion of the Vietnam War centers on a restatement of selected events from the time line in Document 4 and a sentence from Document 6a. Although only the Vietnam War is addressed, a minimal understanding of the task is demonstrated.

After World War Two, the United States entered a Cold War with the Soviet Union as the former was democratic and the latter was communist. While the two nations never fought directly, they engaged in several proxy wars, wars where they fought for their respective ideologies through another country. Examples of these proxy wars include the Korean War from 1950 to 1953 and the Vietnam War from 1955-1973. Involvement in both of these wars were inspired by American fears that communism would spread and American intervention would be successful in containing communism in Korea. The policy was successful in Korea, however, it failed in Vietnam. Both domestically and foreign, America wanted to crush communist influence.

American fear of communism was very high in the 1950's. At home, many Americans believed in McCarthyism which increased fear that Communism had infiltrated the American government after Senator McCarthy claimed to have a list of over 200 communists. Government officials, such as Alger Hiss, were accused of being associated with communism only worsening American panic. America adopted a foreign policy of "containment" which meant that America would intervene almost anywhere there was a threat of communistic growth. Americans believed in the domino effect which meant that if one country fell to communism, then others will as well. America entered the Korean War to protect itself and its allies from being victims of the domino effect. Another nation, like Korea, falling to communism would threaten American security (Doc 1) The Americans were successful in their goal of containment making the Korean War relatively successful. North Korea remained communist. South Korea,

however, was able to avoid communism as an armistice was drawn dividing the two nations (Doc 2). Although containment in Korea worked, for some Americans that was not enough considering the war's costs and the dangers posed to South Korea by the North. Because we only contained communism to the North, American troops would have to be there to protect South Koreans from a possible attack.

The Vietnam War also began as America continued to be affected by a fear of communism and by McCarthyism. Many Americans believed that communism was like an octopus, as pictured in political cartoons, and it would spread its influence everywhere. Most Americans agreed that we had to take a stand against communism in Vietnam to stand up against the Soviet Union. When Ho Chi Minh defeated the French at Dien Bien Phu, the Americans once again entered an area to contain communism. Besides giving money we trained South Vietnamese troops and helped create SEATO. As a result of the war, Vietnam became one communist nation. The Americans failed to contain the spread as many in Southern Vietnam wanted to join the communist north. (Doc 6) Many saw Ho Chi Minh as their leader, a nationalist figure, because he ended the long French rule. The Americans did not have a strong ally in the South Vietnamese the way they did with South Korea. The Americans seemed to be fighting a lost cause despite the United States superpower status. They even strayed from their goals of ending their involvement when President Nixon decided to invade Cambodia. This made the situation in the region worse. By the time Vietnam fell America had gone through so much protest and resistance to the war that fear of communism in 1975 became far less important than in 1953 when the Korean War ended. America entered the war

Document-Based Essay—Practice Paper – A

to protect its national security and its allies from being surrounded by communist nations, however, they fought a waning cause.

American fear of communism spiked after World War Two and Americans would have done almost anything to keep themselves away from the ideology. They believed if they contained communisms influence, it would not spread to America. While the Americans were successful in the Korean War, the Vietnam War became more of a burden of incessant fighting and communism was not contained.

Following victory in World War II, the United States became increasingly agitated about the spread of Communism. This was the start of the Cold War. The U.S. began following a policy of containment, which meant that the nation would attempt to stop the spread of communism and contain it. This policy led the U.S. to fight wars post-WWII, two of them being the War in Korea (1950-1953), and the War in Vietnam (1955-1973). Both wars, effected the nations they were fought in and very much effected the United States.

At the end of World War II Korea, which had been held by Japan for decades, was temporarily split. With the Cold War this split hardened as the Soviets had set up a communist government in the North while the U.S. had set up a non-communist government in the South. In 1950, when the North invaded the South, the United States decided that if it were to stay true to its policy of containment, it would need to jump in and aid South Korea. Since the communists had taken over China, the United States thought communism could spread throughout Asia. Having just seen the end of a world war Truman did not want to see another one, which he feared might happen if he failed to act in South Korea. All the world watched as the United States attempted to reign in communism, as many Western European governments had feared that the U.S. might not take action at all. [Document 1b] If that happened, they thought that maybe the United States could not be counted on as a NATO partner.

