

REGENTS IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 26, 2006 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

REGENTS IN U.S. HISTORY AND GOVERNMENT

Part I

Answer all questions in this part.

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

- 1 • Jamestown, founded in 1607
• Plymouth colony, founded in 1620
• New Amsterdam, founded in 1625

These early colonial settlements were similar in that each was located

- (1) at the base of a mountain range
 - (2) near the coastline
 - (3) in an arid climate
 - (4) on offshore islands
- 2 During the early to mid-1700s, the British policy of salutary neglect toward the American colonies contributed to
- (1) a decline in colonial manufacturing
 - (2) the decline of slavery in the northern colonies
 - (3) a decrease in French and Spanish influence in North America
 - (4) the development of independent colonial trade practices
- 3 In the Declaration of Independence, the argument for freedom from British rule is based primarily on the
- (1) theory of divine right expressed by James I
 - (2) economic principles set forth by Adam Smith
 - (3) social contract theory of government developed by John Locke
 - (4) belief in a strong central government expressed by Alexander Hamilton
- 4 The constitutional basis for the separation of church and state is the
- (1) establishment clause of the 1st Amendment
 - (2) double jeopardy provision of the 5th Amendment
 - (3) reserved powers of the 10th Amendment
 - (4) equal protection clause of the 14th Amendment

- 5 Which statement describes a characteristic of the government established by the Articles of Confederation?

- (1) A Supreme Court had the authority to declare acts of Congress unconstitutional.
- (2) The national government controlled inter-state commerce.
- (3) The president maintained exclusive control over foreign policy.
- (4) A system was created where the states held the most power.

- 6 Which action during Washington's administration led to the Whiskey Rebellion in western Pennsylvania?

- (1) passage of a new excise tax
- (2) establishment of a presidential cabinet
- (3) creation of the Bank of the United States
- (4) ban on slavery in the Northwest Territory

- 7 The foreign policies of George Washington, Thomas Jefferson, and James Monroe were similar in that they each

- (1) supported wars against England
- (2) failed to acquire new territory
- (3) attempted to avoid involvement in European affairs
- (4) aided the French in return for their help during the Revolutionary War

- 8 Which action is considered part of the unwritten constitution?

- (1) ratification of a treaty by the Senate
- (2) formation of the first two political parties
- (3) creation of a system of federal courts including the Supreme Court
- (4) presidential veto of a bill passed by Congress

Base your answer to question 9 on the cartoon below and on your knowledge of social studies.

Good Morning, Doctor



Source: John Chase, *New Orleans Item*, January 17, 1938 (adapted)

9 Which constitutional principle is best illustrated by the cartoon?

- (1) federalism
- (2) popular sovereignty
- (3) judicial review
- (4) checks and balances

10 “The enumeration [listing] in the Constitution, of certain rights, shall not be construed [interpreted] to deny or disparage [weaken] others retained by the people.”

— 9th Amendment to the United States Constitution

The most likely reason this amendment was included in the Bill of Rights was to

- (1) increase federal power over the people
- (2) expand state control over individual citizens
- (3) protect rights beyond those listed in the Constitution
- (4) prevent Congress from granting additional rights to individuals

11 “The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude. . . .”

— 15th Amendment, Section 1, United States Constitution, 1870

Which actions did Southern States take to keep African Americans from exercising the rights guaranteed in this amendment?

- (1) suspending habeas corpus and denying women the right to vote
- (2) collecting poll taxes and requiring literacy tests
- (3) establishing religious and property-holding requirements for voting
- (4) passing Black Codes and establishing segregated schools

12 The Supreme Court decision in *Plessy v. Ferguson* (1896) had a major impact on the lives of African Americans because it ruled that

- (1) segregation was illegal in educational institutions
- (2) voting was a right guaranteed by the Constitution
- (3) separate but equal public facilities were legal
- (4) military occupation of the South was unconstitutional

13 Which action by the federal government during the late 1800s is an example of nativism?

- (1) passage of the Chinese Exclusion Act
- (2) creation of tribal reservations in the East
- (3) grants of financial aid to western farmers
- (4) support for the construction of trans-continental railroads

14 Which major population shift in the late 1800s occurred as a result of industrialization?

- (1) northerners to the Sun Belt
- (2) rural residents to urban areas
- (3) working class people from the cities to the suburbs
- (4) African Americans from the North to the South

Base your answers to questions 15 and 16 on the cartoon below and on your knowledge of social studies.



"The American Beauty Rose can be produced in all its splendor only by sacrificing the early buds that grow up around it."

— John D. Rockefeller, Jr.

Source: Guy R. Spencer, *The Literary Digest*, May 1905 (adapted)

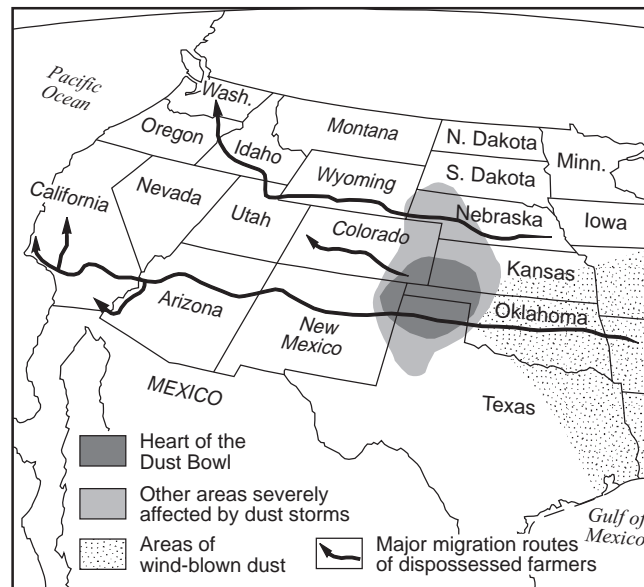
- 15 Which idea of the late 1800s is most closely associated with this cartoon?
- (1) regulated capitalism
 - (2) graduated income tax
 - (3) Social Darwinism
 - (4) the Gospel of Wealth
- 16 During the early 1890s, the federal government dealt with situations like the one shown in the cartoon by
- (1) raising tariff rates on imported oil
 - (2) providing economic aid for small businesses
 - (3) prosecuting businessmen for graft and corruption
 - (4) passing the Sherman Antitrust Act

- 17 During the late 1800s, many farmers supported the idea that free and unlimited coinage of silver would
- (1) end farm subsidies
 - (2) help farmers to repay their loans
 - (3) lead to lower prices for consumer goods
 - (4) decrease prices for farmland
- 18 Which term best describes Theodore Roosevelt, John Muir, and Gifford Pinchot?
- (1) philanthropists
 - (2) conservationists
 - (3) yellow journalists
 - (4) captains of industry
- 19 During the Progressive Era, many state and local governments adopted initiative, referendum, and recall procedures that
- (1) eliminated the need for the electoral college
 - (2) created political action committees (PACs)
 - (3) gave voters a more direct voice in government
 - (4) strengthened the role of the president's cabinet
- 20 The tragedy of the Triangle Shirtwaist Company fire of 1911 drew national attention to the need to
- (1) restrict immigration from southern Europe
 - (2) establish full-time fire departments
 - (3) protect the safety of workers
 - (4) improve conditions for tenement dwellers
- 21 President Woodrow Wilson's Fourteen Points were proposed during World War I primarily to
- (1) define postwar objectives for the United States
 - (2) outline military strategies for the United States
 - (3) convince other democratic nations to join the United Nations
 - (4) strengthen the United States policy of isolationism

- 22 To improve distribution of money and guarantee an adequate money supply, President Woodrow Wilson asked Congress to
- (1) eliminate the gold standard
 - (2) limit foreign investment
 - (3) provide insurance for bank deposits
 - (4) establish the Federal Reserve System
- 23 The clear-and-present danger doctrine established in *Schenck v. United States* (1919) permits the government to
- (1) declare war on any nation that attacks the United States
 - (2) limit speech that threatens the security of the nation
 - (3) break up monopolies that limit business competition
 - (4) outlaw organizations that threaten the civil rights of others
- 24 In 1920, women gained the right to vote as a result of a
- (1) presidential order
 - (2) Supreme Court decision
 - (3) national election
 - (4) constitutional amendment
- 25 The Red Scare, the National Origins Acts of the 1920s, and the verdict in the Sacco and Vanzetti trial are examples of negative American attitudes toward
- (1) immigrants
 - (2) business leaders
 - (3) African Americans
 - (4) labor union leaders
- 26 Improved mass-production techniques affected the American economy of the 1920s by
- (1) reducing prices of consumer goods
 - (2) lowering the quality of most products
 - (3) causing higher unemployment
 - (4) decreasing the quantity of manufactured products

- 27 The Scopes Trial of 1925 is an example of
- (1) the effects of assimilation on American culture
 - (2) a clash between scientific ideas and religious beliefs
 - (3) an increase in violence in American society
 - (4) government intervention in racial conflicts

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



Source: Robert A. Divine et al., *America: Past and Present*, HarperCollins, 1995 (adapted)

- 28 Which region of the United States suffered most directly from the Dust Bowl?
- (1) Southwest
 - (2) Pacific Northwest
 - (3) Rocky Mountains
 - (4) Great Plains

29 Which statement about Franklin D. Roosevelt's New Deal program is most accurate?

- (1) Protective tariff rates increased.
- (2) Social welfare programs were expanded.
- (3) Government regulation of business was reduced.
- (4) Government support of environmental conservation ended.

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

“ . . . The people of Europe who are defending themselves do not ask us to do their fighting. They ask us for the implements of war, the planes, the tanks, the guns, the freighters which will enable them to fight for their liberty and for our security. Emphatically we must get these weapons to them, get them to them in sufficient volume and quickly enough, so that we and our children will be saved the agony and suffering of war which others have had to endure. . . . ”

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

30 In this statement, President Franklin D. Roosevelt was asking the nation to

- (1) support a declaration of war against Nazi Germany
- (2) adopt a policy of containment
- (3) join the League of Nations
- (4) become the “arsenal of democracy”

31 Which factor contributed to the internment of Japanese Americans during World War II?

- (1) labor shortage during the war
- (2) influence of racial prejudice
- (3) increase of terrorist activities on the West Coast
- (4) fear of loss of jobs to Japanese workers

32 Following World War II, Eleanor Roosevelt was most noted for her

- (1) support of racial segregation in the United States military
- (2) role in creating the United Nations Universal Declaration of Human Rights
- (3) opposition to the Truman Administration
- (4) efforts to end the use of land mines

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

Eventually, Why Not Now?



Source: Jay Norwood "Ding" Darling, 1945

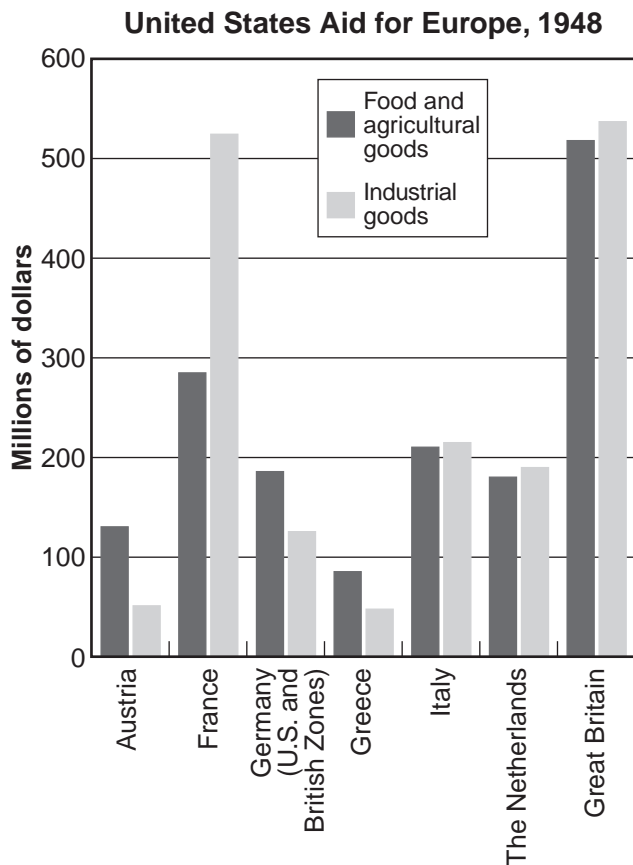
33 What is the main idea of this 1945 cartoon?

- (1) The world community needs to stop the spread of nuclear weapons.
- (2) Korea's development of atomic bombs has threatened world peace.
- (3) The Treaty of Versailles was successful in preventing World War II.
- (4) Germany should be criticized for using atomic bombs.

34 During the early 1950s, the tactics of Senator Joseph McCarthy were criticized because he

- (1) violated important constitutional liberties
- (2) displayed racial prejudice in his questions
- (3) opposed the use of loyalty oaths
- (4) ignored evidence of Soviet spying

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



Source: *The Americans: In Depth Resources*, McDougal Littell, 1998 (adapted)

35 Information provided by the graph indicates that the Marshall Plan tried to prevent the spread of communism in Europe by

- (1) providing military aid to France and Great Britain
- (2) restoring economic stability throughout Western Europe
- (3) encouraging domestic revolutions in Europe
- (4) making European nations dependent on the United Nations

36 Which strategy did African-American students use when they refused to leave a “whites only” lunch counter in Greensboro, North Carolina, in 1960?

- (1) economic boycott
- (2) hunger strike
- (3) petition drive
- (4) civil disobedience

37 “. . . We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too. . . .”

— President John F. Kennedy, speech at Rice University, September 12, 1962

The main purpose of this speech was to win public support for

- (1) establishing a missile defense system on the Moon
- (2) cooperating with communist countries in exploring space
- (3) surpassing the Soviet Union in the space race
- (4) controlling the spread of nuclear weapons

38 The requirement that all persons placed under arrest must be informed of their legal rights resulted from a

- (1) custom adopted from English common law
- (2) law enacted by Congress
- (3) decision of the United States Supreme Court
- (4) specific statement in the original Constitution of the United States

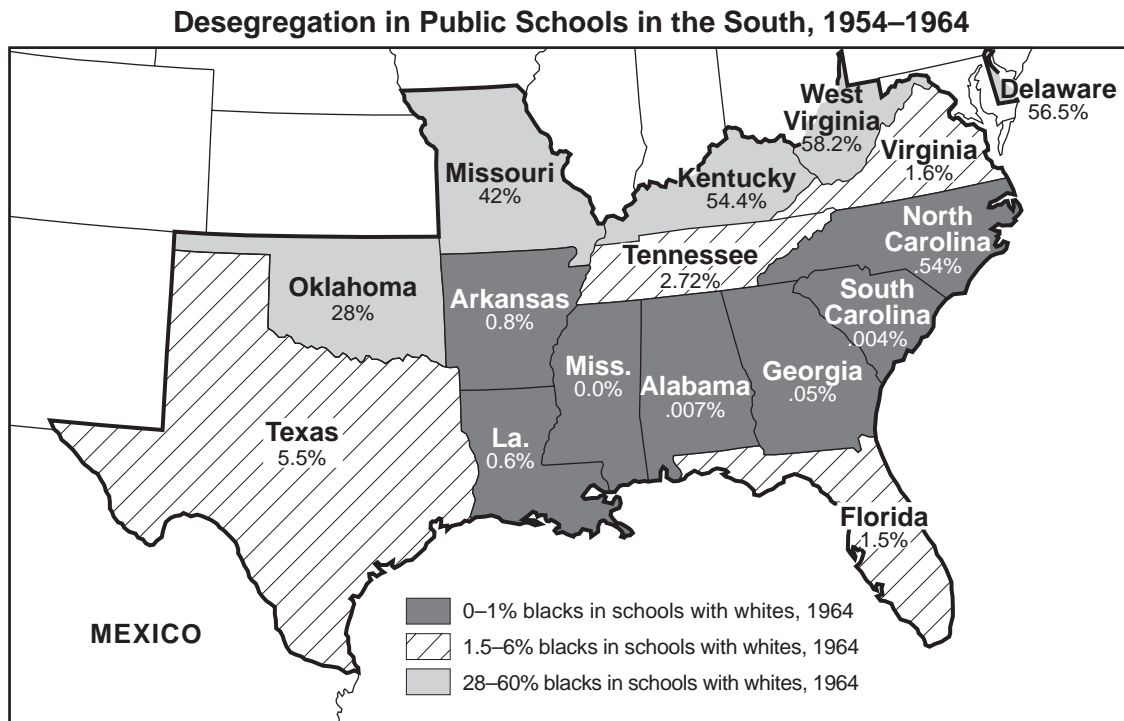
39 Which statement best describes an impact of the Watergate scandal on American society?

- (1) The modern environmental movement began.
- (2) Public trust in government declined.
- (3) Voter turnout in elections increased.
- (4) An economic recession ended.

40 United States involvement in the Vietnam War was based in part on a desire to

- (1) prevent renewed Japanese expansionism in the Pacific
- (2) assure access to an adequate supply of oil from the Middle East
- (3) contain communism in Southeast Asia
- (4) protect American business interests in China

Base your answers to questions 41 and 42 on the map below and on your knowledge of social studies. This map shows states where segregation in public schools was enforced by law until 1954.



Source: Mary Beth Norton et al., *A People and a Nation*, Houghton Mifflin, 1986 (adapted)

- 41 Information provided by the map most clearly supports the conclusion that by 1964 racial desegregation of Southern schools was

 - (1) failing in Oklahoma, Missouri, Kentucky, and West Virginia
 - (2) supported by most voters in the South
 - (3) occurring at different rates in Southern states
 - (4) completed by the mid-1960s

42 The school desegregation that is shown on the map was most affected by the

 - (1) decline of the Ku Klux Klan
 - (2) passage of the equal rights amendment
 - (3) expansion of voting rights for African Americans
 - (4) decision of the Supreme Court in *Brown v. Board of Education of Topeka*
-
- 43 The Cuban missile crisis (1962) influenced President John F. Kennedy's decision to

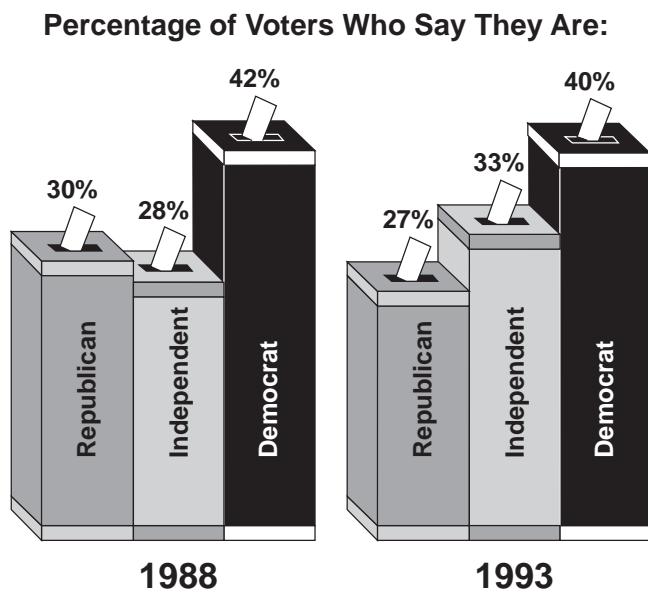
 - (1) negotiate the limited Nuclear Test Ban Treaty with the Soviet Union
 - (2) reduce the nation's commitment to the North Atlantic Treaty Organization (NATO)
 - (3) forbid Americans to trade with and travel to Latin America
 - (4) send Peace Corps volunteers to aid developing countries

44 **"Gorbachev Proposes Nuclear Arms Reductions"**
"Berliners Travel Freely Between East and West"
"Russia Seeks To Join NATO"

These headlines are most closely associated with the

 - (1) military arms race
 - (2) decline of Cold War hostilities
 - (3) failures of the containment policy
 - (4) successes of communism in the Soviet Union

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



Source: The Gallup Organization. Bruce S. Glassman, ed., *Macmillan Visual Almanac*, Blackbirch Press, 1996 (adapted)

45 Information provided by the graph shows that between 1988 and 1993, there was an increased need for candidates of major political parties to win the support of

- (1) ethnic minorities
- (2) senior citizens
- (3) independent voters
- (4) the labor vote

46 *The Jungle* by Upton Sinclair and *Unsafe at Any Speed* by Ralph Nader were both intended to

- (1) publicize the growing violence in American society
- (2) suggest that a poor person could get rich with hard work
- (3) encourage immigration reform
- (4) make the public aware of the poor quality of certain products

47 The federal government enforced the antitrust laws in court cases against Northern Securities Company, AT&T, and Microsoft in an effort to

- (1) increase business competition
- (2) nationalize important industries
- (3) improve public trust in corporate leaders
- (4) generate more investment capital

48 The United States intervened in Haiti and Bosnia during the 1990s to

- (1) gain access to new markets
- (2) acquire colonies for an economic empire
- (3) stop conflicts within those nations
- (4) disrupt international drug trafficking

49 Which heading best completes the partial outline below?

- I. _____
- A. Berlin
 - B. Germany
 - C. Korea
 - D. Vietnam

- (1) Areas Divided as the Result of Wars
- (2) Major Allies of the United States
- (3) Original Signers of the League of Nations Charter
- (4) Neutral Nations During World War II

50 Which statement about the impeachment trials of both President Andrew Johnson and President Bill Clinton is most accurate?

- (1) The House of Representatives failed to vote for articles of impeachment.
- (2) Only President Johnson was convicted and removed from office.
- (3) Only President Clinton was convicted and removed from office.
- (4) The Senate failed to convict either president.

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

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

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

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: Individuals, Groups, and Institutions — Controversial Issues

Many controversial **domestic** issues have divided the American people. The United States government has taken actions to address these issues.

Task:

Identify **one** controversial **domestic** issue that has divided the American people and

- Discuss the historical background of the controversy
- Explain the point of view of those who supported this issue
- Explain the point of view of those who opposed this issue
- Discuss **one** United States government action that was taken to address this issue

You may use any controversial **domestic** issue that has divided the American people. Some suggestions you might wish to consider include placing Native American Indians on reservations, slavery, women’s suffrage, Prohibition, the use of child labor, and the policy of unlimited immigration.

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to

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

In developing your answer to Part III, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

PART III

DOCUMENT-BASED QUESTION

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

Historical Context:

During the 19th and 20th centuries, geography influenced many of the actions taken by the United States to expand its territory or to protect its national interests.