The war was very similar to a "seesaw" [Document 2a]. It was very difficult to tell which side was winning when they each kept pushing the other back. The war took a long time to resolve as did issues surrounding the peace. But eventually an armistice was settled in 1953. The line

drawn, however, was practically the same as it had been before the fighting began: close to the 38th parallel. It would seem that U.S. intervention hardly effected communism in Korea as the North was still firmly communist. This was quite a disappointment to America, as we were not used to fighting limited wars without clearly winning. But the U.S. had succeeded in containing communism although the cost was high. Some Americans feared that the international reputation of the United States as the most powerful nation in the world would be tarnished by what looked like a stalemate in Korea. The same concern would come up after a more controversial and less successful war in Vietnam.

The Cold War that began when Truman was president continued with Eisenhower. After the French were defeated in Vietnam in 1954, the U.S. soon offered to train the South Vietnamese military [Document 4]. This was only near the beginning of United States intervention in Vietnam before we sent in troops to actually fight the war. Similar to the reason for fighting in Korea, the U.S. began to help pay for the war in Vietnam to stop the spread of communism from the North to the South and possibly to other countries in Southeast Asia. The United States felt that its own security would be strengthened if Vietnam was to form a democracy which is why support for the South continued during Kennedy's administration and finally became a full-scale war when Johnson was president. [Document 5] Throughout these U.S. administrations South Vietnam was always far weaker than it needed to be to stand on its own. And we always increased our help to try to make it stronger.

Support behind the war became a problem. In the beginning, many

applauded U.S. intervention, thinking that perhaps this time it would be successful in ridding a nation of communism. Support drastically declined, however, when many thousands of young U.S. troops began going over to Indochina. Parents began to worry that needing more troops to fight the war would mean their own children would be drafted. College students held protests while hippies promoted peace and love in cities like San Francisco. There were antiwar demonstrations around the country, some of which turned violent like at Kent State where four students were killed. Morale in the military and the nation was low. Due to intense losses in Vietnam and declining public support Nixon campaigned to eventually pull the U.S. out. Unfortunately, he expanded the war before getting a peace treaty. When we did leave, South Vietnam fell to Communism. The marks that the U.S. left in Indochina were a large number of casualties, damage from bombs and chemicals, and refugees—not democracy. Despite serious losses on both sides the United States and Vietnam are now finding ways to improve relations.

After WWII, the United States set out to contain communism in Korea and Vietnam. Both wars effected the nations they were fought in and greatly impacted the U.S. The “draw” in Korea led to dissatisfaction with President Truman, while intervention in Vietnam turned many young people against the government’s decisions. Vietnam’s outcome also turned Americans against military intervention for years to come. Both wars influenced other nation’s perceptions of the U.S. as well as the United States perception of itself.

Throughout the latter half of the 20th century, protecting United States national interests was a major goal of United States foreign policy. Their fears of the spread of communism led them to participate in both the Korean war and the Vietnam war. Although the reasons for fighting these wars were the same, the outcomes were very different.

The Korean War (1950-1953) was a war between the communist North and the noncommunist South. The U.S.S.R and China aided North Korea and the U.S. aided South Korea. The U.S. feared if communism controlled Korea, then it would get closer to the Pacific islands and eventually hurt the United States (document 1). The Korean war did not exactly end, they ceased fire and split the country in half at the 38th parallel. Between the two countries is a demilitarized zone where soldiers from both sides stand guard. The U.S. still helps South Korea and has troops in South Korea.

The Vietnam war was a war between the communist North and the noncommunist South. In the beginning China helped North Vietnam with the U.S.S.R. and the U.S. helped South Vietnam. The U.S. trained many South Vietnamese troops to fight in war (document 4). Their involvement in the war was mainly caused by the threat by Vietnam if North Vietnam won (document 5). The outcome of Vietnam war was very different from the Korean war. North Vietnam won and the entire country became communist (document 6). The U.S. was threatened by Vietnam because of the domino effect. The domino effect states that if one country becomes communist, then most of the countries around it will follow in their footsteps.

The Korean and Vietnam war was fought to stop the spread of communism. Although they were fought for the same reason,

Document-Based Essay—Practice Paper – C

they had very different outcomes. Korea remains divided and Vietnam became completely communist.

Document-Based Essay—Practice Paper – D

A war America was in during the late 19th century was the Vietnam war. This war changed our country in economic ways and how parts of the world see's us.

Communism had spread to Vietnam and split the country in half. Helping out South Vietnam would have many benefits for the U.S. It would give us strategic advances for protecting the United States, stated in document 5, yet the conflict in Vietnam didn't work out as Americans planned, the U.S left Vietnam in 1973 and the entire country was turned Communist in 1975, seen in document 6c.

A nation's foreign policy is always an extension of its desire to protect national interests. The United States is no exception. Two wars fought by the United States, Vietnam and the Persian Gulf, both serve as examples.

The Vietnam war occurred during a tumultuous time known as the Cold War. In the wake of World War II, Soviet Russia stood as one of the few remaining nations in a position of power. As a communist government, the USSR was feared by the United States as a potentially world peace threatening monster. As such, then Secretary of State George Kennan in the 1940's recommended the policy of containment of the communist menace. Although the United States was at first concerned with communism in Europe, Southeast Asia also became a concern. Vietnam, long subject to western and more recently Japanese imperialism, had had a revolutionary movement that tried to free themselves from French colonial rule. Ho Chi Minh wanted all of Vietnam to be communist, not just the north. The US backed the government in South Vietnam. US attempts to help South Vietnam started with financial aid then led to US military advisors and then troops fighting a war that lasted 10 years and took many thousands of lives. After all that, the US pulled out and communism spread to the South. The Vietnam War was possibly America's worst military failure, and created a deep sense of self-doubt in the American people. In addition, US actions in region led to the destabilization of other countries and the rise of communism in Cambodia. Confrontations between students and soldiers on college campuses and a nation divided over the war led to unrest in our own country. Failure in Vietnam kept the US out of foreign adventures for many years.

The flipside to the defeatist view after Vietnam is the American victory in the Persian Gulf War. America had already been involved in the region because of our interest in oil and our friendship with Israel. Because of this we wanted to prevent Soviet expansion in the Middle East. In the 1980's, when Iraq and Iran went to war, the U.S backed both sides to try and weaken both of them. Thus, when Saddam Hussein's brutal dictatorship that U.S support helped to protect, invaded Kuwait and threatened our oil supplies, the U.S decided to act. In part, this was out of fear that Iraq would then turn on Saudi Arabia, further threatening U.S oil supplies. The Persian Gulf war was a quick, decisive victory over Iraq, and broke the Vietnam-like sense of dread of the American people. The Gulf War renewed America's belief in itself. It also continued a precedent for more involvement in the Middle East, and raised opposition to the U.S presence in the region. In addition, because Saddam Hussein was allowed to continue to govern in Iraq, the Persian Gulf war led to another war in Iraq when he ignored UN sanctions about weapons of mass destruction. That war turned out to be way more difficult and brought comparisons to our long struggle in Vietnam.

The U.S acts, like all countries, to preserve its national interests. In Vietnam the U.S fought to contain communism and in the Persian Gulf the U.S fought to maintain oil supplies. However, these actions left long term consequences in each region, only hurting the United States in the long run.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for wars in Korea and Vietnam
- Is more descriptive than analytical (both wars inspired by American fears communism would spread and American intervention would be successful in containing communism; Americans did not have a strong ally in South Vietnamese the way they did with South Korea; America believed if it contained communism it would not spread to America; *Korea*: American intervention successful in containing communism making war relatively successful; another nation such as Korea falling to communism would threaten American security; for some Americans achieving containment in Korea not enough considering war's costs and the dangers posed to South Korea by the North; *Vietnam*: American intervention failed to contain communism; America entered war to protect its national security and its allies from being surrounded by communist nations; war became more of a burden of incessant fighting)
- Incorporates some relevant information from documents 1, 2, 4, and 6
- Incorporates relevant outside information (*Korea*: American fear of communism high in 1950s with McCarthyism increasing fear that communism had infiltrated government; adoption of containment meant America would intervene almost anywhere there was a threat of communist growth; Americans believed in domino effect; because communism only contained to North, American troops had to remain to protect South Korea from a possible attack; *Vietnam*: many Americans believed communism like the octopus pictured in political cartoons would spread its influence everywhere; most Americans agreed we had to take a stand against communism in Vietnam to stand up against Soviet Union; many in South Vietnam wanted to join communist North; Americans strayed from goals of ending involvement when President Nixon decided to invade Cambodia making the situation worse; by time Vietnam fell America had gone through so much protest and resistance to war that fear of communism in 1975 was far less important than in 1953 when Korean War ended)
- Includes some relevant facts, examples, and details (*Korea*: armistice was drawn dividing two nations; North Korea remained communist; *Vietnam*: Ho Chi Minh; United States gave money, trained South Vietnamese troops, and helped create SEATO; as result of war it became one communist nation)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that discuss the Korean and Vietnam Wars as part of the Cold War and the containment of communism