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

- Discuss the influence of geography on actions that supported the territorial expansion *and/or* the protection of United States national interests during the 19th and 20th centuries

Part A

Short-Answer Questions

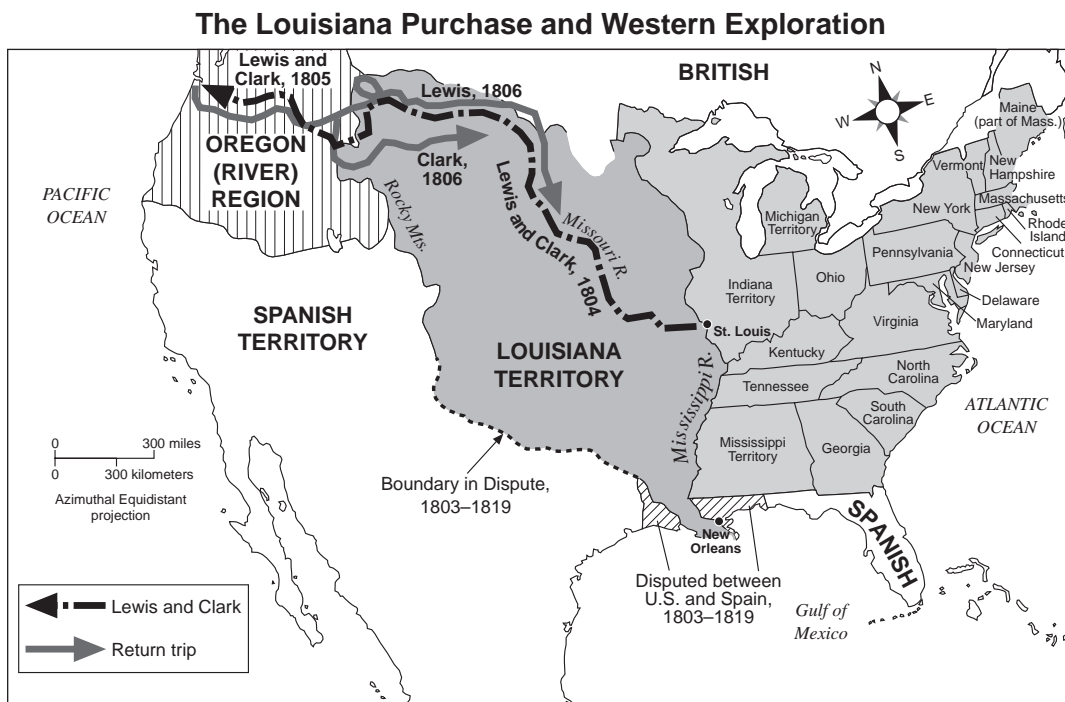
Directions: Analyze the documents and answer the questions that follow each document in the space provided.

Document 1a

. . . The object of your mission is to explore the Missouri river; & such principal stream of it, as by its course & communication with the waters of the Pacific ocean, may offer the most direct & practicable water communication across this continent, for the purpose of commerce. . . .

— President Thomas Jefferson, Instructions to Meriwether Lewis, June 20, 1803;
Library of Congress Exhibition on Thomas Jefferson

Document 1b



Source: Joyce Appleby et al., *The American Journey*, Glencoe McGraw-Hill, 2003 (adapted)

- 1 Based on these documents, what was **one** goal of President Thomas Jefferson when he instructed Meriwether Lewis to explore the Missouri River? [1]

Score

Document 2

. . . Besides the recovery of the country lost, or jeopardized [jeopardized] by our diplomacy of 1818, the settlers in Oregon will also recover and open for us *the North American road to India!* This road lies through the South Pass, and the mouth of the Oregon [River]; and as soon as the settlements are made, our portion of the North American continent will immediately commence its Asiatic trade on this new and national route. This great question I explored some years ago, and only refer to it now to give a glimpse of the brilliant destiny which awaits the population of the Oregon valley.

Twenty-two years ago, President Monroe, in a message to the two Houses of Congress, proclaimed the principle as fundamental in American policy, that no part of North America was open to European colonization, domination, interference, or influence of any kind [Monroe Doctrine]. That declaration had its reference to Great Britain and the Oregon [region], and it found its response in the hearts of all Americans. Time has not weakened that response, but confirmed it; and if any European power develops a design upon Texas, the response will apply to it also. . . .

Source: Senator Thomas Hart Benton, Speech to the Senate on the Oregon Territory, June 3, 1844, *Congressional Globe*, 28th Congress, 1st Session

2a According to this document, how would the United States benefit from control of Oregon? [1]

Score

b According to Senator Benton, what feature of the Monroe Doctrine can be used to protect the United States national interest in the Oregon region? [1]

Score

Document 3a

“On Our Way to Rio Grande”

The Mexicans are on our soil
In war they wish us to embroil
They’ve tried their best and worst to vex [worry] us
By murdering our brave men in Texas
We’re on our way to Rio Grande
On our way to Rio Grande
On our way to Rio Grande
And with arms [guns] they’ll find us handy. . . .

Source: George Washington Dixon, 1846 song about the Mexican War; Erik Bruun and Jay Crosby, eds. *Our Nation’s Archive*, Black Dog & Leventhal Publishers, 1999

Document 3b

Prior to the Mexican War, President Polk sent John Slidell, a United States negotiator, to Mexico to offer to settle the disputes between the two nations.

. . . And yet again, in his [President Polk’s] message of December 7, 1847, that “the Mexican Government refused even to hear the terms of adjustment which he (our minister of peace) was authorized to propose, and finally, under wholly unjustifiable pretexts [reasons], involved the two countries in war, by invading the territory of the State of Texas, striking the first blow, and shedding the blood of our citizens on *our own soil*.”

And whereas this House [of Representatives] is desirous to obtain a full knowledge of all the facts which go to establish whether the particular spot on which the blood of our citizens was so shed was or was not at that time *our own soil*:

Source: Abraham Lincoln, “Spot” Resolutions in the House of Representatives, December 22, 1847; *Congressional Globe*, 30th Congress, 1st Session

3 According to these documents, what role did the Rio Grande play in the Mexican War? [1]

Score

Document 4

I propose in this letter to present such considerations as seem to me pertinent [relevant] and feasible, in favor of the speedy construction of a railroad, connecting at some point our eastern network of railways with the waters of the Pacific ocean. . . .

6. We have already expended some scores of millions of dollars on fortifications, and are urgently required to expend as many more. Especially on the Pacific is their construction pressingly demanded. I do not decide how fast nor how far this demand may or should be responded to; but I do say that a Pacific railroad, whereby the riflemen of the mountains could be brought to the Pacific within three days, and those of the Missouri within ten, would afford more security to San Francisco than ever so many gigantic and costly fortifications. . . .

But enough on this head [topic].

The social, moral, and intellectual blessings of a Pacific railroad can hardly be glanced at within the limits of an article. Suffice it for the present that I merely suggest them.

1. Our mails are now carried to and from California by steamships, via Panama, in twenty to thirty days, starting once a fortnight. The average time of transit from writers throughout the Atlantic states to their correspondents on the Pacific exceeds thirty days. With a Pacific railroad, this would be reduced to ten; for the letters written in Illinois or Michigan would reach their destinations in the mining counties of California quicker than letters sent from New York or Philadelphia would reach San Francisco. With a daily mail by railroad from each of our Atlantic cities to and from California, it is hardly possible that the amount of both letters and printed matter transmitted, and consequently of postage, should not be speedily quadrupled. . . .

Source: Horace Greeley, *An Overland Journey from New York to San Francisco, in The Summer of 1859*, C. M. Saxton, Barker & Co., 1860

- 4 Based on this document, state **two** ways a railroad to the Pacific would help overcome the geographic obstacle of distance. [2]

(1) _____

Score

(2) _____

Score

Document 5

... It has come to be understood also by Senators and others that the great territory [Alaska] which Secretary Seward proposes to acquire has a far higher value, relative and intrinsic, than was at first represented by the opponents of the acquisition. We do not place very much importance upon the argument of a distinguished officer, that our national "virtue" would be strengthened by acquiring Russian-America; and we cannot give any weight to many other points that have been urged. But when it is made to appear that *coal* seams "strike the rugged fields of Sitka," and when Commodore Rodgers refers to the growth of *timber* which is particularly valuable on a coast so bare as that of the Pacific, and when we are told by high authority about the *fisheries*, whose wealth can scarcely be over-estimated, and which will probably become as important to us in the next generation as those of Newfoundland now are; and when further we are reminded by a Boston paper of the great *whale* fishery of the Northern Pacific and of Behrings Straits, in which Massachusetts is so deeply interested, we have things brought to our notice which are as easily appreciated here as upon the Pacific coast. And when in addition to all these considerations, we are reminded that in the opening trade with China and Japan—which we expect to see developed into such imposing proportions within a quarter of a century—the Aleutian islands which, being included in the proposed cession, stand almost as a half-way station—the route between the two Continents being carried far to the North by following the great circle and by currents; and that moreover these islands are likely to furnish the most commanding naval station in that part of the ocean—it must be admitted by all parties that the question is at any rate one of continental relations. We cannot doubt that points like these have been duly weighed by Senators during the past week, and will not be without power over their votes when they make their decision upon the treaty. . . .

Source: "The Russian Treaty Before the Senate", *The New York Times*, April 8, 1867 (adapted)

5 Based on this document, state **two** geographic benefits of acquiring Alaska. [2]

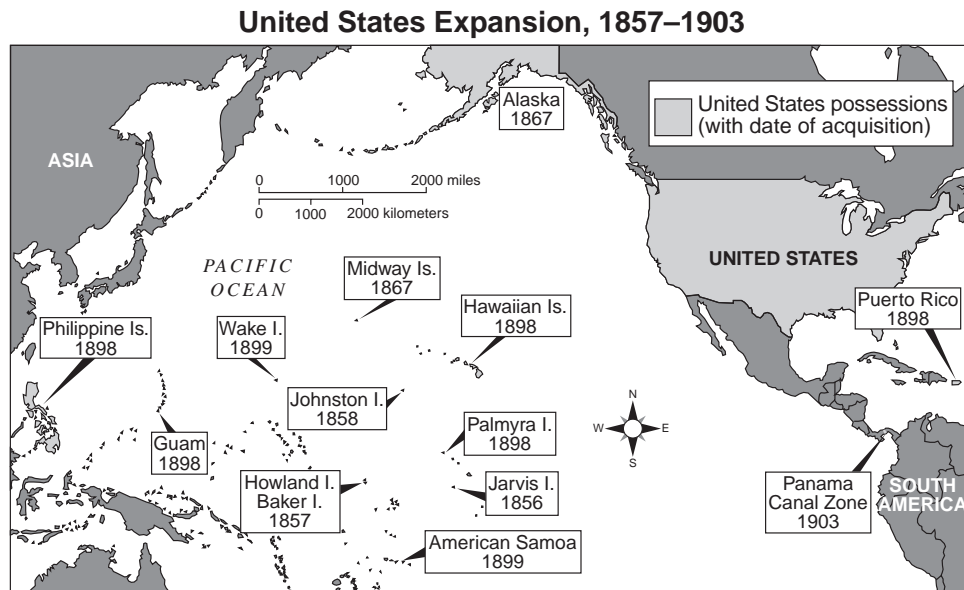
(1) _____

Score

(2) _____

Score

Document 6



Source: Briggs and Fish-Petersen, *Brief Review in United States History and Government*, Prentice Hall, 2001 (adapted)

6 According to this map, how did the location of these possessions promote or protect United States interests? [1]

Score

Document 7

... There are many among us who in the past closed their eyes to events abroad—because they believed in utter good faith what some of their fellow Americans told them—that what was taking place in Europe was none of our business; that no matter what happened over there, the United States could always pursue its peaceful and unique course in the world.

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

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

— President Franklin D. Roosevelt,
Radio Address “On National Defense”, May 26, 1940; FDR Library.

- 7 According to this document, why did some people believe that the United States was safe from foreign threats? [1]

Score

Document 8



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

8 According to this map, what was the role of geography in the Cuban missile crisis? [1]

Score

Document 9

U.S. interests in the Persian Gulf are vital to the national security. These interests include access to oil and the security and stability of key friendly states in the region. The United States will defend its vital interests in the area, through the use of U.S. military force if necessary and appropriate, against any power with interests inimical [unfriendly] to our own. The United States also will support the individual and collective self-defense of friendly countries in the area to enable them to play a more active role in their own defense. The United States will encourage the effective expressions of support and the participation of our allies and other friendly states to promote our mutual interests in the Persian Gulf region. . . .

Source: National Security Directive 45, "U.S. Policy in Response to the Iraqi Invasion of Kuwait," 08/20/1990, George H. W. Bush Library

- 9 Based on this document, state **one** way that United States national interests in the Persian Gulf were affected by geography. [1]

Score

Part B

Essay

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

Historical Context:

During the 19th and 20th centuries, geography influenced many of the actions taken by the United States to expand its territory or to protect its national interests.

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

- Discuss the influence of geography on actions that supported the territorial expansion *and/or* the protection of United States national interests during the 19th and 20th centuries

Guidelines:

In your essay, be sure to

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

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The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Thursday, January 26, 2006 — 9:15 a.m. to 12:15 p.m., only

ANSWER SHEET

Student Sex: ☐ Male
☐ Female

Teacher

School

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

FOR TEACHER USE ONLY

Part I Score _____

Part III A Score _____

Total Part I and III A Score

Part II Essay Score _____

Part III B Essay Score _____

Total Essay Score

Final Score
(obtained from conversion chart)

Part I

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

No.
Right

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

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

Signature

Tear Here

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 26, 2006 — 9:15 a.m. to 12:15 p.m., only

SCORING KEY AND RATING GUIDE

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

Contents of the Rating Guide

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

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

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

- A question-specific rubric

Mechanics of Rating

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

United States History and Government

January 26, 2006

Part I

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

Scoring the Part I Multiple-Choice Questions

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

Rating the Essay Questions

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

Rating the Scaffold (open-ended) Questions

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay—January 2006

Theme: Individuals, Groups, and Institutions — Controversial Issues

Many controversial *domestic* issues have divided the American people. The United States government has taken actions to address these issues.

Task: Identify *one* controversial *domestic* issue that has divided the American people and

- Discuss the historical background of the controversy
- Explain the point of view of those who supported this issue
- Explain the point of view of those who opposed this issue
- Discuss *one* United States government action that was taken to address this issue

You may use any controversial *domestic* issue that has divided the American people. Some suggestions you might wish to consider include placing Native American Indians on reservations, slavery, women's suffrage, Prohibition, the use of child labor, and the policy of unlimited immigration.

Scoring Notes:

1. The topic chosen for this essay must be a controversial *domestic* issue in which clearly delineated positions have been taken to support and oppose the issue.
2. The issue can be any controversial domestic issue that has divided the American people from any period in United States history. If an issue such as the Vietnam War is chosen and the focus is on the domestic unrest caused by this war, it may be scored. However, it is not acceptable if the focus is on the Cold War.
3. The action taken to address the issue must be an action taken by the United States government.
4. The United States government action taken to address the issue can be an immediate action or a long-term action.
5. This thematic essay has a minimum of *four* components (the historical background of the controversial domestic issue, the point of view of those who supported the issue, the point of view of those who opposed the issue, and *one* United States government action taken to address the issue).

Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth by discussing *one* controversial domestic issue that has divided the American people, explaining the point of view of those who supported this issue, explaining the point of view of those who opposed this issue, and discussing *one* United States government action that was taken to address this issue
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., *slavery*: they wanted slaves to provide the manpower to grow the crops on the plantations; slavery was crucial to the Southern agricultural economy and indirectly supported the Northern industrial economy; sectional differences between the North and the South intensified over the issue of slavery; the South felt threatened by the North and felt the Northerners just wanted to destroy the Southerners' way of life; the United States government was torn between the interests of both regions; the Emancipation Proclamation was the first step in bringing African Americans closer to the equality that they deserved; the 13th amendment did not lead to full equality because Southern whites instituted Black Codes and Jim Crow laws
- Richly supports the theme with relevant facts, examples, and details, e.g., *slavery*: introduction of slavery during the colonial period; more economic reasons for slavery in the South than in the North; three-fifths compromise of the constitutional convention; Missouri Compromise; Compromise of 1850; Henry Clay as the Great Compromiser; Fugitive Slave Laws; *Uncle Tom's Cabin*; *Dred Scott v. Sanford*; Underground Railroad; Bleeding Kansas; Civil War amendments
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops all aspects of the task by discussing **one** controversial domestic issue that has divided the American people, explaining the point of view of those who supported this issue, explaining the point of view of those who opposed this issue, and discussing **one** United States government action that was taken to address this issue, but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other three aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *slavery*: the development of agriculture in the South led to a need for a large and cheap labor supply; because of Manifest Destiny, slavery was becoming more than just a moral issue
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

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

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

Score of 3:

- Develops **all** aspects of the task with little depth *or* develops **at least three** aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies, e.g., *slavery*: Emancipation Proclamation freed all slaves; incorrect numbers for the Civil War amendments; *women's suffrage*: no women voted before 1920; incorrect number for the amendment
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Note: If **at least two** components have been thoroughly developed evenly and in depth, and the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

Score of 2:

- Minimally develops **all** aspects of the task *or* develops **at least two** aspects of the task in some depth *or* develops **one** aspect of the task in depth and minimally develops **two** other aspects of the task
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis, e.g., *slavery*: Southerners seceded from the Union and created the Confederacy based solely on the slavery issue; *women's suffrage*: as the nation became wealthy, families did not need a woman to keep a job
- 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

Throughout the course of United States history, there have been many internal differences that have divided people religious, ethnically, or sectionally across the country. In response to these controversial domestic issues, the government has acted by taking both radical and ~~conservative~~ conservative actions to appease both sides of the conflict. A prime example of a domestic issue that has divided the American people is slavery – specifically during the ante-bellum period (1800-1860's).

Slavery has been an essential practice for Americans since ~~the~~ the colonial era. During the colonization of the New World, Britain and their colonists advocated the slave trade for economic opportunity and steadiness in the fledgling society. Slaves provided many benefits to plantation owners and farmers. They helped increase crop production in the territory and at a relatively cheap cost. Moreover, slaves helped farmers to work vast pieces of land with little supervision, or the need to hire workers to do this for them. As the United States developed as its own separate nation, slavery played a larger role in political, social, and economic affairs. The North was turning into a modernized and industrial juggernaut, while the South was still dependant on agricultural goods and "King Cotton." Because of this, slavery gradually diffused out of the

North, but flourished in the South. Slavery had died where it was not economically important, an aspect which set the stage for differences of opinion between the North and the South.

Many people in the North considered slavery to be a social evil. Northerners felt that it was their moral obligations to help blacks progress in life, and that Southerners were ~~the~~ the uncivilized, corrupted beings in American society. Because of the rapid industrialization and lack of arable farm land, people in the North opposed to the practice of slavery across the country. The ethnocentric views of Northerners was reflected in the rise of abolitionism in the United States. Moreover, the North was against pro-slavery legislation passed in Congress, such as the Fugitive Slave Law, which forced all Northern states to return all 'loose' slaves back to their rightful owners. This denunciation of slavery was a direct opposite from the Southern view of glorifying the practice of slavery. The South claimed that slavery was an economic necessity to the fragile economy of the region.

Before the invention of the cotton gin and the rise of the number of slaves in the South, the southern economy staggered dismally. Slaves had proven that with their ^{presence} ~~presence~~ economic production would increase

up to three times ~~the~~ ^{the South's} original production. Another view point of Southern Plantation owners was that slaves were better off being slaves. Plantation owners held the belief that blacks were indifferent to their own fate, so farmers exploited all that they were worth. This idea carried large in Southern domestic opinion, and played even a greater role in the social war between the North and South.

One government action taken ~~to~~ ^{to} address the slavery issue was the Compromise of 1820, better known as the Missouri Compromise. This compromise tried to appease both the North and South beliefs about slavery, but was later found unconstitutional in the Supreme Court Case Dred Scott vs. Sanford. Nonetheless, it was a government attempt to resolve the slavery question. At this time, Missouri, a predominately slave state, had reached the population quota to ~~and~~ apply for statehood. However, Missouri was situated in the Northern section of the country, and Northerners did not want a slave state diffusing into the region.

In response, the government also realizing Maine had enough people to become a state, created Maine out of the old Massachusetts territory. Also, Missouri was admitted the Union as a slave state. This action

maintained the balance of free and slave states across the country. Moreover, it created all states south of 36° 30' to become slave states if enough votes advocating it were obtained. This government action appeased both sides for a short while, until the Dred Scott Case tested its constitutionality and 'restirred' tensions again.

Throughout history, there have been many controversial issue which has ~~divided~~ divided the American people.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the controversial domestic issue of slavery
- Is more analytical than descriptive (many internal differences have divided people religiously, ethnically, or sectionally across the country; Britain and its colonists advocated the slave trade for economic opportunity and steadiness in the fledgling society; as the United States developed as its own separate nation, slavery played a larger role in political, social, and economic affairs; slavery had died where it was not economically important, an aspect which set the stage for differences of opinion between the North and the South; because of the rapid industrialization and lack of arable farmland, people in the North opposed the practice of slavery across the country; the ethnocentric views of Northerners was reflected in the rise of abolitionism in the United States; this compromise tried to appease both the North and South beliefs about slavery; this action maintained the balance of free and slave states across the country)
- Richly supports the theme with relevant facts, examples, and details (antebellum period, 1800–1860s; North turning into an industrial juggernaut; King Cotton; the North was against pro-slavery legislation passed in Congress, such as the Fugitive Slave law; invention of the cotton gin; Compromise of 1820—the Missouri Compromise; *Dred Scott v. Sanford*); contains an unclear comment (“moreover, it created all states south of 36° 30' to become slave states if enough votes advocating it were obtained” might accurately refer to the need to have Congress vote to admit the state or might inaccurately refer to the use of popular sovereignty)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that simply restates the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response contains rich details that support the many analytical statements. The chronology in this response is excellent and shows a clear understanding of the controversy over slavery. The many positive qualities of this response outweigh the weak conclusion and one unclear statement, making this a Level 5 paper.

Throughout history, domestic issues have & divided the American people. Slavery was an issue that ~~the~~ fueled a lot of controversy and debate within the United States. Each side of the debate had their arguments and our government responded to the needs of the nation.

Slavery first was introduced to the country during the colonial period. Crops like tobacco and cotton were vital to the young colonies, so they needed the manpower to handle the work load. Since the use of slaves was so useful, more slaves were sent to the United States. Slaves replaced white indentured servants and this business began to thrive especially in the South. As the country grew, ~~the~~ and industrialized, the South still relied on slavery. The North rapidly industrialized, ~~and~~ continued to develop ~~the~~ technology. ~~but the South was still~~ sectionalism began to arise ~~and~~ sectional differences ~~regional~~ began to arise and fueled the animosity between the two regions. One important issue in this was slavery.

Northerners saw slavery as a "peculiar institution", while the South justified it as something vital to ~~their~~ the success to their way of life.

Although most white Americans believed that whites were racially superior to blacks, some white people denounced slavery. They expressed that ~~that~~ ~~was~~ slavery ~~commenced~~ was immoral and that slaves were human beings. Some people even questioned the government and referred back to the statement "all men are created equal." Most

Northerners opposed slavery and some tried to help slaves. For example, abolitionists along with Harriet Tubman created the Underground Railroad in order to ~~help~~ free escaped slaves. In ~~addition~~, some ~~writes~~ ~~tried~~ to help ~~escape~~ ~~addition~~, propaganda against slavery arose, like ~~Shue's~~ ^{Uncle Tom's Cabin.}

On the other hand, Southerners supported slavery. They believed that the Northerners were just attacking their way of life.

many southerners believed that ~~they~~ slaves were actually happy and that slavery was for the "slaves own good." Furthermore, they saw slaves as merely property which could be bought and sold.

This is portrayed in the Dred Scott case. Dred Scott sued for his freedom, but he could not ~~sue~~ sue since he was not a citizen of the country. Southerners denied that slaves were treated inhumanely as well. ~~over all, the south felt threatened by the north and claimed that they wanted to destroy their way of life.~~ Economically, the South depended on slavery since they had failed to progress and industrialize as the North did. Over all, the South felt threatened by the North and claimed that they just wanted to destroy their way of life.