Conclusion: Overall, the response fits the criteria for Level 3. Repetitive outside references and few supporting facts and details weaken the discussion of the Korean War. An understanding of issues surrounding the Vietnam War is demonstrated by the inclusion of outside historical information and some good conclusions.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task for wars in Korea and Vietnam
- Is both descriptive and analytical (*Korea*: United States had set up a noncommunist government in the South; armistice line practically same as before fighting began; Korean result quite a disappointment to America as we were not used to fighting limited wars without clearly winning; succeeded in containing communism; some feared international reputation of United States as most powerful nation in the world would be tarnished by stalemate in Korea; *Vietnam*: same concern came up after controversial and less successful war in Vietnam; United States began to help pay for the war to stop the spread of communism from North to South and possibly to other countries in Southeast Asia; South Vietnam was always weaker than it needed to be; United States felt its own security would be strengthened if Vietnam formed a democracy; in the beginning many applauded United States intervention thinking perhaps this time it would be successful in ridding a nation of communism; outcome turned Americans against military intervention)
- Incorporates relevant information from documents 1, 2, 4, 5, and 6
- Incorporates relevant outside information (*Korea*: Korea controlled by Japan for decades; Soviets set up a communist government in the North; if United States decided to stay true to containment, it would need to aid South Korea; since communists had taken over China, United States thought communism could spread throughout Asia; many western European governments feared United States might not take action and thought maybe it could not be counted on as a NATO partner; *Vietnam*: it became a full-scale war under Johnson; support drastically declined when many thousands of young United States troops began going to Indochina; college students held protests while hippies promoted peace and love in cities such as San Francisco; due to intense losses and declining public support Nixon campaigned to eventually pull United States out; Nixon expanded the war before getting a peace treaty; marks that United States left were large numbers of casualties, damage from bombs and chemicals, and refugees—not democracy; despite serious losses on both sides United States and Vietnam are now finding ways to improve relations)
- Supports the theme with relevant facts, examples, and details (*Korea*: North invaded South in 1950; armistice settled in 1953; *Vietnam*: after French were defeated in 1954 United States agreed to train South Vietnamese military; Kent State; when United States left, South Vietnam fell to communism)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the role of the Cold War in the Korean and Vietnam Wars and a conclusion that states that both wars influenced other nations' perception of the United States as well as the United States perception of itself

Conclusion: Overall, the response fits the criteria for Level 4. Analytic statements are included in the discussion of both wars, which centers on document interpretation strengthened with some good outside historical references. Additional facts and details about the wars themselves would have helped clarify the reasons for public disillusionment with the government.