In the midst of this debate, the United States' government was torn between the interests of both regions. Threats of secession began and ~~eventually~~ eventually ~~the~~ many

Southern states did secede from the Union. Earlier, the U.S. tried to ~~control~~ ~~balance~~ balance the number of slave states and free states with legislation, ~~but~~ but it did not solve the problem. Popular Sovereignty was even granted to some states, where the people in the new states could choose whether slavery could exist, but this only resulted in bloodshed. ^{Especially in Bleeding Kansas.} The government's attempt to solve the problem was futile and war was inevitable. Lincoln fought for civil rights, but also wanted to preserve the Union. However, by 1861 the Civil War began and the country was engaged in a war that would ultimately end slavery.

Slavery was an issue that created a lot of controversy and hostility in the nation. It concerned civil rights and the government's role in overseeing/regulating it. Slavery was an issue that just could not be compromised on, each side would not submit to the other, so it had to be solved through a war. Civil rights was a domestic topic that affected the country long ago and ~~still~~ still continues to impact our society today.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the controversial domestic issue of slavery
- Is more analytical than descriptive (crops like tobacco and cotton were vital to the young colonies, so they needed the manpower to handle the workload; the North rapidly industrialized, continued to develop technology; some people even questioned the government and referred back to the statement “all men are created equal”; economically, the South depended on slavery since they had failed to progress and industrialize as the North did; overall, the South felt threatened by the North and claimed that they just wanted to destroy their way of life; in the midst of this debate, the United States government was torn between the interests of both regions; the government’s attempt to solve the problem was futile and war was inevitable)
- Richly supports the theme with relevant facts, examples, and details (slaves replaced white indentured servants; sectional differences began to arise; abolitionists; Harriet Tubman; Underground Railroad; Stowe’s *Uncle Tom’s Cabin*; threats of secession began; popular sovereignty; Bleeding Kansas; by 1861 the Civil War began)
- Demonstrates a logical and clear plan of organization; includes a simple introduction and a conclusion that demonstrates a thorough understanding of the issue and its continuing impact on today’s society

Conclusion: Overall, the response fits the criteria for Level 5. An excellent analysis is developed from the abundant detailed information. The entire response focuses the social, economic, and political aspects of the controversy over slavery.

Slavery was a practice that plagued the United States with controversy for many years. It was ~~not~~ ~~disputed~~ ~~that~~ ~~was~~ ~~also~~ despised by some and chiseled into the daily lifestyles of others. The Union was challenged repeatedly by the divisions that slavery created. Throughout the history of the United States, the federal government took many actions to appease both parties. Eventually, a compromise proved to not be enough, war broke out, and slavery met its demise.

The South was tightly intertwined with the practice of slavery. Their agricultural needs led to the formation of large plantations, and the requirement of a large, cheap labor supply. Slavery began as the center of their economy, and, as years passed, it ~~became~~ became an ingrained part of their social structure. ~~While~~ Only an elite few owned a large number of slaves, but these individuals were the aristocracy of this section of the nation, and they had the most control ~~in~~ ~~over~~ ~~the~~ government. Even men that did not own slaves in the South often still supported the practice. With ~~the~~ the existence of slavery they were ensured that they would always remain superior to one of the social ~~or~~ classes. Slavery, and the notion that slaves were property, a sentiment cemented by the importation of the Barbados² Slave Codes, which

originated in the West Indies), had developed in the early days of the South. To relinquish slavery would put both the Southern economy and social structure in upheaval.

Many Northerners (though certainly not all), were against the practice of slavery. As western expansion began and the delicate balance between slave states and free states was threatened, more people joined the abolitionist cause. Roused by ~~that~~ such literature as Harriet Beecher Stowe's *Uncle Tom's Cabin*, Northerners viewed slavery as an evil practice that injured human life. ~~that~~

From the ^{earliest} ~~early~~ days of the formation of the U.S. government, slavery had been an issue. The 3/5 Compromise, created at the Constitutional Convention, stipulated that each slave would count as 3/5 of a person in population measurements. This compromise appeased the South, who ~~did not want~~ wanted their population to be larger so that they would have more power in the House of Representatives. The 3/5 Compromise was one of the earliest government actions taken to address the issue of slavery, and it was successful in temporarily appeasing both sides. ~~At the request~~

Slavery was a prominent domestic issue throughout

much of the history of our nation. It divided the American people, ~~and~~ increasing sectional diff tensions and controversy. The federal government took ~~all~~ measures to appease ~~both sides~~ on the opposing sides of the issue, and eventually to abolish slavery altogether.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the controversial domestic issue of slavery, but does so somewhat unevenly
- Is both descriptive and analytical (eventually, compromise proved to not be enough, war broke out, and slavery met its demise; the South's agricultural needs led to the formation of large plantations, and the requirement of a large, cheap labor supply; slavery began as the center of their economy, and, as years passed, it became an ingrained part of their social structure; as western expansion began and the delicate balance between slave states and free states was threatened, more people joined the abolitionist cause; this compromise appeased the South, who wanted their population to be larger so that they would have more power in the House of Representatives; the Three-fifths Compromise was successful in temporarily appeasing both sides; slavery divided the American people, increasing sectional tensions and controversy)
- Supports the theme with relevant facts, examples, and details (Barbados Slave Codes; many Northerners were against the practice of slavery; Harriet Beecher Stowe's *Uncle Tom's Cabin*; Three-fifths Compromise created at the Constitutional Convention)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Despite much analysis, the response tends to state simple cause-and-effect relationships that are not supported with sufficient detail. The response lacks the level of analysis and quantity of detailed information characteristic of a Level 5 response.

Many issues in American history ~~to~~ have divided the people into different groups. Usually these groups have a certain viewpoints on a particular issue that they are very passionate about. One such ~~on~~ very controversial issue is ~~giving~~ giving African Americans the rights that they work hard for and deserve. Some people believed that African Americans were inferior to white people and should ~~to~~ have less freedom. People that supported African American freedom were the opposing groups of Americans. Together both groups ~~to~~ provoked many violent riots as well as peaceful campaigns to ~~support~~ support their cause.

After the civil war was over reconstruction of the south began. African Americans believed they would finally get their freedom. This was not the case. Blacks did not get some rights until the end of World War II, many decades later. But Jim Crow laws still ruled the south, which meant black and white facilities were separated. Often ~~black~~ facilities designated for blacks were ~~not~~ not as respectable as the white facilities. Also, many riots sprung up ~~to~~, due racial discrimination,

which occurred often in the south. These riots were provoked by the two groups, and often ended up with many deaths. Other people trying to prove their viewpoints tried to protest peacefully with lectures and boycotts. Due to these and many other factors, black gradually got many rights.

The Americans that supported freedom for African Americans often tried to do everything they ~~could~~ could to support their cause. When public schools were ~~separated~~ segregated between ~~the~~ the blacks ~~and~~ and the whites, it was discovered that the education was not equal and as a result was declared unconstitutional. People that supported black freedom ~~eventually~~ contributed to the federal action ~~in~~ in the case Brown vs. Board of Education. With the help of whites who ~~believed~~ believed in freedom and the determination of African Americans to get the right that they deserved, the government ~~on~~ eventually gave them the right to vote as well as other freedoms.

~~In~~ In contrast, many other people in America

~~They~~ opposed the the idea of giving African American ~~the~~ their freedom. They believed that they were ~~the~~ the inferior race and ~~deserved~~ deserved nothing more than what they already had. ~~They~~ They supported the idea of having segregated facilities. This way they didn't have to share with them and things would not be equal between the two groups. The two opposing viewpoints on this issue are what caused so much controversy.

One United States government action that was taken ~~was~~ as a result from the case Board of Education v. Brown. In this case, it was proven that the case Plessy v. Ferguson was unconstitutional. In the Plessy case, schools were ~~a~~ allowed to be segregated but equal. This was not the case. Many times, the schools were not equal. As a result the President ordered for ~~the~~ schools to be integrated so equality would be for all. Nine black students enrolled in a school called Little Rock High. Although they were not warmly accepted, ~~the~~ African Americans

were one step closer to the freedom they deserved.

Both groups contributed to the controversy over equality and freedom of African Americans. Although blacks didn't receive their rights until recently, it is a huge step in the history of America.

Anchor Level 4-B

The response:

- Develops all aspects of the task by discussing the controversial domestic issue of rights for African Americans after the Civil War but does so somewhat unevenly
- Is both descriptive and analytical (some people believed that African Americans were inferior to white people and should have less freedom; together both groups provoked many violent riots as well as peaceful campaigns to support their cause; often facilities designated for blacks were not as respectable as the white facilities; due to these and many other factors, blacks gradually got many rights; this way they didn't have to share with them and things would not be equal between the two groups; the two opposing viewpoints on this issue are what caused so much controversy; although they were not warmly accepted, African Americans were one step closer to the freedom they deserved; although blacks didn't receive their rights until recently, it is a huge step in the history of America)
- Supports the theme with relevant facts, examples, and details (Jim Crow laws; blacks did not get some rights until the end of World War II; lectures and boycotts; public schools were segregated between the blacks and the whites; *Brown v. Board of Education*; *Plessy v. Ferguson*) contains some minor inaccuracies (the government eventually gave them the right to vote as well as other freedoms; the President ordered schools to be integrated; Little Rock High)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the group that opposed the idea of giving African Americans their freedom and rights contains little analysis or detail. However, much analysis and detailed information is provided for the other aspects of the task.

Over the course of American history many domestic issues have been argued continuously by the people. The many different opinions and the right to express those opinions in America causes much controversy. Issues like segregation, the amount of government control in business, and going to the aid of other countries are all debatable issues that demand government action. A domestic issue that has become an explosive debate amongst citizens and politicians is whether gay marriage should be legal and enforceable through out the United States.

America is made up of every type of person in the world. A percentage of the people living in America are homosexual men and women who have faced discrimination through out history. Gays are generally not allowed to serve in the military and if found could loose thier position. ~~But~~ In recent years gay men and women have been trying to gain the right of marriage so that they may share the same benefits as heterosexual couples. However this has caused a large stir in public opinion both for and against allowing matrimony between homosexuals.

Many gay and lesbian groups are trying to force the government to allow thier right of matrimony to exist in the ~~to~~ entire United States.

Many non homosexual supporters favor gay marriage because they see it as the basic right of pursuing that which makes one happy. That it should be treated in the same light as normal couples getting married and also receive the same benefits.

The opinions of people who oppose gay marriage is strong within public opinion. Many who oppose matrimony between gay couples are opposed to homosexuality all together. Much of this comes from religious doctrine that people base a faith on. Many people see it as unethical and unnatural to have same sex couples marry each other. President George W. Bush has even proposed a constitutional amendment to define marriage in the eyes of the government, taking it out of its religious place and placing it into politics.

Politicians around America are voicing ~~clinging~~ their own opinions with their policies.

While some states ban any form of union some are allowing gay marriages to occur. The problem with this is that it is not certain whether or not those marriage contracts should be upheld in states that do not allow gay unions.

¶ This creates an issue for those couples who

wish to move yet keep thier marriage
licenses.

While this debate will soon come
before the Supreme Court each view is trying
to raise support for its cause. Marches and
demonstrations are being performed thraugh out the
country with nither side showing signs of giving
up. Marriage, once a religious joining of two people
has now moved into the government spectrum.
~~the~~ With much debate going on this issue must
be resolved and no longer ignored

Anchor Level 4-C

The response:

- Develops all aspects of the task for the controversial domestic issue of gay marriage but does so somewhat unevenly by discussing government action less thoroughly than the other three aspects of the task
- Is both descriptive and analytical (many different opinions and the right to express these opinions in America causes much controversy; has become an explosive debate among citizens and politicians; in recent years, gay men and women have been trying to gain the right of marriage so that they may share the same benefits as heterosexual couples; much of this comes from religious doctrine that people base a faith on)
- Supports the theme with relevant facts, examples, and details (homosexual men and women have faced discrimination throughout history; gays are generally not allowed to serve in the military; many gay and lesbian groups are trying to force the government to allow their right of matrimony to exist in the entire United States; they see it as the basic right of pursuing that which makes one happy; many people see it as unethical and unnatural to have same sex couples marry each other; President George W. Bush has even proposed a constitutional amendment to define marriage in the eyes of the government)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response does not adequately develop the government action aspect of the task, just mentioning that the issue will soon come before the Supreme Court and that the issue has now moved into the government spectrum.

Many controversial domestic issues have divided the American people, ^{sometimes} leading to a major conflict. Slavery is an example of a controversial issue. The conflict over slavery and the resulting sectionalism led to the Civil War.

When the colonies were first settled, slave labor was a cheap and reliable labor source for Southern plantations. Since the North had less good ~~ess~~ farmland, it became more industrial, and relied less on slave labor. ~~As a result~~ This led to sectionalism and tension between the North and the South.

~~So~~ Those who supported slavery did so because it was a tradition and a Southern way of life. ~~Because of~~ Slavery became synonymous with Southern ^{political} thought and states' rights doctrine. The South did not stand for slavery as much as slavery symbolized what the South stood for. On the other hand, ~~those~~ those who opposed slavery thought it was immoral to buy and sell people and treat them like property.

When the Southern states seceded from the Union, the government could have let them go. Instead, Lincoln wanted to fight to preserve the Union. This was the Civil War. ~~Slavery had led up to the conflict~~ Although in the beginning Lincoln's

motives were mostly political, he took a stand against slavery when he wrote the Emancipation Proclamation, which freed slaves in the Confederate states. This was the first step towards a constitutional amendment prohibiting slavery.

Slavery was one of many domestic issues that led to conflict within the United States. However, in this case the conflict was not merely an argument; it was a full-scale war. In the end, slavery was abolished, but sectional tension still remained: the government removed the symptoms but failed to treat the disease.

Anchor Level 3-A

The response:

- Develops most aspects of the task in some depth for the controversial domestic issue of slavery but does not explain the point of view of those who opposed slavery as fully as the other aspects of the task
- Is both descriptive and analytical (the conflict over slavery and the resulting sectionalism led to the Civil War; since the North had less good farmland, it became more industrial, and relied less on slave labor; this led to sectionalism and tension between the North and the South; slavery became synonymous with Southern political thought and States rights doctrine; this was the first step towards a constitutional amendment prohibiting slavery)
- Includes some relevant facts, examples, and details (slave labor was a cheap and reliable labor source for southern plantations; Civil War; Emancipation Proclamation)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response best fits the criteria for Level 3. The response contains some analysis and some detailed information. However, the failure to develop all four aspects of the task in some depth and the lack of sufficient amounts of detailed information make this a Level 3 response.

Many things in America's history have torn the nation apart. Many of these topics have two controversial sides, and many view points. One of the most controversial topics in our nation's history is slavery. Some people believed that Africans are property, and have no rights. But, others believe that Africans are people also, the same people as everyone else. This is probably the most controversial topics ever.

There is two sides to every story, but, in most cases, one side is wrong. Slavery was introduced to America sometime after the colonies, but before the Civil War. Ships would travel to Africa, to get people, "slaves," to work on their farms. For the most part, slaves were most common in the South. Most Southerners treated Africans like property, and didn't pay them for their work. But, some "slaves" got close to their owners, and there weren't many problems. But on the other hand, people believe that slavery is one of the most inhumane things ever. Many Northerners, white or Black, fought to remove slavery for good. For example, an African American woman, Harriett Tubman, work the "Underground Railroad," it path to the North, where slaves are free, to help "slaves." Also, many Northerners fought very hard for the abolishing ending of slavery. This controversial subject soon became

A case of North -vs.- South. For example, President Abraham Lincoln was a Northern Abolitionist. Being the President he knew that most people would listen and believe his views on slavery. He knew the issue of slavery was tearing the nation apart, and he had to do something. The Civil War broke out, North -vs.- South, for many reasons. First, to preserve the nation, and second, to abolish slavery. After the civil war was over, the North winning, the government came up with some amendments to the constitution. These amendments are commonly known as the "Civil War Amendments," (14, 15, 16). These amendments abolished slavery, made African Americans citizens, and gave African American males the right to vote.

Many issues in our nation's history are controversial. Slavery, one of the most debated, was ended, and bettered American society. Today, there is still some "looking down upon" African Americans, but, African Americans have made a lot of progress in their fight for equal civil rights.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for the controversial domestic issue of slavery
- Is more descriptive than analytical (but some “slaves” got close to their owners, and there weren’t many problems; slavery is one of the most inhumane things ever)
- Includes some relevant facts, examples, and details (Harriet Tubman, Underground Railroad; President Abraham Lincoln; he knew the issue of slavery was tearing the nation apart, and he had to do something; the Civil War broke out, first, to preserve the nation, and second, to abolish slavery; Civil War amendments: these amendments abolished slavery, made African American citizens, and gave African American males the right to vote); includes some minor inaccuracies (slavery was introduced to America sometime after the colonies; President Lincoln was a Northern abolitionist; Civil War amendments: 14, 15, 16)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response best fits the criteria for Level 3. The response is more descriptive than analytical and contains several overgeneralizations. While the introduction and conclusion are more than a simple restatement of the theme, the content weaknesses and limited valid analysis make this a Level 3 response.

Early in American history children worked alongside their parents at back breaking jobs for mer pennies. Children started working as soon as they were able to pick up their own toys. Many believed that children shouldn't be treated that way. While others thought that things needed to be the way things were. This was a great controversial subject in the United States. Then the government stepped in and "fixed" the problem.

Many people didn't like the fact that kids worked so hard for so little. The fact that many would be killed on the job because of the dangerous work they did terrified many people. They wanted to get ~~thawg~~ those kids out of there. But they had two problems. The first was the people who thought that the kids should work as they did. The other was what to have them do besides work.

Some thought that children needed the jobs to help their families. The families needed more money than the mother and father could bring in. So they sent the children off to work, to help the family, to have the kids get work experience, and to give them something to do.

To answer the people who were against child labor the government stepped in. Many in the government thought that kids needed an education more than a job that could kill them on any given day. So the government made it illegal for kids to work under the age of sixteen. Then they made a law saying that kids have to go to school. This made some people angry and so very pleased.

Child labor was once a very big controversial subject. Some thought that child labor was cruel. While others thought that it was a must. In

the end the government decided that children should work for an education and not a few pennies. Thus solving the problem of child labor.

Anchor Level 3-C

The response:

- Develops most aspects of the task in some depth for the controversial domestic issue of child labor but does not develop the government action as fully as the other aspects of the task
- Is more descriptive than analytical (the fact that many would be killed on the job because of the dangerous work they did terrified many people; the families needed more money than the mother and father could bring in); contains some weak analysis (to have the kids get work experience and to give them something to do; the government decided that children should work for an education, thus solving the problem of child labor)
- Includes few relevant facts, examples, and details (so they sent the children off to work to help the family; they made a law saying that kids have to go to school); includes some minor inaccuracies (so the government made it illegal for kids to work under the age of sixteen)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response best fits the criteria for Level 3. The response confuses federal and state government actions and merely mentions these actions rather than discussing them. The other aspects of the task are developed in some depth but lack specific detailed information and analysis.

Throughout history, many controversial ~~xxxx~~ domestic issues have divided the American People. To address these issues, the United States government has taken actions to successfully control the ~~xxxxxxxxxxxx~~ controversial issue. Women's ~~xxxxxxxx~~ Suffrage in the early 20th century was a controversial debate. Women fought for the right to vote.

~~xxxx~~ Until 1920 were
Before 1920, women were not allowed to vote in ~~xxxxxx~~ the United States. Only white males could vote. ~~xxxxxx~~ The role of women in society was changing. As the ~~xxx~~ Nation became ~~xxxxxx~~ wealthy, families did not need a woman to keep a job. This left more time for education. ~~xxxxxx the education of women~~ ~~xxxxxx~~ More women began to realize that they were not

guaranteed the same rights as men. Women now had the knowledge and power to fight for a voice in elections.

Supporters of women's ~~Surfrage~~ felt that women were equal to men. The Constitution clearly states that, "All men are created equal." The definition of the word, "men" ~~was only for~~ ^{could only be} human beings.

Those that did not support ~~the~~ Women's ~~Surfrage~~ were mostly ~~men~~ men. The government was slow to catch on to a woman's right to vote, as well. This was mostly because of ~~the~~ ^{the} controversy surrounding the decision.

Eventually, the government came to the conclusion that it was not fair to not allow women to vote. In 1920, Congress passed the 18th Amendment. The

amendment secured a woman's right to vote.

In conclusion, women's suffrage was a controversial issue. ~~The government had to pass the 18th Amendment~~ ~~the 18th Amendment~~ The 18th Amendment was ~~also~~ a critical ^{milestone} ~~issue~~ for the future of United States women.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for the controversial domestic issue of women's suffrage
- Is primarily descriptive (women now had the knowledge and power to fight for a voice in elections; amendment was a critical milestone for the future of United States women); includes faulty and isolated application and analysis (as the nation became wealthy, families did not need a woman to keep a job; this left more time for education)
- Includes few relevant facts, examples, and details (women fought for the right to vote; the role of women in society was changing); includes some inaccuracies (before 1920, women were not allowed to vote in the United States; the Constitution clearly states that "all men are created equal"; 18th amendment secured a woman's right to vote)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that assesses the government action

Conclusion: Overall, the response best fits the criteria for Level 2. The point of view of those opposed to women's suffrage is not clearly expressed. The errors in detail and analysis contribute to the Level 2 rating.

Throughout our nation's history, many controversial issues have arisen which have split the American people into two sides. One such issue was the issue of slavery. Some people supported slavery, while others saw it as cruel and unjust. This led to many events and debates throughout the centuries.

After the Revolutionary War, the issue of slavery began to lead to many debates and conflicts. It became a sectional dispute between the north, who wanted ~~the~~ the abolition of slavery, and the south, who were pro-slavery. Northerners argued that after just having fought the war with "all men are created equal" in mind, the U.S. was ~~being~~ being hypocritical by not giving slaves equal rights and opportunities. Southerners on the other hand, saw nothing wrong with slavery. Slaves provided them with laborers which in turn brought them more prosperity.

The government took many steps and actions to address the issue. For example, the $\frac{3}{5}$ Compromise was passed after much debate over the representation that slaves should get in government. ~~Northerners felt that~~ Some felt that slaves should count for ^{state} representation in government while others felt they should not. The consensus reached was that every 5 slaves living in a state would count as three white people.

Over the years, great debate and conflict has occurred over the issue of slavery. The issue ended up splitting the country in half- the north wanted abolition, the south wanted slavery to remain. The government had to step in a lot to prevent major conflicts from happening and to try and resolve the issue.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for the controversial domestic issue of slavery
- Is primarily descriptive (this led to many events and debates throughout the centuries; the government had to step in a lot to prevent major conflicts from happening and to try and resolve the issue); includes some weak analysis (Northerners agreed that having fought the Revolutionary War with “all men are created equal” in mind, the United States was being hypocritical by not giving slaves equal rights and opportunities)
- Includes few relevant facts, examples, and details (after the Revolutionary War; it became a sectional dispute between the North who wanted the abolition of slavery, and the South who were pro-slavery; slaves provided Southerners with laborers which in turn brought them more prosperity; Three-fifths Compromise)
- Demonstrates a general plan of organization; includes an introduction that is a simple restatement of the theme and lacks a conclusion

Conclusion: Overall, the response best fits the criteria for Level 2. The minimal development of the task, the lack of substantial analysis, and the limited amount of detailed information are characteristic of a Level 2 response.

There are many issues that Americans have to deal with and eventually overcome. Many controversial domestic issues have divided the American people. The United States government has taken actions to address these issues.

One major issue was ~~woman~~ ~~woman's rights~~ ~~child labor~~ child labor. This came into play mainly when a war was taking place and children had to work in order to support their families. During the Industrial Revolution children worked in ~~factories~~ factories and got paid very low wages. Many of them were also injured because of this. Children were forced to work at this time no matter what their age was.

Many problems occurred because of child labor. There were people that agreed and some that disagreed. Many of the people who agreed were

the people in the factories because they were getting away with paying low and they were in desperate need of workers.

There were many child labor laws that was a result. There was also a supreme court case that dealt with this issue.

There is a domestic issues which have divided the American people. Many actions were taken against these issues, including child labor.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for the controversial domestic issue of child labor
- Is primarily descriptive (during the Industrial Revolution, children worked in factories and got paid very low wages); includes weak application and analysis (people in the factories were getting away with paying low wages and they were in desperate need of workers; children had to work to support their families)
- Includes few relevant facts, examples, and details (many of them were also injured; many child labor laws was a result; a Supreme Court case dealt with this issue); includes some inaccuracies (this came into play mainly when a war was taking place; children were forced to work at this time no matter what their age was)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed (combines the discussion of the historical circumstances and the viewpoint of those opposed to child labor); includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response best fits the criteria for Level 2. The response contains a few relevant facts that merely make vague reference to child labor laws and a Supreme Court decision.

Child labor has been a momentous issue since it began around the 1800s to the 1900s. An increased number of factories were created. Cities were becoming more industrialized. During this time a lot of people were living in poor decrepit regions. Factory workers were being payed miniscule wages and worked from morning to evening. Many factories hired children to do the work of adults because they were thought to be more skilled and took direction well.

There was not many opposition to child labor until much later when people began to see the amount of accidents children would get into. Factory workers would often go on strikes not specifically for the rights of the children, but for the rights of factory workers on a whole. They wanted lower wages to become more substantial wages; that could benefit and feed the entire family and less working hours which would mean more sleep and more time to take care of the family.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for the controversial domestic issue of child labor, discussing the historical circumstances of child labor and mentioning the viewpoint of those opposing the issue
- Is descriptive (during this time a lot of people were living in poor decrepit regions; factory workers were paid miniscule wages and worked from morning to evening); lacks understanding and application (focuses on wages and working hours of factory workers in general rather than on child labor)
- Includes few relevant facts, examples, and details (cities were becoming more industrialized; people began to see the amount of accidents children would get into); includes inaccuracies (many factories hired children to do the work of adults because they were thought to be more skilled and took direction well)
- Demonstrates a weakness in organization; contains digressions (factory workers going on strike for higher wages, less working hours, more sleep, more time to take care of family); includes a brief introductory sentence and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The point of view of the supporters of child labor and a government action taken to address the issue of child labor are not mentioned. The entire last part of the response focuses on improving the wages and working hours of factory workers.

Many controversial domestic issues have divided the American people. The United States government has taken actions to address these issues. Slavery during 1800's is one of ~~the~~ ^{the} controversial issues. Many people wanted to abolish slavery and also ~~a~~ people supported slavery.

During 1700's through 1800's slavery was existed as a huge problem. ~~From~~ From the formation of United States slavery divided America into two. ~~Most~~ Most of the Southern States ~~wanted~~ wanted slavery. ~~Because~~ Because most southerners are farmer's. They needed slaves to work on the farms. Their view was ~~if~~ if government abolish slavery, there won't be anyone ~~to~~ to work in farms, causing huge economical ~~problems~~ problems. But most of the Northern States wanted to abolish slavery. Because they ~~believed~~ believed that ~~everyone~~ everyone should be equal. ~~And they are~~ ~~of American~~ ~~they~~ & Any Everyone has ~~their own~~ their own rights, freedom of speech, right to own property, etc. ~~During~~ ~~consists~~ During Constitutional convention slavery played a big role. ~~the~~ Most of Southern States wanted to count slaves as citizens, so they have more seats in Congress. ~~Many small states and~~ ~~most~~ Most of Northern States

Anchor Paper – Thematic Essay—Level 1 – B

Opposed. In the end they came to compromise that ~~the~~ ~~one out of every~~ every 5 slaves count as one voter 1/5 compromise.

~~During~~ From the begining of United States history there are many controversial Issues American's faced. ~~the government did not~~ But United States government stepped ~~in to~~ in to solve these problems.

Anchor Level 1-B

The response:

- Minimally develops some aspects of the task for the controversial domestic issue of slavery by mentioning information dealing with the historical circumstances, touching on the viewpoints of the two sides of this issue, and providing erroneous information about the three-fifths compromise as a government action
- Is descriptive (from the formation of United States, slavery divided America in two; most of the Southern states wanted slavery because most Southerners are farmers; if government abolishes slavery, there won't be anyone to work on the farms, causing huge economical problems)
- Includes few relevant facts, examples, and details (during the Constitutional Convention, slavery played a big role; Southerners wanted to count slaves as citizens so they have more seats in Congress); includes inaccuracies (most of the Northern states wanted to abolish slavery because they believed that everyone should be equal; Southern states wanted to count slaves as citizens; in the end, they came to compromise that every 5 slaves count as one vote, one-fifth compromise)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response best fits the criteria for Level 1. The response does not adequately develop any aspect of the task, providing very few historical details and much incorrect information.

Many controversial domestic topics have split the ideas and feelings of the American people. The Federal government has taken actions in trying to resolve these domestic disputes. One domestic dispute that was key in American history was unlimited immigration.

In the 1800's and 1900's there were many waves of immigration coming into the U.S. Immigrants came from Poland, Italy, China, and many other parts of the world. They left their homeland for various reasons including famine, religious persecution, and economic disability. At first the U.S. welcomed immigrants but then quickly shut them out.

People who were in favor of immigration were in fact the immigrants themselves. They wanted to escape the problems they faced in their home country. Also Factory owners favored immigration because immigrant did very dangerous, strenuous work for dirt cheap, because they weren't used to having money.

People that disputed the ideas

of immigration were mainly factory workers. As stated before the immigrants took the jobs of the American workers because they did it better and for less amount of money. This angered Americans who needed to support their families. Another reason about immigration was overpopulation. Many immigrants piled into cities and it became overpopulated and unsanitary.

Some actions that the U.S. took to try to resolve this dispute was by passing laws. These laws included Immigration Acts and Quota laws that strictly limited the immigration flow. Another important law that was passed was the Chinese Exclusion Act which directly influenced Chinese people. This also permanently shut down the wave of immigration from China.

Many questionable domestic issues have occurred and split the ideas and feelings of Americans. The federal government has taken its steps to try to resolve the domestic dispute of immigration.

Many controversial domestic issues have divided the American people. Some of the issues were settled during war, or they were settled by governmental actions. Many of the controversies this country has faced had led citizens to take extreme action to try and solve the grievances. In many situations the country practically divided simply because of beliefs.

One example of such a controversy is American slavery, in which for more than 100 years negroes would work for plantation owners (who were mostly caucasian) without pay & without a suitable lifestyles. Many of these slaves would work until their death in the beating-hot sun. After working full days in the farms or wherever it was that they were placed, some of these slaves would return to the atrocious shelter they called a home to get minimal hours of sleep. Female slaves would get raped for the sole purpose of producing more slaves to work the plantation, & if the plantation owner was a disciplinarian then many male slaves would get maliciously beaten. The sad thing was there was nothing that anybody could do because slaves were property at that time.

To the South, slaves were "needed" because their

entire economy was based on agriculture. Workers were needed to up-hold the farmland. Since the North was very industrial, not only did they feel compassion toward the slaves but they felt there was absolutely no need for slavery. And this issue, on top of many others, sparked the American Civil War.

Abraham Lincoln who was president at the time, had one initial objective and that was to preserve the Union. The South wanted to break away because they wanted slavery & their own lifestyle. The North won the war, & the United States prohibited slavery.

Slavery was a tremendous issue on the U.S.'s shoulders, which resulted in the country fighting in a war. If we weren't to win, the South might have had their own country & slavery would never end.

There have been many controversial domestic issues in the past and present that have divided the American people. Recently, the issue of gay marriage in the United States has divided many people by opinion. The U.S. government has addressed this issue with ideas and opinions, but nothing permanent yet.

Many people view gay marriage as unethical. People may even view it as immoral. Religious reasons, as stated in the Bible, also make these types of marriage out to be wrong. Predominantly Christians or Catholics believe this is immoral.

People who support this ~~the~~ issue believe that this is a free country, supposedly free of persecution of any type. We have freedom of speech, freedom of the press, freedom of religion, and many more. So why not freedom of marriage and legal partnership? People for gay marriage see this as someone's preference, which is no ~~more~~ different from their own preference.

If these people want to adopt children, we should let them. They are not affecting our lives in any way, let them do as they choose.

Again, the people who oppose this issue date all the way back to when the bible was written. Gay lifestyles are portrayed as immoral and unethical by those who oppose it based on their religion.

The U.S. government has not dealt with this issue yet. At this time, many states are taking it upon themselves to decide whether these same sex marriages will take place or not. States such as California and Massachusetts have performed these marriage ceremonies. President Bush has proposed a change in the Constitution with the addition of an amendment banning gay marriage. Others feel it should be left up to the states. This decision will be made by the government and the people of the United States at a later date.

Thematic Essay — Practice Paper — C

Gay marriage is only one of the domestic issues that divide the American people today. Many people support this along with many people who oppose it. Sometime in the near future, a decision on this issue will be made permanent.

Thematic Essay — Practice Paper — D

In the early 1930's the United States plunged into a deep depression. Families migrated into the cities hoping to get jobs in factories. The wages were so low at these factories that the parents' income wasn't enough to live on. The parents had no choice but to send their children off to work too. Child labor became a major problem in those times.

Factory owners advocated the children working in their factories. They were small enough to work in tight spaces, and their hands were compact and agile. Because they were only children they didn't have to be paid as much as their parents did. The factory owners didn't think they could do much better.

The parents and the children themselves suffered though. The children worked long hours in dangerous conditions. They got paid close to nothing. They woke up early and got home late, with hardly enough time to eat or sleep. They weren't given an education and their parents complained that they grew up too fast.

Society was divided. It was time for the government to step up and take action, and it did. ~~When America's youth was in trouble~~

The government decided to side with the parents and children. An age requirement was enforced in all the factories. Also the amount of time young people could work was regulated. Our government made the right choice and ended child labor.

Many controversial domestic issues have divided the American people. The United States govt has taken actions to address these issues. A major controversial issue was women's suffrage.

Women's suffrage began at the time of WWI. That is around 1914.

~~When~~ Women's suffrage is giving the women in the U.S. the right to vote. many women wanted that right but they couldn't have it. There were many other types of people that thought they should have the right to vote also. There were also many that didn't ~~think~~ think that they should have the right to vote. This controversy ~~was~~ would go on for a while until some groups would start up try to get the ~~right~~ right. Susan B. Anthony would set up a group and would fight ~~ed~~ really hard to get the right to vote. She would set up strikes outside of the white house and several other places.

One day she decided to set up a strike outside of the white house.

and president Wilson didn't like that ~~she~~
 So he would call in society and then it started
 a big riot. after all of this she would
 go to jail and spend some time in
 mental institutions. She also had a huge
 parade in massachusetts where hundreds of thousands
 of men and women would march ~~for~~ to get
 the right.

As you can see women had a tough
 time getting the right but eventually women
 do get the right and they are voting ever
 since.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for the controversial domestic issue of unlimited immigration
- Is more descriptive than analytical (immigrants took the jobs of American workers for less money; this angered Americans who needed to support their families; at first the United States welcomed immigrants but then quickly shut them out); contains several overgeneralizations (immigrants did very dangerous, strenuous work for dirt cheap because they weren't used to having money; Chinese Exclusion Act permanently shut down the wave of immigration from China)
- Includes some relevant facts, examples, and details (in the 1800s and 1900s, there were many waves of immigration; came from Poland, Italy, China; they left their homeland for various reasons, including famine, religious persecutions, and economic disability; factory owners favored immigration; many immigrants piled into cities, and it became overpopulated and unsanitary; Immigration Acts; quota laws)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Despite many relevant facts and details, this response lacks analysis and uses broad statements to reach conclusions about the controversy over unlimited immigration.

Practice Paper B—Score Level 2

The response:

- Develops the historical circumstances aspects of the task for slavery in some depth and minimally develops the other aspects of the task
- Is primarily descriptive (some of the issues were settled during war, or they were settled by governmental actions; many of the controversies this country has faced had led citizens to take extreme action to try and solve the grievances; Abraham Lincoln had one initial objective and that was to preserve the Union); includes faulty and isolated application and analysis (not only did the Northerners feel compassion toward the slaves but they felt there was absolutely no need for slavery); contains overgeneralizations (the North was very industrial)
- Includes some relevant facts, examples, and details (for more than 100 years, Negroes would work for plantation owners without pay; atrocious shelter; minimal hours of sleep; the North won the war and the United States prohibited slavery); includes some inaccuracies (female slaves would get raped for the sole purpose of producing more slaves; the entire economy [of the South] was based on agriculture)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that go beyond a restatement of the theme

Conclusion: Overall, the response best fits the criteria for Level 2. Although organization is evident and the response contains a thoughtful introduction and conclusion, it lacks a sufficient development of ideas. However, this response contains enough information and aspects of the task for a Level 2 rating.

Practice Paper C—Score Level 3

The response:

- Develops most aspects of the task in some depth for the controversial domestic issue of gay marriage but does not develop the historical circumstances as fully as the other aspects of the task
- Is more descriptive than analytical (the United States government has not dealt with this issue yet; people for gay marriage see this as someone's preference, which is no different from their own preference; they are not affecting our lives in any way, let them do as they choose; many people view gay marriage as unethical; people may even view it as immoral); contains overgeneralizations (predominantly Christians or Catholics believe this is immoral)
- Includes some relevant facts, examples, and details (religious reasons, as stated in the Bible; freedom of speech, freedom of the press, freedom of religion and many more; gay lifestyles are portrayed as immoral and unethical; states are taking it upon themselves to decide whether these same sex marriages will take place or not; President Bush has proposed a change in the Constitution with the addition of an amendment banning gay marriage)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response is much more descriptive than analytical, but clearly presents the opposing points of view and notes that while some states have taken action, the federal government has yet to act. Sufficient detailed information is included for a Level 3 rating despite the isolated analysis.

Practice Paper D—Score Level 1

The response:

- Minimally develops one aspect of the task for the controversial domestic issue of child labor by discussing the historical circumstances of the issue
- Is descriptive (the wages were so low at these factories that the parent's income wasn't enough to live on; the parents had no choice but to send their children off to work too; the children worked long hours in dangerous conditions, they got paid close to nothing, they woke up early and got home late, with hardly enough time to eat or sleep); contains weak analysis (the factory owners didn't think they could do much better; their parents complained that they grew up too fast)
- Includes some relevant facts, examples, and details (they were small enough to work in tight spaces, and their hands were compact and agile; because they were only children, they didn't have to be paid as much as their parents did; the children worked long hours in dangerous conditions; they weren't given an education); includes several inaccuracies (links the 1930's depression to the need for child labor laws which came earlier; mentions government actions that were primarily state government actions; claims government ended child labor)
- Demonstrates a general plan of organization; lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response begins with a significant chronological error and contains general details rather than specific historic facts. The development of the historical circumstances of the issue is minimal.

Practice Paper E—Score Level 1

The response:

- Minimally develops some aspects of the task for the controversial domestic issue of women's suffrage by discussing some information that deals with historical circumstances and the pro-suffrage viewpoint
- Is descriptive (there were also many that didn't think that they should have the right to vote); lacks understanding and analysis
- Includes few relevant facts, examples, and details (women's suffrage is giving the women in the United States the right to vote; Susan B. Anthony would set up a group and would fight really hard to get the right to vote); includes several inaccuracies (women suffrage began at the time of World War I; Susan B. Anthony would set up strikes outside of the White House; she would go to jail and spend some time in a mental institutions; she had a huge parade in Massachusetts when hundreds of thousands of men and women would march)
- Demonstrates a weakness in organization; contains digressions (there were many other types of people that thought they should have the right to vote also); does not clearly identify which aspect of the task is being addressed; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response provides no discussion of the anti-suffrage viewpoint or a government action taken. Although the response defines women's suffrage and focuses on some of the actions of Susan B. Anthony, it confuses the efforts of Susan B. Anthony with those of Alice Paul.

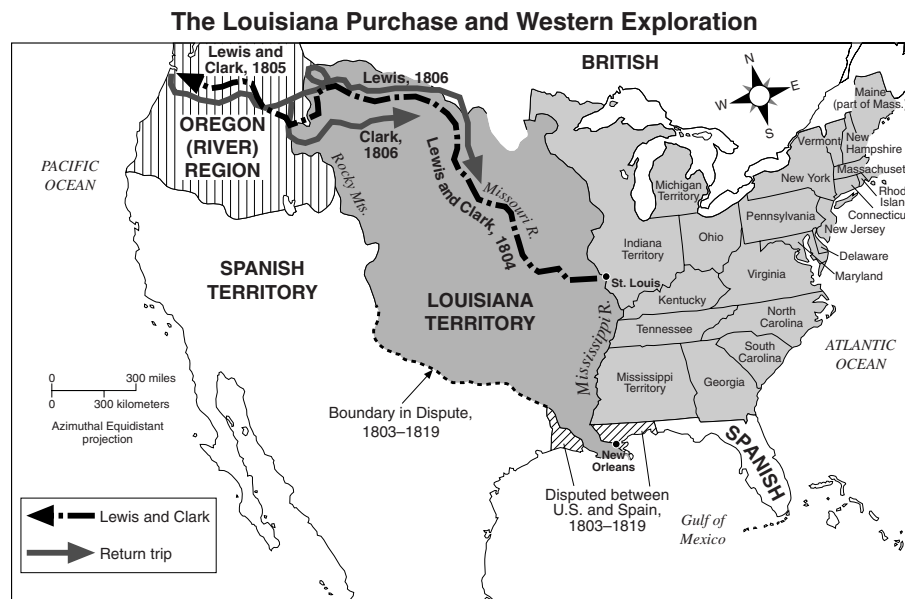
United States History and Government
Part A Specific Rubric
Document-Based Question—January 2006

Document 1a

...The object of your mission is to explore the Missouri river; & such principal stream of it, as by its course & communication with the waters of the Pacific ocean, may offer the most direct & practicable water communication across this continent, for the purpose of commerce. . . .

— President Thomas Jefferson, Instructions to Meriwether Lewis, June 20, 1803;
Library of Congress Exhibition on Thomas Jefferson

Document 1b



1 Based on these documents, what was *one* goal of President Thomas Jefferson when he instructed Meriwether Lewis to explore the Missouri River?

Score of 1:

- States one goal of President Thomas Jefferson when he instructed Meriwether Lewis to explore the Missouri River
Examples: find the most direct route to the Pacific; to explore the streams that flow into the Missouri River; to find the most direct water communication across the continent; explore the Oregon River; find out what was included in the Purchase; to find out what resources might be in the Louisiana Territory; to improve commerce

Score of 0:

- Incorrect response
Examples: to establish settlements in Oregon; to claim Spanish territory; so they could return more quickly
- Vague response that does not answer the question
Examples: to travel; to find distances
- No response

Document 2

. . . Besides the recovery of the country lost, or jeopardized [jeopardized] by our diplomacy of 1818, the settlers in Oregon will also recover and open for us *the North American road to India!* This road lies through the South Pass, and the mouth of the Oregon [River]; and as soon as the settlements are made, our portion of the North American continent will immediately commence its Asiatic trade on this new and national route. This great question I explored some years ago, and only refer to it now to give a glimpse of the brilliant destiny which awaits the population of the Oregon valley.

Twenty-two years ago, President Monroe, in a message to the two Houses of Congress, proclaimed the principle as fundamental in American policy, that no part of North America was open to European colonization, domination, interference, or influence of any kind [Monroe Doctrine]. That declaration had its reference to Great Britain and the Oregon [region], and it found its response in the hearts of all Americans. Time has not weakened that response, but confirmed it; and if any European power develops a design upon Texas, the response will apply to it also. . . .

Source: Senator Thomas Hart Benton, Speech to the Senate on the Oregon Territory, June 3, 1844, *Congressional Globe*, 28th Congress, 1st Session

2a According to this document, how would the United States benefit from control of Oregon?

Score of 1:

- States a way the United States would benefit from control of Oregon
Examples: Asiatic trade would increase; it would open the North American route to India; Great Britain would no longer be an influence in Oregon

Score of 0:

- Incorrect response
Examples: it is close to Texas; it would violate the Monroe Doctrine; population of the Oregon Valley would decline
- Vague response that does not answer the question
Examples: it is fundamental to American policy; Congress would proclaim a principle; it is brilliant destiny; it would make things better
- No response

2b According to Senator Benton, what feature of the Monroe Doctrine can be used to protect the United States national interest in the Oregon region?

Score of 1:

- States the feature of the Monroe Doctrine that Senator Benton stated could be used to protect United States national interest in the Oregon region
Examples: North America was closed to European colonization; Europe could not intervene in North America; Great Britain could not colonize Oregon; no part of North America was open to Europeans

Score of 0:

- Incorrect response
Examples: Europe had already taken over Texas; it had been won fairly in a war; the diplomacy of 1818
- Vague response that does not answer the question
Examples: time did not weaken the response; it is fundamental; no influence; it is in the hearts of Americans
- No response

Document 3a

“On Our Way to Rio Grande”

The Mexicans are on our soil
In war they wish us to embroil
They’ve tried their best and worst to vex [worry] us
By murdering our brave men in Texas
We’re on our way to Rio Grande
On our way to Rio Grande
On our way to Rio Grande
And with arms [guns] they’ll find us handy. . . .

Source: George Washington Dixon, 1846 song about the Mexican War; Erik Bruun and Jay Crosby, eds. *Our Nation’s Archive*, Black Dog & Leventhal Publishers, 1999

Document 3b

Prior to the Mexican War, President Polk sent John Slidell, a United States negotiator, to Mexico to offer to settle the disputes between the two nations.

. . . And yet again, in his [President Polk’s] message of December 7, 1847, that “the Mexican Government refused even to hear the terms of adjustment which he (our minister of peace) was authorized to propose, and finally, under wholly unjustifiable pretexts [reasons], involved the two countries in war, by invading the territory of the State of Texas, striking the first blow, and shedding the blood of our citizens on *our own soil*.”

And whereas this House [of Representatives] is desirous to obtain a full knowledge of all the facts which go to establish whether the particular spot on which the blood of our citizens was so shed was or was not at that time *our own soil*:

Source: Abraham Lincoln, “Spot” Resolutions in the House of Representatives, December 22, 1847; *Congressional Globe*, 30th Congress, 1st Session

3 According to these documents, what role did the Rio Grande play in the Mexican War?

Score of 1:

- States the role the Rio Grande played in the Mexican War
Examples: Mexicans crossed the Rio Grande and were supposedly on American soil; Mexicans murdered brave men north of the Rio Grande; the Mexicans crossed the Rio Grande, the southern boundary claimed by Texas, part of the dispute over the border between Mexico and the United States; Mexicans invaded Texas by crossing the Rio Grande

Score of 0:

- Incorrect response
Examples: a peace treaty was signed there; the river flooded; President Polk read his message there; terms of adjustment
- Vague response that does not answer the question
Examples: blood was shed; they struck the first blow; Spot Resolutions
- No response

Document 4

I propose in this letter to present such considerations as seem to me pertinent [relevant] and feasible, in favor of the speedy construction of a railroad, connecting at some point our eastern network of railways with the waters of the Pacific ocean. . . .