Practice Paper C—Score Level 2

The response:

- Minimally develops all aspects of the task for wars in Korea and Vietnam
- Is primarily descriptive (*Korea*: United States feared if communism controlled Korea it would eventually hurt the United States; war did not exactly end; *Vietnam*: war between communist North and noncommunist South; United States involvement in war mainly caused by the threat if North Vietnam won; outcome of war very different from Korean War)
- Incorporates limited relevant information from documents 1, 2, 3, 4, 5, and 6
- Presents relevant outside information (*Korea*: USSR and China aided North Korea; they ceased fire; United States still helps and has troops in South Korea; *Vietnam*: in the beginning China helped North Vietnam; United States threatened by Vietnam because of the domino effect)
- Includes few relevant facts, examples, and details (*Korea*: United States aided South Korea; country split in half at 38th parallel; *Vietnam*: United States helped South Vietnam; United States trained many South Vietnamese troops to fight in war); includes minor errors (*Korea*: if communism controlled Korea, it would get closer to the Pacific islands; *Vietnam*: USSR and United States helped South Vietnam)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that discusses that although the outcomes were different, fear of the spread of communism led the United States to participate in the Korean War and the Vietnam War

Conclusion: Overall, the response fits the criteria for Level 2. Statements from some documents and a few limited pieces of outside information are used to develop the task in a basic way. General statements without development characterize the response, but some comparative statements strengthen the effort.

Practice Paper D—Score Level 1

The response:

- Minimally develops all aspects of the task for the war in Vietnam
- Is descriptive (*Vietnam*: communism had spread to Vietnam and split country in half; helping South Vietnam would have many benefits for United States; conflict in Vietnam did not work out as Americans planned)
- Includes minimal information from documents 5 and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (*Vietnam*: United States left in 1973; entire country turned to communism in 1975)
- Demonstrates a general plan of organization; includes an introduction that states the Vietnam War changed our country in economic ways and how parts of the world see us and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Despite a few statements that demonstrate a limited understanding of the impact of the Vietnam War, no historical facts and details are included to support those statements. Document information is used sparingly but does minimally address the task.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth for wars in Vietnam and the Persian Gulf
- Is more descriptive than analytical (*Vietnam*: although at first concerned with communism in Europe, Southeast Asia also became a concern; attempts to help South Vietnam started with financial aid then led to United States military advisors and then troops fighting a war that lasted ten years and took many thousands of lives; war possibly America's worst military failure and created a deep sense of self-doubt in American people; *Persian Gulf*: flipside to defeatist view after Vietnam is American victory in Persian Gulf War; war broke Vietnam-like sense of dread of American people and renewed America's belief in itself)
- Incorporates some relevant information from documents 6, 7, and 8
- Incorporates relevant outside information (*Vietnam*: occurred during a tumultuous time of Cold War; communist USSR feared by United States as a potentially world peace threatening monster; Kennan in early 1940s recommended policy of containment; United States actions in region led to destabilization of other countries and rise of communism in Cambodia; confrontations between students and soldiers on college campuses and a nation divided over war led to unrest in our country; *Persian Gulf*: America already involved in region because of interest in oil and friendship with Israel; we wanted to prevent Soviet expansion in the Middle East; when Iran and Iraq went to war in 1980s United States backed both sides to try and weaken both of them; United States support helped to protect Hussein's brutal dictatorship; when Hussein invaded Kuwait and threatened oil supplies, United States decided to act in part out of fear that Iraq would turn on Saudi Arabia further threatening oil supplies; war led to another war in Iraq when Hussein was allowed to continue to govern and he ignored United Nations sanctions over weapons of mass destruction)
- Includes some relevant facts, examples, and details (*Vietnam*: Ho Chi Minh wanted all Vietnam to be communist, not just the north; United States backed the government in South Vietnam; United States pulled out and communism spread to South; *Persian Gulf*: war was quick decisive victory over Iraq; Hussein invaded Kuwait); includes a minor inaccuracy (*Vietnam*: Secretary of State George Kennan)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that states that the Vietnam and Persian Gulf Wars left long-term consequences in each region

Conclusion: Overall, the response fits the criteria for Level 3. Outside information used in the discussion effectively establishes the historical circumstances that led to both wars and the impact of them. This demonstrates a good understanding of the task. Lack of development weakens the overall response.