6. We have already expended some scores of millions of dollars on fortifications, and are urgently required to expend as many more. Especially on the Pacific is their construction pressing demanded. I do not decide how fast nor how far this demand may or should be responded to; but I do say that a Pacific railroad, whereby the riflemen of the mountains could be brought to the Pacific within three days, and those of the Missouri within ten, would afford more security to San Francisco than ever so many gigantic and costly fortifications. . . .

But enough on this head [topic].

The social, moral, and intellectual blessings of a Pacific railroad can hardly be glanced at within the limits of an article. Suffice it for the present that I merely suggest them.

1. Our mails are now carried to and from California by steamships, via Panama, in twenty to thirty days, starting once a fortnight. The average time of transit from writers throughout the Atlantic states to their correspondents on the Pacific exceeds thirty days. With a Pacific railroad, this would be reduced to ten; for the letters written in Illinois or Michigan would reach their destinations in the mining counties of California quicker than letters sent from New York or Philadelphia would reach San Francisco. With a daily mail by railroad from each of our Atlantic cities to and from California, it is hardly possible that the amount of both letters and printed matter transmitted, and consequently of postage, should not be speedily quadrupled. . . .

Source: Horace Greeley, *An Overland Journey from New York to San Francisco, in The Summer of 1859*, C. M. Saxton, Barker & Co., 1860

4 Based on this document, state *two* ways a railroad to the Pacific would help overcome the geographic obstacle of distance.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* way a railroad to the Pacific would help overcome the geographic obstacle of distance

Examples: riflemen can be brought to the Pacific in three days; the mail from the East will get to the West sooner; mail will be faster; travel would be easier; eastern network of railways will be connected with the waters of the Pacific Ocean; rail was a faster method of travel

Score of 0:

- Incorrect response
Examples: Panama is a good route; steamships will be able to go to California; more fortifications would be needed in San Francisco; postage and letters would quadruple
- Vague response that does not answer the question
Examples: ten days; speedily quadrupled; demand must be responded to; printed matter could be sent
- No response

Document 5

. . . It has come to be understood also by Senators and others that the great territory [Alaska] which Secretary Seward proposes to acquire has a far higher value, relative and intrinsic, than was at first represented by the opponents of the acquisition. We do not place very much importance upon the argument of a distinguished officer, that our national “virtue” would be strengthened by acquiring Russian-America; and we cannot give any weight to many other points that have been urged. But when it is made to appear that *coal* seams “strike the rugged fields of Sitka,” and when Commodore Rodgers refers to the growth of *timber* which is particularly valuable on a coast so bare as that of the Pacific, and when we are told by high authority about the *fisheries*, whose wealth can scarcely be over-estimated, and which will probably become as important to us in the next generation as those of Newfoundland now are; and when further we are reminded by a Boston paper of the great *whale* fishery of the Northern Pacific and of Behrings Straits, in which Massachusetts is so deeply interested, we have things brought to our notice which are as easily appreciated here as upon the Pacific coast. And when in addition to all these considerations, we are reminded that in the opening trade with China and Japan—which we expect to see developed into such imposing proportions within a quarter of a century—the Aleutian islands which, being included in the proposed cession, stand almost as a half-way station—the route between the two Continents being carried far to the North by following the great circle and by currents; and that moreover these islands are likely to furnish the most commanding naval station in that part of the ocean—it must be admitted by all parties that the question is at any rate one of continental relations. We cannot doubt that points like these have been duly weighed by Senators during the past week, and will not be without power over their votes when they make their decision upon the treaty. . . .

Source: “The Russian Treaty Before the Senate”, *The New York Times*, April 8, 1867 (adapted)

5 Based on this document, state *two* geographic benefits of acquiring Alaska.

Score of 2 or 1:

- Award 1 credit (up to a maximum of 2 credits) for each *different* geographic benefit of acquiring Alaska

Examples: natural resources are plentiful; the Aleutian Islands will be a halfway station to China and Japan; the islands will be a good place to have a naval station; location may encourage new trading opportunities with China and Japan; coal and timber are readily available; the wealthy fisheries will be important to the next generation; the Northern Pacific has a great whale fishery; Alaska is closer to China and Japan

Score of 0:

- Incorrect response

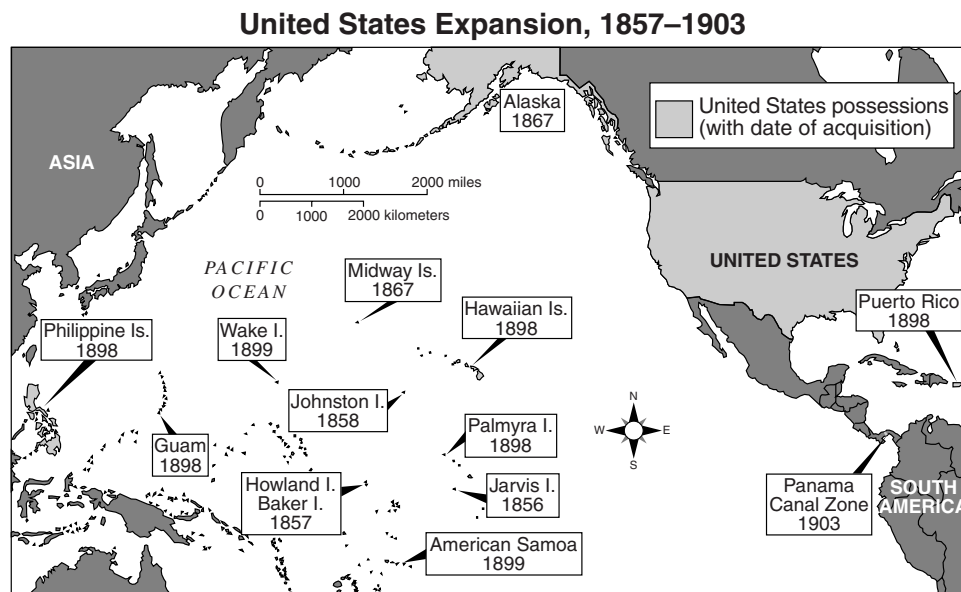
Examples: the national virtue will be strengthened; it is close to Boston; Newfoundland will provide good fisheries; trade will be opened to China and Japan

- Vague response that does not answer the question

Examples: Massachusetts is interested; follow the Great Circle; the Pacific coast will be closer

- No response

Document 6



Source: Briggs and Fish-Petersen, *Brief Review in United States History and Government*, Prentice Hall, 2001 (adapted)

6 According to this map, how did the location of these possessions promote or protect United States interests?

Score of 1:

- States how the location of these possessions promoted or protected United States interests
Examples: gave the United States influence in the Pacific; gave the United States easier access to Asia; made it possible to connect the Atlantic and the Pacific; gave the United States more trading opportunities; gave the United States protection on the west coast; made trade with Asia easier

Score of 0:

- Incorrect response
Examples: Asian countries could not attack the United States; island residents were forced to live in the United States; South America became part of the United States
- Vague response that does not answer the question
Examples: the islands helped us; expansion
- No response

Document 7

... There are many among us who in the past closed their eyes to events abroad—because they believed in utter good faith what some of their fellow Americans told them—that what was taking place in Europe was none of our business; that no matter what happened over there, the United States could always pursue its peaceful and unique course in the world.

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

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

— President Franklin D. Roosevelt,
Radio Address “On National Defense”, May 26, 1940; FDR Library.

7 According to this document, why did some people believe that the United States was safe from foreign threats?

Score of 1:

- States a reason some people believed that the United States was safe from foreign threats
Examples: hundreds of miles of ocean made the American hemisphere remote from other continents; the Atlantic and Pacific oceans protected the United States; America was isolated from European affairs by its location; we could retire within our continental boundaries; we were safe and protected by our boundaries

Score of 0:

- Incorrect response
Examples: because it had vast resources; it was stated in a message to Congress; the United States could always pursue a unique course
- Vague response that does not answer the question
Examples: oceans; vast resources; able to maintain our safety; because we were here
- No response

Document 8



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

8 According to this map, what was the role of geography in the Cuban missile crisis?

Score of 1:

- States the role of geography in the Cuban missile crisis
Examples: Cuba is close to the United States; missiles in Cuba could reach Washington, D.C.; some offensive missiles could reach the most of the United States; the safety of most of the United States was endangered by the nearness of missiles in Cuba

Score of 0:

- Incorrect response
Examples: Cuba is part of Florida; Cuba wanted to be annexed; medium-range missiles could reach further than the intermediate-range missiles
- Vague response that does not answer the question
Examples: missiles; they have ranges; weather conditions; distance; they were close
- No response

Document 9

U.S. interests in the Persian Gulf are vital to the national security. These interests include access to oil and the security and stability of key friendly states in the region. The United States will defend its vital interests in the area, through the use of U.S. military force if necessary and appropriate, against any power with interests inimical [unfriendly] to our own. The United States also will support the individual and collective self-defense of friendly countries in the area to enable them to play a more active role in their own defense. The United States will encourage the effective expressions of support and the participation of our allies and other friendly states to promote our mutual interests in the Persian Gulf region. . . .

Source: National Security Directive 45, "U.S. Policy in Response to the Iraqi Invasion of Kuwait," 08/20/1990, George H. W. Bush Library

9 Based on this document, state *one* way that United States national interests in the Persian Gulf were affected by geography.

Score of 1:

- States a way that United States national interests in the Persian Gulf were affected by geography
Examples: access to oil had to be maintained; our friends in the area had to be kept secure; individual and collective self-defense of friendly countries in the area would enable them to play a more active role in their own defense; United States national security depends on oil found in the Persian Gulf; stability of friendly states is vital to our national interest; the Persian Gulf has important natural resources

Score of 0:

- Incorrect response
Examples: the Persian Gulf is located close to the United States; the United States military was there; our allies feared us
- Vague response that does not answer the question
Examples: mutual interests; it is appropriate; participation of our allies; it helped us
- No response

United States History and Government
Content-Specific Rubric
Document-Based Question
January 2006

Historical Context: During the 19th and 20th centuries, geography influenced many of the actions taken by the United States to expand its territory or to protect its national interests.

Task: • Discuss the influence of geography on actions that supported the territorial expansion *and/or* the protection of United States national interests during the 19th and 20th centuries

Scoring Notes appear on page 69.

Score of 5:

- Thoroughly develops the task evenly and in depth by discussing the influence of geography on actions that supported the territorial expansion and/or the protection of United States national interests during the 19th and 20th centuries
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information) (*territorial expansion*: linking the availability of land in the West to the eventual closing of the frontier and the resulting interest in imperialism; *protection of United States national interests*: connecting the decision of the Soviet government to place offensive missiles in Cuba to the proximity of Cuba to the United States and the threat of the spread of communism to other Latin American countries)
- Incorporates relevant information from *at least five* documents (see Key Ideas Chart)
- Incorporates substantial relevant outside information related to the influence of geography on actions that supported the territorial expansion and/or the protection of United States national interests between 1800 and 2000 (see Outside Information Chart)
- Richly supports the theme with many relevant facts, examples, and details (*territorial expansion*: O’Sullivan, Manifest Destiny, land availability, Turner’s frontier thesis, Oklahoma territory, 1890 census, imperialism, *protection of United States national interests*: Spanish-American War, Treaty of Paris 1899, Guantánamo, Bay of Pigs, United States quarantine, CIA, Eisenhower, Castro, Khrushchev, United States embargo, Cuban immigration, spread of communism)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops the task by discussing the influence of geography on actions that supported the territorial expansion and/or the protection of United States national interests during the 19th and 20th centuries but may do so somewhat unevenly by discussing some actions more thoroughly than other actions
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information) (*territorial expansion*: discussing the impact of the settlement of the Oklahoma Territory and the closing of frontier; *protection of United States national interests*: discussing the influence of the failure of the Bay of Pigs invasion to the Soviet decision to place offensive missiles in Cuba)
- Incorporates relevant information from *at least five* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- Develops the task with little depth by discussing the influence of geography on actions that supported the territorial expansion and/or on the protection of United States national interests during the 19th and 20th centuries
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

- Minimally develops the task by discussing the influence of geography on an action that supported the territorial expansion and/or the protection of United States national interests during the 19th and 20th centuries
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

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

Score of 0:

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

Key Ideas from the Documents

| | Influence of Geography on Actions that Supported the Territorial Expansion of the United States | Influence of Geography on Actions that Supported the Protection of United States National Interests |
|--|--|---|
| Louisiana Purchase (Doc 1) | Access to the Pacific Ocean Exploration of the Missouri River Strategic importance of the Mississippi River Doubled the size of the United States | Strategic importance of the Mississippi River Commerce/trade Water communication across the continent |
| Oregon (Doc 2) | Opening of new national route (North American road to India) Settlement of Oregon Valley | New route for Asiatic trade Application of Monroe Doctrine to Oregon region Disagreements with Great Britain over the Oregon region |
| Mexican War (Doc 3) | Role of Rio Grande in Mexican War Dispute over the border of the State of Texas between Mexico and the United States | Protection of Texas Territory Polk's justification for war, Lincoln's question, "Spot Resolutions" Questioning of Polk's interpretation of geographic events in Texas |
| Railroad to Pacific (Doc 4) | Connection of Atlantic and Pacific coasts Faster transport of mail and troops by rail | Better security (military protection) for Pacific Coast Faster communication between East and West coasts |
| Alaska (Doc 5) | Availability of coal, timber, fisheries, whale fishery Importance of Aleutian Islands in trade with China and Japan | Access to natural resources Naval stations on Aleutian Islands Increasing trade with China and Japan |
| Expansion in the Pacific (Doc 6) | Acquisition of islands in the Pacific Acquisition of Puerto Rico, Alaska, and the Panama Canal | Acquisition of islands in Pacific between United States and Asia Travel between the Atlantic and the Pacific via the Panama Canal Importance of United States foothold in Pacific |
| National Defense before World War II (Doc 7) | | Separation of Western Hemisphere from other continents by oceans Belief that oceans, landmasses, and distance made it easier to avoid involvement in European problems Maintenance of physical safety by remaining within United States continental boundaries |
| Cuban Missile Crisis (Doc 8) | | Offensive missiles in Cuba able to reach United States and its allies Proximity of Cuba to Washington, D.C. and other American cities |
| Persian Gulf (Doc 9) | | Interests in region vital to national security Importance of access to oil and the security and stability of key friendly states Support of individual and collective self-defense of friendly countries in the Persian Gulf to enable them to play a more active role in their own defense Encouragement of support and participation of allies and other friendly states to promote mutual interests |

Relevant Outside Information

(This list is not all-inclusive.)

| | Influence of Geography on Actions that Supported the Territorial Expansion of the United States | Influence of Geography on Actions that Supported the Protection of United States National Interests |
|--------------------|--|--|
| Louisiana Purchase | Development of western frontier Availability of cheap land Frederick Jackson Turner's thesis Establishment of groundwork for future claims to lands in West by Zebulon Pike and others Conflicts with Native Americans over land ownership Introduction of dry farming and other adaptations to make Great Plains accessible and productive despite unpredictable weather and soil factors | Safety of New Orleans and frontier Elimination of France and threat of Napoleon from continental United States Link to Gulf of Mexico for western farmers Importance of New Orleans as seaport for protection and trade |
| Oregon | Joint occupation with Great Britain Fur trading activities (Astor) Oregon Trail—settlers and missionaries migrate to the Northwest, thus strengthening United States claims “54° 40' or Fight” used as Polk's campaign slogan Conflicts with Native Americans over expansion of American settlements (Chief Joseph) | Joint occupation with Great Britain “Fifty-four Forty or Fight” used as Polk's campaign slogan Establishment of 49th parallel as boundary in Oregon Treaty Trading opportunities with West Coast harbors Contribution of the richness of Oregon Valley to United States economic expansion |
| Mexican War | Role of Manifest Destiny (O'Sullivan) Invitation of Mexico to Americans to settle in Texas (many were Southern slave owners) Delayed Texas annexation Concerns over European interests in the region Boundary dispute between Neuces River and Rio Grande Addition of California and the Southwest (Mexican Cession) Debate over expansion of slavery in new territories (Wilmot Proviso) Contribution of natural resources (gold, silver) to United States expansion | Boundary dispute between Neuces River and Rio Grande Completion of Manifest Destiny with Mexican Cession/Gadsden Purchase Development of new ports on West Coast for trade with Asia Relationship of natural resources (gold, silver) to United States economic interests |

Relevant Outside Information (cont.)

| | Influence of Geography on Actions that Supported the Territorial Expansion of the United States | Influence of Geography on Actions that Supported the Protection of United States National Interests |
|--------------------------------------|--|---|
| Railroad to Pacific | Government commitment to building railroads to encourage settlement and development of the West (Pacific Railroad Act) Influence of Homestead Act on westward expansion North-South controversy over best railroad route (Gadsden Purchase) Government subsidies and land grants for railroad development Encouragement of western settlement Influence of the settlement of Oklahoma on the closing of the American frontier | Key to industrial development by linking major geographic regions |
| Alaska | Geographic characteristics and distance from the contiguous United States “Seward’s Folly or Icebox” Potential for oil and natural gas reserves Expansion of United States outside contiguous borders—Statehood | Proximity to Russia/the Soviet Union Establishment of military outposts Discovery of gold—economic expansion Expansion of United States outside contiguous borders—Statehood Increased national security |
| Expansion in the Pacific | Investment opportunities, resources, controversy over Hawaiian Islands Territorial acquisitions of Spanish-American War (Guam, Philippines) Fight to control Philippines—United States foothold in Asia Interest in building a canal through Central America (Panama Canal) as a result of acquisitions in the Pacific Statehood for Hawaii | Closing of frontier in 1890 and Industrial Revolution Interest in markets, raw materials, fueling stations (Mahan’s <i>Influence of Sea Power</i>) Acquisition of Philippines —potentially dangerous position Panama Canal—ability to move troops and ships between Atlantic and Pacific coasts Panama Canal Treaties, 1999 potential terrorism, other Panama Canal issues |
| National Defense before World War II | | Location of Pearl Harbor—attractive target for Japanese United States presence in Asia (Philippines, Guam)—targets for Japanese expansionism Effect of the Roosevelt Corollary on Latin America Good Neighbor Policy—establishment of better relations with Latin America Continued debate over isolationism versus internationalism United States strategy of “leapfrogging” Japanese-held islands in the Pacific |

Relevant Outside Information (cont.)

| | Influence of Geography on Actions that Supported the Territorial Expansion of the United States | Influence of Geography on Actions that Supported the Protection of United States National Interests |
|----------------------|---|--|
| Cuban Missile Crisis | | <p>Presence and interest of United States in Cuba after Spanish-American War (investments, humanitarian interests, Guantánamo naval base, tourism)</p> <p>Support for Bay of Pigs invasion in Cuba to overthrow communist leadership</p> <p>United States quarantine of Cuba to pressure the Soviet Union</p> <p>Threat of communism spreading to other Latin American countries (Nicaragua, Chile)</p> <p>United States involvement in OAS and Alliance for Progress</p> <p>Continuing Cuban-American hostilities (embargo, immigration, United States Navy presence at Guantánamo, hard-line communist policies of Fidel Castro)</p> |
| Persian Gulf | | <p>Long-term interest in area (Eisenhower Doctrine) as a result of natural resources and United States relationship with Israel</p> <p>Destabilizing forces in the Middle East (Saddam Hussein, Palestinian goal for homeland, terrorist activities)</p> <p>Threats to world's largest oil reserves</p> <p>Connection to current war in Iraq</p> |

Scoring Notes:

1. This essay has essentially one task: to discuss the influence of geography on actions that relate to the territorial expansion and/or the protection of United States national interests.
2. Most responses will discuss more than the *two actions required* when using the minimum number of documents.
3. Both actions may focus on one specific geographic influence, e.g., *location* may be used throughout the response as the influence. Alternatively, the actions may involve more than one geographic influence, e.g., *location, natural resources, time, distance, climate*, etc.
4. The discussion of the influence of geography on actions that supported territorial expansion or protection of United States national interests could be at any point between 1800 and 2000. However, events before the 19th century or after the 20th century may be included as part of the discussion, e.g., discussing Operation Iraqi Freedom as part of the outcome of the Persian Gulf War.
5. The same information could be used to discuss the influence of geography on actions that supported both the territorial expansion and the protection of United States interests, e.g., gaining control of New Orleans at the mouth of the Mississippi River and the territories west of it as part of the Louisiana Purchase protected United States interests as well as expanding United States territory.
6. The decision of what constitutes territorial expansion *or* of what constitutes protection of United States national interests may depend on the point of view of the student, as long as the position taken is supported by accurate historical facts and examples, e.g., ending the joint occupation of Oregon with Great Britain can be treated as an action that protected United States national interests *or* as an action that led to eventual territorial expansion.
7. For the purposes of meeting the criteria of using *at least five* documents in the response, documents 1a, 1b, 3a, and 3b may be counted as separate documents *if* the response uses specific facts from *each* of the documents.

Geography has had a major impact on the actions of the United States in the 19th and 20th centuries. Among these actions are territorial expansion and protecting national interests. The United States' dealings with Latin America, the Soviet Union during the Cold War, and in the Middle East have all been impacted by the geography of these locations.

President Monroe issued the Monroe Doctrine in 1823. The purpose of this document was to prevent European involvement in the Western Hemisphere; the absence of a European stronghold in the Americas protects the United States from powerful foreign powers. In the 19th century, the Monroe Doctrine was important to our foreign policy. In 1844, in a message to the Senate, Senator Benton used a part of the Monroe Doctrine to warn Great Britain about colonization in Oregon. (Doc 2) In the early 20th century, President Theodore Roosevelt added the Roosevelt Corollary to the Monroe Doctrine. This addition gave the United States, and only the United States, the right to interfere in Latin American countries. Time and time again, Presidents, including Theodore Roosevelt and Woodrow Wilson, sent United States marines into Latin American countries to stop civil wars and reform the countries' finances. The United States was afraid that if a Latin American country owed a European country money, the European country would take over the Latin American country. The United States, protected from Europe by the Atlantic Ocean, did not want a European stronghold in the Western Hemisphere. These countries were just too ^{close} ~~close~~ to the United States.

The United States has long believed itself and the entire Western Hemisphere protected from invasion or threats because of its location, surrounded on two sides by the Pacific and Atlantic oceans. (Doc. 7) Although, during the Cold War, both the United States and the Soviet Union had nuclear capabilities, the United States was somewhat protected by NORAD. Because Soviet missiles could ^{be} fired over the Arctic Circle, NORAD focused on threats coming toward Canadian and American borders. When the Soviets began building missile bases in Cuba, a mere 90 miles off the coast of Florida, any major city in the United States would be susceptible to a Soviet attack from the South. President Kennedy's actions in the Cuban missile crisis were directly related to the geography of Cuba. He chose to quarantine Cuba to pressure the Soviet Union to dismantle the missiles. The standoff ended when the Soviet Union removed its missiles and the United States promised not to invade Cuba. This had been an issue since the Bay of Pigs.