United States History and Government Specifications

August 2014

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Change; Science and Technology; Factors of Production; Environment; Migration; Places and Regions	Standards 1, 3, 4, and 5: United States and New York History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Foreign Policy; Presidential Decisions and Actions; Interdependence; Places and Regions	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 August 2014 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

The State Education Department / The University of the State of New York
Regents Examination in United States History and Government – August 2014
 Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

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

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	0	0	3	5	8	11	15	18	22	26	30	34
	1	1	4	6	9	13	16	20	23	27	31	36
	2	2	4	7	10	14	17	21	25	29	33	37
	3	3	5	8	11	15	18	22	26	30	34	38
	4	4	6	9	13	16	20	23	27	31	36	40
	5	4	7	10	14	17	21	25	29	33	37	41
	6	5	8	11	15	18	22	26	30	34	38	43
	7	6	9	13	16	20	23	27	31	36	40	44
	8	7	10	14	17	21	25	29	33	37	41	46
	9	8	11	15	18	22	26	30	34	38	43	47
	10	9	13	16	20	23	27	31	36	40	44	48
	11	10	14	17	21	25	29	33	37	41	46	50
	12	11	15	18	22	26	30	34	38	43	47	51
	13	13	16	20	23	27	31	36	40	44	48	53
	14	14	17	21	25	29	33	37	41	46	50	54
	15	15	18	22	26	30	34	38	43	47	51	56
	16	16	20	23	27	31	36	40	44	48	53	57
	17	17	21	25	29	33	37	41	46	50	54	58
	18	18	22	26	30	34	38	43	47	51	56	60
	19	20	23	27	31	36	40	44	48	53	57	61
	20	21	25	29	33	37	41	46	50	54	58	63
	21	22	26	30	34	38	43	47	51	56	60	64
	22	23	27	31	36	40	44	48	53	57	61	65
	23	25	29	33	37	41	46	50	54	58	63	67
	24	26	30	34	38	43	47	51	56	60	64	68
	25	27	31	36	40	44	48	53	57	61	65	70
	26	29	33	37	41	46	50	54	58	63	67	71
	27	30	34	38	43	47	51	56	60	64	68	72
	28	31	36	40	44	48	53	57	61	65	70	73
	29	33	37	41	46	50	54	58	63	67	71	75
	30	34	38	43	47	51	56	60	64	68	72	76
	31	36	40	44	48	53	57	61	65	70	73	77

		Total Essay Score										
Total Part I and Part IIIA Score		0	1	2	3	4	5	6	7	8	9	10
	32	37	41	46	50	54	58	63	67	71	75	78
	33	38	43	47	51	56	60	64	68	72	76	80
	34	40	44	48	53	57	61	65	70	73	77	81
	35	41	46	50	54	58	63	67	71	75	78	82
	36	43	47	51	56	60	64	68	72	76	80	83
	37	44	48	53	57	61	65	70	73	77	81	84
	38	46	50	54	58	63	67	71	75	78	82	85
	39	47	51	56	60	64	68	72	76	80	83	87
	40	48	53	57	61	65	70	73	77	81	84	88
	41	50	54	58	63	67	71	75	78	82	85	89
	42	51	56	60	64	68	72	76	80	83	87	90
	43	53	57	61	65	70	73	77	81	84	88	91
	44	54	58	63	67	71	75	78	82	85	89	92
	45	56	60	64	68	72	76	80	83	87	90	93
	46	57	61	65	70	73	77	81	84	88	91	94
	47	58	63	67	71	75	78	82	85	89	92	95
	48	60	64	68	72	76	80	83	87	90	93	96
	49	61	65	70	73	77	81	84	88	91	94	97
	50	63	67	71	75	78	82	85	89	92	95	97
	51	64	68	72	76	80	83	87	90	93	96	97
	52	65	70	73	77	81	84	88	91	94	97	98
	53	67	71	75	78	82	85	89	92	95	97	98
	54	68	72	76	80	83	87	90	93	96	97	98
	55	70	73	77	81	84	88	91	94	97	98	98
	56	71	75	78	82	85	89	92	95	97	98	98
	57	72	76	80	83	87	90	93	96	97	98	99
	58	73	77	81	84	88	91	94	97	98	98	99
	59	75	78	82	85	89	92	95	97	98	98	99
	60	76	80	83	87	90	93	96	97	98	99	99
	61	77	81	84	88	91	94	97	98	98	99	99
	62	78	82	85	89	92	95	97	98	98	99	99
	63	80	83	87	90	93	96	97	98	99	99	99
	64	81	84	88	91	94	97	98	98	99	99	100