Central and South America can be considered a location strategic to the defense of America. However, earlier in the 1890s, the United States adopted the foreign policy of Imperialism. Strategic islands were acquired, such as Hawaii, the Philippines, Midway Island, Guam and Wake Island. (Doc. 6) As the United States acquired more islands in the Pacific, a Central American canal became more desirable. It would eliminate the necessity of a two-ocean navy to protect our territorial acquisitions. Panama, controlled by Colombia, became one of the most important strategic locations. When Panama achieved its independence, after a revolution that some people claim was inspired

by the United States, the United States negotiated for the rights to build a canal. Before the Panama Canal was built, ships traveling from New York to San Francisco had to go around South America. The completion of the canal drastically reduced the time needed for such a voyage. President T. Roosevelt had realized the importance of Panama, and was responsible for the ultimate completion of the canal. Although the canal remains important to the United States economic and strategic interests, control has been turned over to the Panamanians.

When the United States went to the aid of Kuwait in the 1990 Gulf War, the U.S. was protecting American economic interests as they had since the end of World War II when the Middle East became an important part of our containment policy. As the Eisenhower Doctrine indicated, in the 1950s, the Middle East played an important role in the formulation of American foreign policy. (Doc. 9) Oil and petroleum are vital to the U.S. economy and the location and geography of that resource in Kuwait has made United States military action necessary.

The actions of the United States are affected by geography. During the Cuban Missile Crisis and Gulf War, geography dictated the actions of the United States military. The geography of certain locations and the territorial expansion and protection of interests of the United States during the 19th and 20th centuries were all important elements of United States government policy.

Anchor Level 5-A

The response:

- Thoroughly develops the task evenly and in depth by discussing the influence of geography on the actions that supported the territorial expansion and the protection of United States national interests during the 19th and 20th centuries
- Is more analytical than descriptive (purpose of Monroe Doctrine to prevent European involvement in Western Hemisphere; Roosevelt Corollary gave United States and only the United States the right to interfere in Latin American countries; United States did not want a European stronghold in Western Hemisphere; United States has long believed itself and entire Western Hemisphere to be protected from invasion or threats because of location; because Soviet missiles could come over the Arctic Circle, United States somewhat protected by NORAD; NORAD focused on threats coming toward Canada and American borders; Panama Canal remains important to United States economic and strategic interests; Middle East plays important role in formulation of American foreign policy; location and geography of oil and petroleum in Kuwait made United States military action necessary)
- Incorporates relevant information from documents 2, 6, 7, 8, and 9
- Incorporates substantial relevant outside information (absence of European stronghold in Americas protects United States from powerful foreign powers; President Theodore Roosevelt added Roosevelt Corollary to Monroe Doctrine; Presidents, including Theodore Roosevelt and Woodrow Wilson, sent United States Marines into Latin American countries to stop civil wars and reform country's finances; United States was afraid if a Latin American country owed a European country money, the European country would take over the Latin American country; Cuba, 90 miles off the coast; President Kennedy chose to quarantine Cuba to pressure Soviet Union to dismantle missiles and United States promised not to invade Cuba; invasion of Cuba had been an issue since the Bay of Pigs; Panama controlled by Colombia; Panama Canal would eliminate necessity of two-ocean navy to protect new territorial acquisitions; some claim Panamanian revolution was inspired by United States; control of Panama Canal turned over to Panamanians; at the end of World War II, Middle East became important part of our containment policy; Eisenhower Doctrine)
- Richly supports the theme with many relevant facts, examples, and details (United States protected from Europe by the Atlantic Ocean; United States is surrounded on two sides by the Pacific and the Atlantic oceans; during Cold War, both United States and Soviet Union had nuclear capabilities; Soviets began building missile bases in Cuba; any major city in United States would be susceptible to Soviet attack; Central and South America's location strategic to defense of America; during 1890s, United States adopted foreign policy of imperialism; United States negotiated for rights to build canal; before Panama Canal was built, ships traveling from New York to San Francisco had to go around South America; completion of canal drastically reduced time needed for a voyage; United States went to aid of Kuwait in 1990 Gulf War)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Effective document integration and outside information demonstrates a strong understanding of the task. The use of a Latin American focus to organize much of the discussion strengthens the effectiveness of the response.

Since the dawn of time countries and men of power have all shared one common thing, the desire to expand their territories as far as possible. Many great powerful leaders have attempted to do this including Alexander the Great, Napoleon, and Hitler. Continuing into the late nineteenth and the twentieth century actions were taken by the United States to expand its territory and to protect its national interests, all of which were affected by geography. The United States had many territories and national interests, and would have gone to any length to ensure they would be safe, and remain in the hands of the U.S. Such regions of geographic influence included Latin America, the Middle East, and the southern and western territories of North America.

Although concerned about its constitutionality, Thomas Jefferson purchased the Louisiana territory from the French, using a loose interpretation of the Constitution. In document 1A, Thomas Jefferson stated that the western territories must be explored to increase transportation, and to find a more efficient way of water transportation. Document 1B maps out Lewis & Clark's journey to explore these western territories. These territories were beneficial for many reasons, including economic interests, transportation, and the further settlement of the land. The U.S. was beginning to think that they wanted to control all land to the Pacific and, as a result, would have to understand the geography and the peoples of the West to achieve that goal. This exploration

many demonstrated to Americans the value and potential of the Pacific Coast and territories such as Oregon. Although other nations laid claim to this region, the United States saw it as a logical extension of the Louisiana Purchase and in 1846 signed a treaty with Great Britain dividing the territory at the 49th parallel.

Regions affected by geographic influence also include southern United States and Texas. In the late 19th century a boundary dispute took place between the US and Mexico as to where the border would be between the US and Mexico, where Texas would end. The US wanted to expand the Texan border to the Rio Grand instead of the Nueces River as seen in document 3a, and they were also willing to fight with Mexico because of the nation's interest in acquiring land to the Pacific. When negotiations to buy California failed, Polk became concerned about not fulfilling promises made in the 1844 election. In document 3b, President Polk had delivered a message stating that Mexico would not comply to the new Texan boundary, and that Texan citizens were attacked on their own territory, and that the US must go to war. Although the war provoked controversy, as can be seen in Lincoln's "Spot Resolutions," it resulted in an important peace treaty in which the United States achieved its territorial objectives and completed its mission of Manifest Destiny.

During the mid 1950's and continuing into the 1960's, Latin America was a region of geographic influence for the United States. This was a time of containment in which the United States tried to

contain and prevent the spread of communism throughout the world.

One such area affected by communism was Cuba. Cuba was controlled by a communist dictator named Fidel Castro who overthrew the puppet dictator Batista. This period then came to be known as the Cuban missile crisis when a U-2 spy plane captured photographs of the Cuban island and it was determined that nuclear missile silos were being constructed. This was an enormous threat to the United States because communism was knocking on our door, and we were now capable of being attacked by nuclear missiles. According to Document 8, the medium Range Ballistic missile, which had the shortest range, still could reach Washington D.C., and the Intermediate Range Ballistic Missiles could reach any North American territory. To protect our national interests, President JFK had attempted to do something by proposing a nuclear Test Ban Treaty, after the failed Bay of Pigs invasion and the Cuban Missile Crisis.

Another region of long-term geographic influence was the Middle East. The Iraqis invaded Kuwait and interfered with the interests of the US and her allies, and the US became involved in the Gulf War. According to Document 9, the US expresses the fact that they will defend their oil interests and aid their allies who were under attack. Furthermore, the US expresses that they will promote their mutual interests in the Persian Gulf and will fight to protect it. Although Operation Desert Storm was successful in freeing Kuwait, Saddam Hussein continued to follow policies that the US saw as a threat to

their national interests. In 2003, the objective of Operation Iraqi Freedom was to remove Saddam Hussein and create a middle Eastern environment that would be safe for the economic interests of America and her allies.

In conclusion, the United States' desire to protect its territories and its national interests overseas were often influenced by geography. As we have achieved our national goals, from Manifest Destiny, to the containment of communism, to the protection of natural resources, geography has played a central role in the decision-making process.

Anchor Level 5-B

The response:

- Thoroughly develops the task evenly and in depth by discussing the influence of geography on the actions that supported the territorial expansion and the protection of United States national interests during the 19th and 20th centuries
- Is more analytical than descriptive (United States had many territories and national interests and would have gone to any length to ensure they would be safe and remain in the hands of United States; western territories must be explored to increase transportation and find a more efficient way of water transportation; United States beginning to think they wanted to control all land to Pacific and as a result would have to understand geography and peoples of West; exploration demonstrated to many Americans the value and potential of Pacific Coast and Oregon; United States achieved its territorial objectives in peace treaty; Cuban missile crisis enormous threat to United States because communism was knocking at our door and we were capable of being attacked by nuclear missiles)
- Incorporates relevant information from documents 1, 2, 3, 8, and 9
- Incorporates substantial relevant outside information (although concerned about constitutionality, Jefferson purchased Louisiana Territory from French, using loose interpretation of Constitution; although other nations laid claim to Oregon, United States saw it as logical extension of Louisiana Purchase; signed treaty with Great Britain dividing Oregon at 49th parallel; United States wanted to expand Texas border to Rio Grande instead of Nueces River; when negotiations to buy California failed, Polk became concerned about not fulfilling promises made in 1844 election; United States completed mission of Manifest Destiny; United States tried to contain and prevent spread of communism throughout world; Cuba controlled by communist dictator Fidel Castro, who overthrew puppet dictator Batista; U-2 spy plane captured photographs of Cuban island; nuclear missile silos were being constructed; President Kennedy proposed nuclear test ban treaty after failed Bay of Pigs; Operation Desert Storm successful in freeing Kuwait, but Hussein continued to follow policies that the United States saw as a threat; objective of Operation Iraqi Freedom to remove Hussein and create Middle Eastern environment that would be safe for economic interests of America and her allies)
- Richly supports the theme with many relevant facts, examples, and details (Lewis and Clark explored western territories; Louisiana Territory beneficial for many reasons, including economic interests, transportation, and future settlement of land; boundary dispute between United States and Mexico over border; President Polk stated Mexico would not comply to new Texas boundary; Texan citizens attacked in own territory and United States must go to war; medium-range ballistic missile could still reach Washington, D.C.; intermediate-range missiles could reach any North American territory; Iraqis invaded Kuwait and interfered with interests of United States and her allies; United States became involved in Gulf War; United States will fight to protect mutual interests in Persian Gulf)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Relevant outside information enhances the interpretation of document information. The analytical discussion demonstrates a good understanding of the impact of geography on actions that supported territorial expansion and protection of national interests.

The foreign policy of the United States has been influenced by geography throughout its two-hundred year history. As the United States slowly emerged from a fledgling nation tending its democratic experiment to the world's premier world power, geography has significantly affected the actions that the United States has taken in its foreign policy. As the United States has aimed to increase its power by expanding territorially and promoting and protecting its interests abroad, geography has been at the forefront of the way decisions are made and the power by which they are carried out.

Even at the very beginning of its history, the United States aim to increase its economic power depended mightily on geography. In the first decade of the nineteenth century, President Thomas Jefferson sent explorers Meriwether Lewis and William Clark to explore the Louisiana Purchase all the way up to the end of the continent at the Pacific Ocean. Yes, in many ways, the country was motivated simply by a desire for exploration. The key to exploring this geography was for knowledge's sake but, it was found that it wielded the key to where and how the U.S. could expand its economic power. As Jefferson wrote, the Missouri River must be explored to look at "direct and practisable water communication

across this continent for the purpose of commerce" (Doc. 1a). Besides doubling the size of the U.S., the Louisiana Purchase promoted the settlement and development of a vast region and encouraged many Americans to go west. Geography was an important corollary to the extension of U.S. economic power as can also be seen in the Northwest.

Geography also played an integral role in the way the U.S. wanted to expand its power in the Oregon dispute of the late 1840s. Here, the U.S. saw the geography as a means of extending the economic power of the U.S. as Senator Thomas Hart Benton noted acquiring all of this geographically important region would "open for us the North Americans road to India" (Doc. 2), which would potentially be vitally important to those interested in trade with Asia. The Oregon river region would also be a destination for those interested in farming. Basing claims on the Lewis and Clark expedition, the U.S. also competed with Great Britain to control Oregon. They finally settled on a boundary at the 49th parallel.

The U.S. also saw the geographic importance of Alaska as significant enough to warrant its purchase. The coal, timber, and fisheries that would be available in the region would strengthen U.S. economic power, the New York Times editorialized in 1867 (Doc 5). In addition,

the geographic location could "furnish a commanding naval station," which would increase military power. Thus, perhaps "Seward's Folly!" purchasing the land for 3 cents per acre, was not one at all.

Militarily, one of the most dangerous moments in U.S. history was the 1962 Cuban Missile Crisis standoff between John Kennedy and Nikatos Khrevschay. This, too, was greatly influenced by geography. The proximity of Cuba to the U.S. meant that the Soviets, with nuclear missiles, could destroy almost every major American city (Doc. 8). Also, the U.S. missiles in Turkey could easily reach the nearby Soviet Union. The Soviet Union took its missiles out of Cuba and in return the U.S. took its missiles out of Turkey. Thus, it was important that an understanding be reached and it was, because the missiles were taken out of Cuba.

Finally, the US has great economic interests in the Middle East, ~~esp~~ specifically oil. As a result, when this region was threatened by Saddam Hussein in 1991, the U.S. intervened to preserve the stability of the region and "access for oil." (Doc. 9). This region, because of its geography, warranted special attention as it has since the end of World War II. America's attention to events in the Middle East have included containment policies during the Cold War and military actions since the 1990's.

The U.S. has always aimed to gain land and expand its political, economic, and military power. Geography plays a key role in the ways in which these decisions are made.

Anchor Level 4-A

The response:

- Develops the task by discussing the influence of geography on the actions that supported the territorial expansion and the protection of United States national interests during the 19th and 20th centuries
- Is both descriptive and analytical (as the United States slowly emerged from a fledgling nation, testing its democratic experiment, to the world's premier world power, geography has significantly affected actions taken in foreign policy; geography at the forefront of the decisions made; country motivated simply by desire for exploration; key to exploring this geography was for knowledge's sake but it was found that it wielded the key to where and how economic power could be expanded; geography was an important corollary to extension of United States economic power; geographic importance of Alaska significant enough to warrant its purchase; naval station in Alaska would increase military power; understanding was reached because missiles were taken out of Cuba; Middle East has warranted special attention since the end of World War II)
- Incorporates relevant information from documents 1, 2, 5, 8, and 9
- Incorporates relevant outside information (Louisiana Territory encouraged many Americans to go west; Oregon river region was a destination for those interested in farming; claims to Oregon based on Lewis and Clark expedition; Oregon boundary settled at 49th parallel; Seward's Folly; Cuban missile crisis, standoff between Kennedy and Khrushchev; United States missiles in Turkey could easily reach nearby Soviet Union; Saddam Hussein threatened United States interests in Middle East; America's attention to events in the Middle East have included containment policies during the Cold War and military actions since the 1990s)
- Supports the theme with relevant facts, examples, and details (Lewis and Clark sent by President Jefferson to explore Louisiana Purchase to Pacific Ocean; Oregon region would open North American trade route to India; proximity of Cuba to United States; with nuclear missiles, Soviets could destroy almost every major American city; economic interests in Middle East)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Despite the minor inaccuracy of the purchase of Alaskan land for 3 cents per acre, the discussion of the Cuban missile crisis and the Middle East are particularly strong in that they include current information to demonstrate the continuing geographical impact of these regions on United States policy. Well-placed historical facts and details as well as analytical statements enhance the discussion.

As the U.S. grew from a tiny nation to a superpower, it began expanding its territory. Geography allowed the U.S. to expand to increase its influence and to protect national interests. Most of this expansion took place in the 19th and 20th centuries, when America developed and then flourished as an industrial power.

Beginning in 1803, in the Louisiana Purchase, America began looking for ways to push its boundaries ~~west~~ toward the Pacific. According to document 1A, Thomas Jefferson saw the land as valuable mainly because it would give the U.S. access to trade along the Mississippi river. Of course, France owned the territory at the time, but Napoleon was looking to sell the territory anyway. Jefferson knew that if the Spanish got the territory, they might also present a powerful threat to the states. So he bought the territory from Napoleon. As early as 1803, the U.S. was already expanding to protect national interests and exploring the great unknown.

As time went on, the U.S. pushed further west. The concept of manifest Destiny that thrived in the 19th century made Americans believe they were destined to take the Pacific Coast. A threat to national security sent America spinning towards that goal. Texas gained

independence from Mexico in 1837. For awhile, Texas was its own independent nation. Then, in 1845, the U.S. annexed Texas as part of their own territory. According to document 3a and 3b, in the late 1840s, Mexicans crossed the Rio Grande and attacked U.S. soldiers on American soil. The result was the Mexican-American war, in which the U.S. gained control of parts of Utah and New Mexico, as well as California. The U.S. not only protected itself from Mexican aggression, but reached its goal of manifest destiny.

Tears later, during the Spanish-American war, the U.S. gained the Philippines, Guam and Puerto Rico. In the war, the U.S. fought to free Cuba from Spanish rule. When the war was over the U.S. decided to keep the Philippines and not give them their independence. There was a great deal of controversy over whether the U.S. should annex the Philippine Islands and exercise imperialism, but in the end annexing the Philippines was a strategic and economic decision. The islands provided a naval base and a refueling stop for ships. They also helped the U.S. take advantage of trading opportunities in the Far East.

As the U.S. built more factories and needed new

places to sell manufactured goods. America needed natural resources and new markets. According to document 5, the U.S. looked to Alaska for help. The geography of Alaska gave the U.S. access to trade routes with Asia, as well as oil reserves and the fishing industry. Though far away from the rest of the states, Alaska proved to be a vital link to Asia and natural resources. Since it was close to the Soviet Union, the U.S. eventually built military bases in Alaska to protect the U.S. from Soviet aggression.

Geography played an important role in U.S. expansion. Access to the Mississippi River helped the U.S. grow economically. The terrain allowed the U.S. to plow through the west with a railroad. Acquiring Texas, California, and the southwestern states gave the U.S. protection from Southern invaders.

Beginning in the early ~~1800s~~ the 1800s, the U.S. used geography to its advantage.

Anchor Level 4-B

The response:

- Develops the task by discussing the influence of geography on the actions that supported the territorial expansion and the protection of United States national interests during the 19th and 20th centuries
- Is both descriptive and analytical (with the Louisiana Purchase, America began looking for ways to push its boundaries toward the Pacific; United States protected itself from Mexican aggression and reached its goal of Manifest Destiny; as America built new factories and needed new places to sell our manufactured goods, we needed natural resources and new markets; though far away from the rest of our states, Alaska proved to be a vital link to Asia and natural resources; the terrain of the West allowed the United States to plow through with a railroad; acquiring Texas, California, and the southwestern states gave the United States protection from southern invaders)
- Incorporates relevant information from documents 1, 3, 5, and 6
- Incorporates relevant outside information (France owned Louisiana but Napoleon was looking to sell it; Jefferson knew if Spanish got Louisiana they might also present a powerful threat to the states; concept of Manifest Destiny made Americans believe they were destined to take the Pacific Coast; Texas was its own independent nation for awhile; United States annexed Texas in 1845; United States gained control of parts of Utah and New Mexico as well as California as a result of the Mexican-American War; United States gained the Philippines, Guam, and Puerto Rico as a result of the Spanish-American War; controversy over whether the United States should annex the Philippines and exercise imperialism, but in the end, annexation was a strategic and economic decision; Philippines provided a naval base and a refueling stop for ships and helped the United States take advantage of trading opportunities in the Far East; since Alaska was close to the Soviet Union, military bases were eventually built there to protect the United States from Soviet aggression)
- Supports the theme with relevant facts, examples, and details (Louisiana Purchase would give the United States access to trade along the Mississippi; Mexicans saw Texas as part of their own territory; Mexicans crossed the Rio Grande and attacked United States soldiers on American soil; geography of Alaska gave United States access to trade routes with Asia as well as oil reserves and the fishing industry); contains a minor inaccuracy (1837 is stated as the date that Texas gained independence from Mexico)
- Demonstrates a logical and clear plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and a conclusion that introduces new information

Conclusion: Overall, the response fits the criteria for Level 4. The chronological knowledge of United States history is a strength of the response. Although only four documents are cited in the response, the integration of these documents and the outside information establish a well-organized flow of ideas.

Actions taken by the United States to expand its territory or protect its national interests during the 19th and 20th centuries have been influenced by geography. Geography is always an important factor in the survival of a territory, state, or nation. The United States is a very productive country because of its geographical location and landscapes. The United States has been able to protect their citizens because of geography.

During the 1940's President Franklin D. Roosevelt made a radio address concerning national defense. In his address the President states: "There are some among us who were persuaded... that we could maintain our physical safety by retiring within our continental boundaries – the Atlantic on the east, the Pacific on the west, Canada on the north and Mexico on the south." As the President stated, people during the 1940's felt safe in the United States because of its geographical location. (Doc. 7) However in some cases this was untrue. The Japanese bombing of Pearl ~~Harbor~~ Harbor provoked the United States into declaring war and joining the Allies in their fight against Fascist dictators. Another of these instances was the Cuban Missile

Crisis. Cuba was geographically very close to the United States and Mexico. (Doc. 8) When it was uncovered that Cuba had Intermediate Range, and Medium Range Ballistic Missiles, the philosophy that the United States geographical boundaries would keep it safe seemed to be thrown out. The missiles that the Cubans had were able to reach Canada, Mexico, and important cities in the U.S. So even though the geographical boundaries of the U.S. made citizens feel safe at times, other times they were of no use to the nation's protection.

On the case of the Persian Gulf War geography was on the side of the United States. Because of the war's location and the threat posed by Saddam Hussein, the United States had many allies in the area that they could look to for support. This helped the United States in organizing a multi-national effort which succeeded in getting Saddam Hussein out of Kuwait. Kuwait is a major oil exporter and vital to America and her allies and their national interests. A United States military presence continues in the Middle East because the world's major oil reserves are there. (Doc. 9)

Another way in which geography helps the United States

in protecting their citizens is the many naval bases they have around the world. In the late 1890s, Alfred Thayer Mahan and Theodore Roosevelt discussed the need to enlarge the navy so that the United States could become more powerful. Having a larger navy would mean that ships would need ports to refuel. By gaining territory in the Pacific Ocean after winning the Spanish-American War, the U.S. was able to protect their country in a more efficient way. The U.S. gained Guam, the Philippines and Puerto Rico. These were great locations for Naval bases, so that in a time of crisis the U.S. would have close protection against any opposing nation. Also remember that when Alaska was being purchased it was stated in the New York Times that: "... these islands are likely to furnish the most commanding naval station in that part of the ocean...". At the time, little did we know that Alaska would become an important buffer in protecting the United States from our Cold War enemy.

Geography has many effects on a nation. It could aid or hinder the protection of the nation. In the instances of the Cuban Missile Crisis and the gain of territories in the Pacific Ocean we see both. However in most

cases geography helped the United States protect their citizens.

Anchor Level 4-C

The response:

- Develops the task by discussing the influence of geography on the actions that supported the territorial expansion and the protection of United States national interests during the 19th and 20th centuries
- Is both descriptive and analytical (geography is always an important factor in the survival of a territory, state, or nation; United States is a very productive country because of its geographic location and landscape; United States has been able to protect its citizens because of geography; philosophy that the geographic boundaries of the United States would keep it safe seemed to be thrown out with the Cuban missile crisis; United States allies in the Persian Gulf helped in organizing a multi-national effort, which succeeded in getting Saddam Hussein out of Kuwait; geography helps protect American citizens in the many United States naval bases around the world; after winning the Spanish-American War, the United States was able to protect the country in a more efficient way)
- Incorporates relevant information from documents 5, 6, 7, 8, and 9
- Incorporates relevant outside information (Japanese bombing of Pearl Harbor provoked the United States into declaring war and joining the Allies in their fight against Fascist dictators; Kuwait, a major oil exporter and vital to America and her allies and their national interests; United States military presence continues in the Middle East because the world's major oil reserves are located there; in the late 1890s, Alfred Thayer Mahan and Theodore Roosevelt discussed the need to enlarge the navy so that the United States could become more powerful; having a large navy would mean that ships would need ports to refuel)
- Supports the theme with relevant facts, examples, and details (United States felt safe in the 1940s because of its geographic location; geographically Cuba very close to the United States and Mexico; Cuba had intermediate-range and medium-range ballistic missiles; missiles in Cuba were able to reach important cities in the United States, Canada, and Mexico)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the importance of geography to the United States and a conclusion that states that the Cuban missile crisis and the gain of territories in the Pacific Ocean both helped and hindered the protection of the United States

Conclusion: Overall, the response fits the criteria for Level 4. Although some direct quotations from the documents are included, good outside historical references are used to interpret document information. Instead of a chronological discussion, this response focuses on actions taken by the United States to protect its national interests, mentioning actions taken to expand its territory as they are linked to protection.

In the 19th and 20th century many actions taken by the United States to expand its territory or protect its ~~paternal~~ national interests have been influenced by geography.

During the 19th century, the United States was able to expand its territory to the Pacific Ocean. In the early 1800's, Thomas Jefferson recognized that by sending Meriwether Lewis to explore out west, the United States would someday be able to begin trading through the Pacific Ocean. (Document 1). Economic interest in the West is a major reason for why the United States overcame the geographical problem of distance. Probably, one of the biggest advancements to overcome the problem was the construction of the transcontinental railroad. It allowed people to reach the Pacific coast in a matter of days and opened up trade for many more people. (Document 4). Not only was the railroad helpful to the U.S. by allowing more trade, but it

also opened up the West for people to settle in. Once the U.S. had reached the Pacific Ocean, it once again overcame the geographical boundary of the ocean. It began to obtain territories in the ocean. Some were to expand trade and some were gained from ~~winning~~ ~~the~~ the U.S. protecting itself and winning the Spanish-American War. (Document 6).

During the 20th century, geography influenced many actions to protect itself, rather than expansion. Before the United States entered World War Two, many people were satisfied with remaining neutral. However, as the war raged on and devastated Europe, some began to realize that the U.S. may need to enter the war. But there were still those, as F.D.R. stated, who felt that because they were separated from Europe by the Atlantic Ocean, the U.S. was safe. (Document 7). It later became apparent that geography would not save the U.S.

from harm when the Japanese bombed Pearl Harbor on December 7, 1941. The U.S. also found the need to protect itself during the Cuban Missile Crisis. The Soviet Union had realized, that because of Cuba's closeness to the United States, it would be able to bomb all of its major cities. (Document 8). When the U.S. discovered that the Soviets had placed weapons, aimed for the U.S. in Cuba, many people feared that a nuclear war would begin. Thankfully, because President Kennedy realized that because of Cuba's position, it could seriously damage the U.S., he managed to resolve this problem peacefully.

Geography had a major effect on the decisions the United States made in the 19th and 20th century. Protecting national interest and expansion were two things that were most effected.

Anchor Level 3-A

The response:

- Develops the task with little depth by discussing the influence of geography on the actions that supported the territorial expansion and the protection of United States national interests during the 19th and 20th centuries
- Is both descriptive and analytical (Jefferson recognized that by sending Meriwether Lewis to explore the west, the United States would someday be able to begin trading through the Pacific Ocean; economic interest in the west is a major reason the United States overcame the geographical problem of distance; the transcontinental railroad allowed people to reach the Pacific Coast in a matter of days and opened up trade for many more people; the railroad not only allowed more trade but also opened up the west for settlement; many people satisfied with remaining neutral before World War II)
- Incorporates some relevant information from documents 1, 4, 6, 7, and 8
- Incorporates limited relevant outside information (territories gained from winning the Spanish-American War; as World War II raged on and devastated Europe, some began to realize that the United States might need to enter the war; became apparent that geography would not save the United States from harm when the Japanese bombed Pearl Harbor on December 7, 1941; many people feared nuclear war, but President Kennedy managed to resolve the problem peacefully)
- Includes some relevant facts, examples, and details (during the 19th century, the United States was able to expand its territory to the Pacific Ocean; construction of the transcontinental railroad; Soviets had placed weapons aimed for the United States in Cuba)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The organization effectively demonstrates the actions taken by the United States to support expansion of its territory in the 19th century and the actions taken by the United States to protect its national interests in the 20th century. Some facts, details, and outside information are included without elaboration to support document information.

Ever since the days of imperialism, the United States had a main goal of expanding democracy and American trading throughout other places in the world. The start of this expansion came at the end of the Spanish-American war. Because of winning the war, we gained islands such as Hawaii, Philippines and Puerto Rico. ~~The~~ In order for the US to expand its ideas, the US had to know about the locations and geographic landscapes of these islands so it can benefit us. This is the reason why the territorial expansion of the U.S has been influenced by geography.

Before the US started to expand internationally, it tried to expand the country westward. Through the belief of manifest destiny, explorers soon traveled towards the west of North America in order to gain some sort of knowledge as to how these areas, unknown to most people, could benefit this country. An example of ~~this~~ this westward exploration was the trails of Lewis and Clark from 1804-1806. Under orders from President Jefferson, Lewis and Clark had a mission and one mission only, to explore the Missouri river and to research numerous facts about the area that is around it. As seen in Document 1b, Lewis and Clark started in St Louis and traveled to the Pacific ocean, then back to St Louis. The information they bring back would later serve as a major factor of the migration

of people from the east coast to the west coast. This also ~~can be~~ would lead a migration of people to the Oregon territory thus giving the name of the trails the people went through the Oregon Trails.

In order for people to inhabit these unknown territories at the time, people had to be able to reach these areas quicker and more successfully. This enabled for the US to build railroads that connected from the east to west. The construction of railroads can provide many benefits for people and most importantly, trade. With railroads being built this allowed trading with other parts of the nation ~~and~~ which can also lead to trading with other nations. With railroads, money could be made quicker, more products could be held. Objects such as minerals and even fruits can be transported at a quicker rate. As shown in document 4, the Pacific railroad is being talked about and how things such as mail can be transported quicker and more sufficiently.

America not only wanted to expand within its own nation, they also wanted to expand throughout numerous parts of the world. The acquisition of the Islands such as Hawaii, Phillipine Islands and Guam gave America more opportunities, economically, to be closer ~~with~~ ^{to} nations that they could trade with. As shown in Document 6, the majority of the islands were

in the Pacific. This allowed America to trade with nations throughout Asia more quicker than ever without any stoppages from other nations. The most important ~~exp~~ acquisition was the Panama Canal zone which is also shown in document 6. The Panama Canal allowed the US to literally "cut" through land in order to cross the Atlantic into the Pacific and vice versa. This also improved the overall travel time of ships by ~~many~~ days.

Not all views are positive from the US expanding worldwide. Nations such as Cuba could harm the US. During the cold war, the US had bad relations with Cuba. Cuba then threatened to use its missiles against the US as seen in document 8. The location of the US gave Cuba easy access to send missiles to the US.

Anchor Level 3-B

The response:

- Develops the task with little depth by discussing the influence of geography on the actions that supported the territorial expansion and the protection of United States national interests during the 19th and 20th centuries
- Is both descriptive and analytical (for the United States to expand its ideas, they had to know about the locations and geographic landscapes of the islands gained in the Spanish-American War; before the United States started to expand internationally, it tried to expand the country westward; explorers traveled west to gain some sort of knowledge of the unknown area and how it could benefit the country; Lewis and Clark's mission was to explore the Missouri River and to research facts about the area around it; information from Lewis and Clark served as a major factor for the migration of people from the east coast to the west coast; Lewis and Clark's exploration led to the migration of people to the Oregon territory; railroads helped people reach the west quicker and more successfully; railroads allowed trading with other parts of the nation which led to trading with other nations; with railroads, money could be made quicker; acquisition of islands gave America more economic opportunities to be closer to nations they could trade with throughout Asia; Panama Canal allowed the United States to literally "cut" through land)
- Incorporates some relevant information from documents 1, 2, 4, 6, and 8
- Incorporates limited relevant outside information (ever since the days of imperialism, the United States had a main goal of expanding democracy and American trading to other places in the world; start of this expansion came at the end of the Spanish-American War; belief of Manifest Destiny; Oregon Trail; Panama Canal improved the overall travel time of ships by days; the United States had bad relations with Cuba during the Cold War)
- Includes some relevant facts, examples, and details (Lewis and Clark started their explorations in St. Louis; railroads connected the east and west); includes some minor inaccuracies (Cuba threatened to use its missiles against the United States)
- Demonstrates a satisfactory plan of organization; includes an introduction that discusses the geographic impact of the Spanish-American War and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. Introducing international expansion but then discussing westward expansion, returning to international expansion, and ending with a weak discussion of the Cuban missile crisis detracts from the overall effectiveness of the good analytical statements. Few historical facts and details are included to substantiate the statements in the response.

Since the start of the country ~~the~~, the United States has been expanding westward and throughout other countries and islands to benefit from the geographical surroundings and natural resources. The U.S. has also expanded because of national interest.

In document 1b it shows that the U.S. has been trying to expand for along time. Lewis and Clark are probably the first explorers to travel the Missouri river and find the Pacific ocean with help from Sacagawea. Throughout their journey they would make maps of everything they saw. While most of the country was being settled in the mid 1800's a transcontinental railroad was being built. (Doc 4) This railroad would quicken the time that it took for people and other things to get across the country. The trains would also make it through where horses couldn't make it because bridges and tunnels have been built. The negative affect of the trans continental railroad was the slaughtering of the Buffalo which the Plains Indians relied on. A little later on the U.S. purchases Alaska from Russia which is rich with natural resources. (Doc 6) There is an abundant source of timber and land, also there are many ~~places~~ places to get oil but all of the activist protest saying it will destroy the environment.

In document 6 it shows that the U.S. has many colonies or islands which are used for agriculture or for naval bases for protection of the west coast. In document 7 it says how Americans think that the U.S. is safe against foreign attack because of what people tell them which is not true. In the 1960's

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

the Cuban Missile Crisis occurred which made the U.S. vulnerable to Russian attack from Cuba. (Doc 8) The Russians had missiles which could hit the U.S. major cities.

The United States will continue with its expansion and putting the nations interests first like in Iraq. Some people believe we are only over there for the oil. But no matter what the U.S. will continue trying to benefit for itself.

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

- Develops the task with little depth by discussing the influence of geography on the actions that supported the territorial expansion and the protection of United States national interests during the 19th and 20th centuries
- Is more descriptive than analytical (the United States has been trying to expand for a long time; Lewis and Clark are probably the first explorers to travel the Missouri River; throughout their journey, Lewis and Clark would make maps of everything they saw; Cuban missile crisis made the United States vulnerable to Russian attack from Cuba)
- Incorporates some relevant information from documents 1, 4, 5, 6, and 7
- Incorporates some relevant outside information (Lewis and Clark found the Pacific Ocean with help from Sacajawea; transcontinental railroad; the trains would make it through where horses could not make it because bridges and tunnels have been built; negative effect of the railroad was the slaughtering of the buffalo which the Plains Indians relied on; activists protest getting oil in Alaska because it will destroy the environment; United States has colonies or islands which are used for agriculture or for naval bases for protection of the West Coast)
- Includes some relevant facts, examples, and details (railroad would quicken the time that it took for people and other things to get across the country; Alaska was purchased from Russia; Alaska is rich with natural resources; Russians had missiles which could hit major cities in the United States)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that discusses the importance of United States national interests in Iraq

Conclusion: Overall, the response fits the criteria for Level 3. Although the literal interpretation of most document information is not very well integrated, good outside information strengthens the response.

Throughout ~~the~~ history, ~~of~~ the United States has expand territorial control ~~throughout the world~~ to protect national interest. Although expansion took place ~~throughout~~ ~~throughout~~ in the United States, it was not limited to just that, America acquired many different places outside the U.S, but mainly for economic, or military purposes.

The first expansion of the United States was primarily to help expand the country. When America expanded, many expeditions were led to help find an easier way to help connect communication between the east and west. The first expedition was led by Meriwether Lewis, who was ordered by President Jefferson, to explore the Missouri river. Jefferson wanted the Missouri river explored because it was the most "direct and practicle ^{water} ~~route~~ communication across the continent for commerce." As the time increased so did technology, ^{Railroads} ~~and~~ were becoming the prime mode of transportation between the west and the east. The construction of the railroad allowed both goods, mail, and people to be transferred easier than previously.

The expansion of America led to the acquisition of new states that would prove to be both profitable and necessary to ~~the~~ ^{the} country. ~~The~~ ^{The} United States admitted Alaska ~~to become~~ ^{as}

a state because it was both an economic and military necessity. Alaska was positioned halfway between Japan, China and the United States and served as a 'halfway' point of trade. Also, a large naval base was going to be constructed there, because it was closer to other countries that could have posed a threat to the United States.

The Panama Canal in Latin America was placed strategically between ^{the} Eastern and Western borders of the United States. America paid ~~money~~ to have the canal built so that goods carrying goods, but more important military supplies could be transported easier. ~~The Panama Canal~~ ^{The Panama} Canal was primarily used to connect the Atlantic and Pacific military bases.

Although America expanded control throughout the world for self interest, many problems did arise (Cuba). The problems, though, did not ~~end~~ ^{withstand} the economic prosperity, the military prosperity, and the transportation prosperity obtained by expanding for ~~the~~ self interest.

Anchor Level 2-A

The response:

- Minimally develops the task by discussing the influence of geography on the actions that supported the territorial expansion and the protection of United States national interests during the 19th and 20th centuries
- Is primarily descriptive; includes weak and isolated application and analysis (first expansion of the United States primarily to expand the country; many expeditions led to help find an easier way to help connect communication between the east and west; with time, technology increased and railroads became the prime mode of transportation between the West and the East; expansion of America led to the acquisition of new states that would prove to be both profitable and necessary to the country; United States admitted Alaska as a state because it was both an economic and military necessity; large naval base to be constructed in Alaska because it was close to other countries who could pose a threat to the United States)
- Incorporates limited relevant information from documents 1, 4, 5, and 6
- Presents little relevant outside information (America paid to have the canal built so that boats carrying goods and military supplies could be transported easier)
- Includes few relevant facts, examples, and details (first expedition led by Meriwether Lewis who was ordered by President Jefferson to explore the Missouri River; construction of railroad allowed both goods, mail, and people to be transferred easier); includes an inaccuracy (the Panama Canal in Latin America was placed strategically between the eastern and western borders of the United States)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The strength of the response is the connection between territorial expansion and the protection of United States national interests. Overgeneralizations prevent this paper from receiving a Level 3 rating.

The United States is a country that has always been growing. This country looks for alternatives that would help them. Throughout the years, the United States has been developing more and more. The influence of geography on the territorial expansion has helped the United States be who they are.

Since the early developments of the country, the United States has been wanting to grow. In document one, President Thomas Jefferson instructed Meriwether Lewis to explore the Missouri river. These rivers could help the country in many ways. They could be a direct and practicable water communication for commerce. This river would also be an idea to see how the waters of the Pacific ocean be helpful. These explorations will give an idea to President Jefferson to see how can he help the country developed.

The United States also wants to conquer land from the West. In document three, they were interested in the "Rio Grande". This territory belongs to the Mexican. The Americans feel they are in their land and we need to find a way to conquer it. The Mexicans have killed a lot of the men of the country in Texas, but we could

hurt them with our weapons.

The United States see that the land of Oregon is also a good settlement for the country to developed. In article two, The country sees that this would be good commence its Asiatic trade on this new and national rate. This land is also would make it more strict on Europeans noticing, they don't have control over us in any way. They can't dominate us, colonized or interfere with the decision of the country.

The United States has developed immensely. It has conquered a lot of land. In 1860 we see that the Pacific railroad have helped the obstacle of distance. In document four we see that the settlers get it easier to cross mountains within 3 days, the Missouri in ten days. The mails are delivered quicker through the Pacific railroad rather than wait 30 days to deliver, now is 10 days.

Throughout the years the United States has not expanded to the west, but it has also gotten small island in the Pacific Oceans.

These island are beneficiary in many ways. The people that live there are citizens of the country, and they could be good for military. (This is from

document 6) We also have control over those lands.
In conclusion, the expansion of the country
has been a success for the country. All the land
they have conquered some way or some how
has helped the country get better at something.
All of these things are good for the country
and its economy.

Anchor Level 2-B

The response:

- Minimally develops the task by discussing the influence of geography on the actions that supported the territorial expansion of the United States during the 19th century
- Is primarily descriptive; includes faulty and weak application and analysis (the influence of geography on the actions that supported the territorial expansion has helped the United States be who they are; rivers could be a direct and practical water communication for commerce; the United States needs to find a way to conquer the Rio Grande; Oregon would provide a new and national route for the Asiatic trade; Europeans cannot dominate us, colonize us, or interfere with the decisions of our country)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (President Jefferson instructed Meriwether Lewis to explore the Missouri River; Rio Grande belongs to Mexico; Mexicans killed a lot of men in the country of Texas; Pacific railroad made it quicker to deliver mail and riflemen); includes some inaccuracies (riflemen cross mountains in 3 days, the Missouri in ten days; throughout the years, the United States has not expanded to the west; the people who live on the Pacific islands gained by the United States are citizens)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Most of the response is a brief summary of the documents that shows little understanding of how actions taken by the United States to expand its territory have been influenced by geography. However, the response does indicate that actions taken for territorial expansion have helped the country develop and helped its economy.

In the 19th and 20th centuries many of the actions taken by the United States to expand its territory or protect its national interests have been influenced by geography. Some of these actions are Jefferson instructing Lewis and Clark to explore to Missouri River, the construction of the Pacific Railroad, acquiring Alaska, the Cuban Missile Crisis, and some Americans believing the United States was safe from future threats.

Instructed by Jefferson, Lewis and Clark explored the Missouri River in the early 1800s. The Louisiana Purchase had recently been made and Jefferson thought ~~the~~ the Missouri River could be a direct route across the country for the purpose of trade. Geography played a role in this exploration because the river meant a new line of transport. The Missouri River could be beneficial once the United States knew where it went to. (Document 1)

The construction of the Pacific Railroad was also affected by geography. There were

many reasons in which ~~the~~ ~~was~~ the people wanted the railroad built. Mail took anywhere from 20 to 30 days to reach its destination after it had been sent because it usually had to travel through the Panama Canal. With the railroad being constructed mail would get to its destination in approximately 10 days. Another benefit to the railroad being built was people could get from place to place more quickly. (Document 4)

Acquiring Alaska was also influenced by geography. The location of Alaska was rich in natural resources such as fish, coal, and timber. Alaska was also a midway point between China and Japan. During this time period the US hoped to open up trade with China and Japan within a few years. The geography of Alaska was very beneficial to the US economy (Document 5)

Anchor Level 2-C

The response:

- Minimally develops the task by discussing the influence of geography on the actions that supported the territorial expansion of the United States during the 19th century
- Is primarily descriptive; includes weak and isolated application and analysis (Jefferson thought the Missouri River could be a direct route across the country for the purpose of trade; Missouri River meant a new line of transportation; Missouri River could be beneficial once the United States knew where it went to)
- Incorporates limited relevant information from documents 1, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (instructed by Jefferson, Lewis and Clark explored the Missouri River; railroad meant people and mail could get to its destination in 10 days; Alaska rich in natural resources); includes some inaccuracies (mail took 20 to 30 days to reach its destination because it had to travel through the Panama Canal; United States hoped to open up trade with China and Japan; Alaska was a midway point between China and Japan)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and states the actions to be included in the discussion, but lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Although the response primarily focuses on basic information from the documents, it does contain a few analytical statements. The minimal discussion demonstrates a basic understanding of the task.

Expanding West and acquiring territory was a big part of the United States history. It helped the United States in many ways. By making trade easier between other countries and continents, and by geographical benefits.

The Oregon Territory is one example of how expanding west helped the United States. The Oregon Territory made trade with Asia easier. Another territory that made trade easier was Alaska. Through the Aleutian Islands, Alaska made trade with China, Japan, and Russia a lot easier. Alaska also had other benefits like natural resources, like coal, timber, fish, and whale.

Another way that expanding west and acquiring new territories helped the United States ~~area~~ is security. Oversea possessions like the Philippines and Hawaii serve as not only more land but also as naval stations so that we could see who might attack.

Although expanding west and acquiring new territories might have resulted in a few wars, the overall affect is good.

Anchor Level 1-A

The response:

- Minimally develops the task by mentioning the influence of geography on the actions that supported the territorial expansion and the protection of United States national interests during the 19th and 20th centuries
- Is descriptive; lacks analysis (expanding west and acquiring territory was a big part of United States history which helped the United States in many ways; geography made trade easier between other countries)
- Incorporates limited relevant information from documents 2, 5, and 6
- Presents little relevant outside information (overseas possessions like the Philippines and Hawaii serve not only as more land but also as naval stations)
- Includes few relevant facts, examples, and details (Oregon territory and Alaska made trade with Asia easier; Alaska had natural resources like coal, timber, fish, and whales)
- Demonstrates a general plan of organization; includes an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. A few historical facts and details summarize document information. The limited information demonstrates an understanding that the acquisition of the Oregon region and the purchase of Alaska benefited trade.

Throughout U.S. History, Americans began ~~expansions~~ as 13 original colonies.

Through the developments of society and foreign affairs, the U.S. expanded greatly. "From sea to shining sea", the U.S. manifest destiny led the country to lay across ^{its} continent.

Despite former President Thomas Jefferson's strict interpretation of the Constitution, he made biggest deal of his term. France offered the U.S. ~~as~~ ~~million dollars~~ land in the midwest for ~~about the same~~ only \$15 million. This "steal" was known as the Louisiana Purchase ^{as shown in document 1} and doubled the size of the country. This also increased military, social, economic and political expansion.

According to Document 4, a railroad was much needed for access out west. The first continental railroad helped the growth of the United States at west. Because of the Homestead Act's offers for land at west, it became necessary for transportation to the west.

Anchor Level 1-B

The response:

- Minimally develops the task by mentioning the influence of geography on the actions that supported the territorial expansion of the United States during the 19th century
- Is descriptive (“steal” was known as the Louisiana Purchase; railroad was much needed for access out west; railroad helped the growth of the west)
- Makes vague references to documents 1 and 4
- Presents some relevant outside information (“from sea to shining sea,” the United States Manifest Destiny led the country across the continent; despite Jefferson’s strict interpretation of the constitution, he made the biggest deal of his term; France offered the United States land in the Midwest for only \$15 million; Louisiana Purchase doubled the size of the country; because of the Homestead Act’s offer of land in the west, it became necessary for transportation)
- Includes few relevant facts, examples, and details (first continental railroad)
- Demonstrates a general plan of organization; includes an introduction that is somewhat beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Document information from only two documents is used with minimal outside information. The response focuses on a few facts without adequately tying them to the theme.

Throughout United States History geography has influenced the way the ~~unit~~ U.S. approached aspects of expansion and protection. The U.S. has acted on ways expansion of territory and protection of that territory constantly throughout the 19th and 20th centuries respectively. Without the use of geography many of our interests would have been abandoned.

One area where geography has played a major role is the area of the Louisiana Purchase. ~~the~~ The map "the Louisiana Purchase and Westward Exploration" shows the amount of land and geography of the region acquired at the time of the purchase. The United States became interested in acquiring the area because it's geography of rivers led the way for explorers Lewis and Clark to find a path connecting the Atlantic Ocean to the Pacific Ocean. The Louisiana Purchase also made a mark in history with its geography because it dramatically increased the size of the United States.

Because the Purchase was so big, ~~at~~ westward migration was encouraged, as well as the construction of a trans-continental Railroad. In an excerpt from "An Overland Journey from New York to San Francisco" it is^d stated that the building of a railroad would not only connect all parts of the country but dramatically reduce the time it took to send mail^d crosscountry. The Louisiana Purchase was also a geographical defense. As shown in the Song "On our way to Rio Grande" the increasing tensions between Mexico and the United States caused lives to be lost on American soil. The Louisiana Purchase geography came into play in that the Rio Grande became the border between U.S. and Mexican soil.

Another region interested by its geography was Alaska. According to "The Russian Treaty Before the Senate" Alaska's geography proved to be desirable. It was found that Alaska

promoted natural resources such as coal and lumber which would be helpful to the United States. It was also found that the Aleutian Islands would serve as a half-way station in the trade routes with China and Japan. Alaska's geography proved to be important because without it's geography the U.S. might have decided to not buy it from Russia.

A final area where geography influenced the United States was the Oregon territory. In Thomas Hart Benton's Speech he stated that acquiring the Oregon territory would open up trade routes with Asia. He also pointed out that on the defensive side by acquiring the Oregon territory the U.S. would be upholding the Monroe ~~Doctr~~ Doctrine in that it would prevent Europe from invading U.S. soil. The Oregon territory caused the U.S. to pay particular interest because it's geography would link the nation together.

Document-Based Essay — Practice Paper — A

It has been proven that geography plays a major role in decision making. Without geography the United States may have not acquired territory that makes it what it is today. Geography even today continues to play a major role in ~~on~~ the offensive and defensive strategies of the United States.

Document-Based Essay — Practice Paper — B

In the 19th and 20th centuries ~~many~~^{many} of the actions taken by the United States to expand its territory or protect its national interest has been influenced by geography. And also how United States got expansion.

The United States didn't become expand until 1857-1903. In what they did was to help other country with problems like the Panama Canal, Hawaii, Johnston Is, and many more. The way they kept interest was by having access to oil and the security and stability of key friendly states ~~and~~ⁱⁿ the region.

During the 19th and 20th centuries, geography greatly influence U.S. territorial expansion and national interests. U.S. territorial expansion often relied on the economic benefits of the area. The Louisiana purchase, the building of railroads, and the acquisition of new territory ^{in general} sought to protect and improve American interests.

During the 19th century, the United States acquired a large portion of land called the Louisiana territory. This ^{land} acquisition provided a new area to settle, but it also provided a ^{water} route to the pacific known as the missouri River. These ^(document 1b) benefits influenced the U.S. to expand it's territory. A similar situation to that of Louisiana was the acquisition of Alaska. The economic benefits that would come from Alaska influenced Americas acquisition. Alaska served as an opportunity to gain ^(document 5) natural resource benefits. The "timber" and "fisheries" that would be obtained from Alaska would benefit the U.S. Alaska also improved American trade interests with China & Japan. During the period of 1857-1903, the United States expanded its territory to

islands in the Pacific. These islands served primarily as military bases to protect American safety. There were also economic benefits. Midway Island, ^(document 6) acquired in 1867, served basically as a midpoint between Asia & the U.S. This could be used as a trade route between the two. These three examples of territorial expansion portray the influence that geography had.

American interest in global conflicts and foreign policy were also influenced by geography. ^(document 8) During the Cuban Missile Crisis, the United States safety was under a major threat due to Cuba's geographic location near the U.S. Cuba could fire ICBM's and pinpoint any target it desired within the U.S. This imposed fear on the American public. In the Persian Gulf Crisis, geography played the leading role in American intervention. The United States needed to protect its oil source in the middle east. Kuwait, which was invaded by Iraq, was in close proximity to the U.S. oil source. These two conflicts show geographic influence on American interest.

Throughout history, territorial expansion &

Document-Based Essay — Practice Paper — C

Self interest was used as the determining factor for settlement. Dating back to the beginning of human development, tendencies to settle near natural resources were prevalent. Territorial ^{expansion} & American interest will always be influenced by geography.

Document-Based Essay — Practice Paper — D

During the 19th and 20th centuries, geography has influenced ~~the~~ U.S. territorial expansion and/or protection of its interests.

In Document 1A & B, geography had a significant influence in U.S. territorial expansion because of Manifest Destiny.

~~As~~ As shown in the Document, ^{Thomas} Jefferson instructed Meriwether Lewis to find the most direct & practicable water communication to the Pacific Ocean, which would lead to Westward expansion.

In Document 4, geography ~~has~~ played a great role in the influence on geography. As discussed in Document 4, the expansion of the railroad leading to the Pacific would ~~be~~ certainly decrease ~~the~~ time, mail & people got from the east to the west. In Document 4, the author mentions that with Steamships it took ~~to~~ 20-30 days to transport mail & people, but with the railroad, the time was cut to ~~to~~ 10 days.

Throughout the 19th and 20th centuries, the United States have taken many actions to protect national interests and expansion. Many of these actions have been influenced by geography. These actions have had a great impact on America then and America now. Some of these actions include the Louisiana Purchase, controlling Oregon region, the use of the Pacific railroad, annexing Alaska, and the Cuban Missile Crisis.

In 1803, Thomas Jefferson sent Lewis and Clark on an expedition to explore lands west of the Mississippi River after his purchase of these lands from France. Jefferson had many reasons for wanting this territory but the main one is this: purchasing the Louisiana Territory would give the U.S. greater access to trade in the west and control of the Mississippi River for farmers in Kentucky and Tennessee (Doc. 1). In this way, the US would also expand their borders for protection.

The need to control the Oregon river region was also very important geographically. The purchase of this region, would give the United States greater accessibility to the Pacific Ocean and would provide a shorter trade route to Asia (Doc. 2). This increases and protects national interests but, in a way, it also

intimidates any European nation from attempting to control the Oregon region or establishing colonies in that location because of the Monroe Doctrine. The United States desire to control Oregon led to Senator Benton's claim that, "...no part of North America was open to European colonization" as President Monroe had said many years earlier.

Building the Pacific railroad further expanded US interests in the Western part of the nation. It served as a way to "connect the country from the east to the west" and to connect communities throughout the West. With the railroad, mail was able to be sent at a much faster rate and people were encouraged to travel. A horse and buggy carriage ride across the country took a large amount of time. Now, people began to travel cross-country because the trip was much faster (Doc. 4). Geographic challenges were overcome by technological developments and man-made tunnels crossing the Rocky Mountain range. The building of the transcontinental lines and the passage of the Homestead Act encouraged more settlers to go west, especially after the Civil War.

Controlling Alaska was another geographical tactic of the United States. By controlling Alaska, the US had access to timber (wood from trees, forests, etc.) and many fisheries, such as whale fisheries (Doc. 5). Also, by controlling Alaska, the

US could "open a door" to trade with China, Japan, and other countries in Asia (Doc. 5). Today, the US still benefits from this because they have oil reserves in Alaska, which are needed due to gas shortages during Carter's presidency and today.

Geography played a major role in the Cuban Missile Crisis. One of the main reasons why the US was so concerned when the Soviet Union sent missiles to Cuba was due to the closeness of Cuba to the United States. If Cuba did get these missiles, they could aim at any part of America that they wanted to (the US was in range for the types of missiles Cuba could have gotten.) (Doc. 8). The US had to move to protect its borders. President Kennedy quarantined Cuba in the early 1960's to prevent Cuba from getting these missiles. This led to a 13-day standoff, known as the Cuban Missile Crisis. In the end, the Soviets returned back to the Soviet Union with their missiles and there was not a war over these missiles, just a 13-day conflict between Cuba, the US, and the U.S.S.R.

Geography plays a major role in US expansion and protection of national interests. The United States has taken many actions for expansion and the protection of national interests. Most of these actions were taken during the 19th and 20th centuries. If the US had not taken such actions as the Louisiana Purchase, controlling Oregon, controlling Alaska and being involved in the Cuban Missile Crisis, the United States might not be what it has turned out to be today.

Practice Paper A—Score Level 3

The response:

- Develops the task with little depth by discussing the influence of geography on the actions that supported the territorial expansion and the protection of United States national interests during the 19th century
- Is both descriptive and analytical (Louisiana Purchase dramatically increased the size of the United States; because the Purchase was so big, westward migration was encouraged as well as the construction of a transcontinental railroad; Louisiana Purchase was a geographic defense; acquiring the Oregon territory would open up the trade routes with Asia; by acquiring the Oregon territory the United States would be upholding the Monroe Doctrine in that it would prevent Europe from invading United States soil; the Oregon territory caused the United States to pay particular interest because its geography would link the nation together; geography even today continues to play a major role in the offensive and defensive strategies of the United States)
- Incorporates some relevant information from documents 1, 2, 3, 4, and 5
- Incorporates limited relevant outside information (construction of a transcontinental railroad; Rio Grande became the border between the United States and Mexican soil)
- Includes some relevant facts, examples, and details (increasing tensions between Mexico and the United States caused lives to be lost on American soil; Alaska provided natural resources such as coal and lumber; Aleutian Islands would serve as a half-way station in the trade routes with China and Japan); includes a minor inaccuracy (Louisiana Purchase geography came into play in that the Rio Grande became the border between the United States and Mexican soil)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Although the interpretation of the documents is basic and the development of the essay is organized without attention to chronological development, some good insightful statements strengthen the response. The response contains several overgeneralizations, but it does demonstrate an understanding of the importance of geography as it relates to protection of United States national interests and territorial expansion.

Practice Paper B—Score Level 0

The response:

Refers to the theme in a general way but fails to develop the task

Conclusion: Overall, the response fits the criteria for Level 0. The introduction is a slight revision of the historical context. Locations are copied from the map in document 6 and a sentence is partially copied from document 9 in an attempt to address the task. Other information is inaccurate.

Practice Paper C—Score Level 2

The response:

- Minimally develops the task by discussing the influence of geography on the actions that supported the territorial expansion and the protection of United States national interests during the 19th and 20th centuries
- Is primarily descriptive; includes isolated application and analysis (United States territorial expansion often relied on the economic benefits of the area; territorial expansion and self-interest was used as the determining factor for settlement; Louisiana Territory not only provided a new area to settle but also a water route to the Pacific known as the Missouri River; during the Cuban missile crisis, the safety of the United States was under a major threat due to Cuba's geographic location near the United States; United States needed to protect its oil source in the Middle East)
- Incorporates limited relevant information from documents 1, 5, 6, 8, and 9
- Presents little relevant outside information (tendencies to settle near natural resources have been prevalent since the beginning of human development; islands in the Pacific served primarily as United States military bases to protect American safety)
- Includes few relevant facts, examples, and details (Alaska was an opportunity to gain natural resource benefits such as timber and fisheries; Midway Island served as a midpoint between Asia and the United States; Kuwait was invaded by Iraq)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response contains a limited discussion on actions taken by the United States to expand its territory and to protect its national interests. Summary statements that demonstrate a connection between geography and economic benefits to the United States are interspersed with document information.

Practice Paper D—Score Level 1

The response:

- Minimally develops the task by mentioning the influence of geography on the actions that supported the territorial expansion of the United States during the 19th century
- Is descriptive; lacks application and analysis (expansion of the railroad leading to the Pacific would certainly decrease the time that mail and people got from the east to the west)
- Incorporates limited relevant information from documents 1 and 4
- Presents little relevant outside information (geography had a significant influence on territorial expansion because of Manifest Destiny)
- Includes few relevant facts, examples, and details (Jefferson instructed Meriwether Lewis to find the most direct and practicable water communication to the Pacific Ocean; with steamships, it took 20–30 days to transport mail and people but with the railroad, the time was cut to 10 days)
- Demonstrates a general plan of organization; includes a brief introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Most of the response depends on a literal interpretation of two documents. Although the information presented is satisfactory, especially the statement on Manifest Destiny, few details are provided to explain the information.

Practice Paper E—Score Level 4

The response:

- Develops the task by discussing the influence of geography on the actions that supported the territorial expansion and the protection of United States national interests during the 19th and 20th centuries
- Is both descriptive and analytical (the Louisiana Territory would give the United States access to trade in the west and control of the Mississippi River for farmers in Kentucky and Tennessee; purchase of Oregon river region intimidates any European nation from attempting to control the Oregon region and establishing colonies in that location; application of the Monroe Doctrine by Polk to Oregon; people were encouraged to travel because the railroad was much faster than a horse and buggy ride; Soviets returned to the Soviet Union with their missiles)
- Incorporates relevant information from documents 1, 2, 4, 5, and 8
- Incorporates relevant outside information (lands west of the Mississippi River were purchased from France; geographic challenges were overcome by technological developments and man-made tunnels crossing the Rocky Mountain range; the transcontinental lines and the Homestead Act encouraged more settlers to go west, especially after the Civil War; oil reserves in Alaska are needed due to gas shortages during Carter's presidency and today; President Kennedy quarantined Cuba to protect United States borders; 13-day standoff in the Cuban missile crisis)
- Supports the theme with relevant facts, examples, and details (Thomas Jefferson sent Lewis and Clark on an expedition to explore lands west of the Mississippi River; purchase of Oregon region would provide a shorter trade route to Asia; building the Pacific railroad served as a way to connect the country from east to west; with the railroad, mail was able to be sent at a much faster rate; the United States was concerned when the Soviet Union sent missiles to Cuba because of the closeness of Cuba to the United States)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the connections between the Louisiana Purchase and farmers in Kentucky and Tennessee and between the purchase of the Oregon river region and the building of the Pacific railroad adds to the effectiveness of the response. Chronological development and relevant transitions between different topics demonstrate a good understanding of the role played by geographic factors in United States history. However, the paper contains several overgeneralizations and fails to develop supporting details as found in a Level 5 response.

United States History and Government Specifications

January 2006

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

| | Theme | Standards |
|----------------------|--|--|
| Thematic Essay | Individuals, Groups, and Institutions (Controversial Issues) | Standards 1, 4, and 5: US and NY History; Economics; Civics, Citizenship, and Government |
| Document-based Essay | Places and Regions; Presidential Decisions and Actions; Foreign Policy | Standards 1, 2, and 3: US and NY History; World History, Geography |

The *Chart for Determining the Final Examination Score for the January 2006 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.



Regents Examination in United States History and Government – January 2006

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

To determine the student's final score, locate the student's total essay score across the top of the chart and the total Part I and Part IIIA score down the side of the chart. The point where the 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 III A score of 44 would receive a final examination score of 83.

| Total Essay Score | | | | | | | | | | | |
|-------------------|----|----|----|----|----|----|----|----|----|----|----|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 0 | 0 | 3 | 6 | 10 | 13 | 17 | 21 | 26 | 30 | 35 | 39 |
| 1 | 1 | 4 | 7 | 11 | 15 | 19 | 23 | 27 | 32 | 36 | 41 |
| 2 | 2 | 5 | 9 | 12 | 16 | 20 | 24 | 29 | 33 | 38 | 42 |
| 3 | 3 | 6 | 10 | 13 | 17 | 21 | 26 | 30 | 35 | 39 | 44 |
| 4 | 4 | 7 | 11 | 15 | 19 | 23 | 27 | 32 | 36 | 41 | 45 |
| 5 | 5 | 9 | 12 | 16 | 20 | 24 | 29 | 33 | 38 | 42 | 47 |
| 6 | 6 | 10 | 13 | 17 | 21 | 26 | 30 | 35 | 39 | 44 | 48 |
| 7 | 7 | 11 | 15 | 19 | 23 | 27 | 32 | 36 | 41 | 45 | 50 |
| 8 | 9 | 12 | 16 | 20 | 24 | 29 | 33 | 38 | 42 | 47 | 52 |
| 9 | 10 | 13 | 17 | 21 | 26 | 30 | 35 | 39 | 44 | 48 | 53 |
| 10 | 11 | 15 | 19 | 23 | 27 | 32 | 36 | 41 | 45 | 50 | 55 |
| 11 | 12 | 16 | 20 | 24 | 29 | 33 | 38 | 42 | 47 | 52 | 56 |
| 12 | 13 | 17 | 21 | 26 | 30 | 35 | 39 | 44 | 48 | 53 | 58 |
| 13 | 15 | 19 | 23 | 27 | 32 | 36 | 41 | 45 | 50 | 55 | 59 |
| 14 | 16 | 20 | 24 | 29 | 33 | 38 | 42 | 47 | 52 | 56 | 60 |
| 15 | 17 | 21 | 26 | 30 | 35 | 39 | 44 | 48 | 53 | 58 | 62 |
| 16 | 19 | 23 | 27 | 32 | 36 | 41 | 45 | 50 | 55 | 59 | 63 |
| 17 | 20 | 24 | 29 | 33 | 38 | 42 | 47 | 52 | 56 | 60 | 65 |
| 18 | 21 | 26 | 30 | 35 | 39 | 44 | 48 | 53 | 58 | 62 | 66 |
| 19 | 23 | 27 | 32 | 36 | 41 | 45 | 50 | 55 | 59 | 63 | 67 |
| 20 | 24 | 29 | 33 | 38 | 42 | 47 | 52 | 56 | 60 | 65 | 69 |
| 21 | 26 | 30 | 35 | 39 | 44 | 48 | 53 | 58 | 62 | 66 | 70 |
| 22 | 27 | 32 | 36 | 41 | 45 | 50 | 55 | 59 | 63 | 67 | 71 |
| 23 | 29 | 33 | 38 | 42 | 47 | 52 | 56 | 60 | 65 | 69 | 73 |
| 24 | 30 | 35 | 39 | 44 | 48 | 53 | 58 | 62 | 66 | 70 | 74 |
| 25 | 32 | 36 | 41 | 45 | 50 | 55 | 59 | 63 | 67 | 71 | 75 |
| 26 | 33 | 38 | 42 | 47 | 52 | 56 | 60 | 65 | 69 | 73 | 76 |
| 27 | 35 | 39 | 44 | 48 | 53 | 58 | 62 | 66 | 70 | 74 | 77 |
| 28 | 36 | 41 | 45 | 50 | 55 | 59 | 63 | 67 | 71 | 75 | 78 |
| 29 | 38 | 42 | 47 | 52 | 56 | 60 | 65 | 69 | 73 | 76 | 80 |
| 30 | 39 | 44 | 48 | 53 | 58 | 62 | 66 | 70 | 74 | 77 | 81 |
| 31 | 41 | 45 | 50 | 55 | 59 | 63 | 67 | 71 | 75 | 78 | 82 |

| | | Total Essay Score | | | | | | | | | | |
|----------------------------------|----|-------------------|----|----|----|----|----|----|----|----|----|-----|
| Total Part I and Part IIIA Score | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | 32 | 42 | 47 | 52 | 56 | 60 | 65 | 69 | 73 | 76 | 80 | 83 |
| | 33 | 44 | 48 | 53 | 58 | 62 | 66 | 70 | 74 | 77 | 81 | 84 |
| | 34 | 45 | 50 | 55 | 59 | 63 | 67 | 71 | 75 | 78 | 82 | 85 |
| | 35 | 47 | 52 | 56 | 60 | 65 | 69 | 73 | 76 | 80 | 83 | 86 |
| | 36 | 48 | 53 | 58 | 62 | 66 | 70 | 74 | 77 | 81 | 84 | 87 |
| | 37 | 50 | 55 | 59 | 63 | 67 | 71 | 75 | 78 | 82 | 85 | 88 |
| | 38 | 52 | 56 | 60 | 65 | 69 | 73 | 76 | 80 | 83 | 86 | 89 |
| | 39 | 53 | 58 | 62 | 66 | 70 | 74 | 77 | 81 | 84 | 87 | 90 |
| | 40 | 55 | 59 | 63 | 67 | 71 | 75 | 78 | 82 | 85 | 88 | 90 |
| | 41 | 56 | 60 | 65 | 69 | 73 | 76 | 80 | 83 | 86 | 89 | 91 |
| | 42 | 58 | 62 | 66 | 70 | 74 | 77 | 81 | 84 | 87 | 90 | 92 |
| | 43 | 59 | 63 | 67 | 71 | 75 | 78 | 82 | 85 | 88 | 90 | 93 |
| | 44 | 60 | 65 | 69 | 73 | 76 | 80 | 83 | 86 | 89 | 91 | 94 |
| | 45 | 62 | 66 | 70 | 74 | 77 | 81 | 84 | 87 | 90 | 92 | 94 |
| | 46 | 63 | 67 | 71 | 75 | 78 | 82 | 85 | 88 | 90 | 93 | 95 |
| | 47 | 65 | 69 | 73 | 76 | 80 | 83 | 86 | 89 | 91 | 94 | 96 |
| | 48 | 66 | 70 | 74 | 77 | 81 | 84 | 87 | 90 | 92 | 94 | 96 |
| | 49 | 67 | 71 | 75 | 78 | 82 | 85 | 88 | 90 | 93 | 95 | 96 |
| | 50 | 69 | 73 | 76 | 80 | 83 | 86 | 89 | 91 | 94 | 96 | 97 |
| | 51 | 70 | 74 | 77 | 81 | 84 | 87 | 90 | 92 | 94 | 96 | 97 |
| | 52 | 71 | 75 | 78 | 82 | 85 | 88 | 90 | 93 | 95 | 96 | 97 |
| | 53 | 73 | 76 | 80 | 83 | 86 | 89 | 91 | 94 | 96 | 97 | 98 |
| | 54 | 74 | 77 | 81 | 84 | 87 | 90 | 92 | 94 | 96 | 97 | 98 |
| | 55 | 75 | 78 | 82 | 85 | 88 | 90 | 93 | 95 | 96 | 97 | 98 |
| | 56 | 76 | 80 | 83 | 86 | 89 | 91 | 94 | 96 | 97 | 98 | 98 |
| | 57 | 77 | 81 | 84 | 87 | 90 | 92 | 94 | 96 | 97 | 98 | 99 |
| | 58 | 78 | 82 | 85 | 88 | 90 | 93 | 95 | 96 | 97 | 98 | 99 |
| | 59 | 80 | 83 | 86 | 89 | 91 | 94 | 96 | 97 | 98 | 98 | 99 |
| | 60 | 81 | 84 | 87 | 90 | 92 | 94 | 96 | 97 | 98 | 99 | 99 |
| | 61 | 82 | 85 | 88 | 90 | 93 | 95 | 96 | 97 | 98 | 99 | 99 |
| | 62 | 83 | 86 | 89 | 91 | 94 | 96 | 97 | 98 | 98 | 99 | 100 |