

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

**UNITED STATES HISTORY
AND
GOVERNMENT**

Wednesday, January 29, 2003 — 1:15 to 4:15 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 question(s). 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.

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

Part I

Answer all questions in this part.

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

- | | |
|---|---|
| <p>1 The Virginia House of Burgesses was important to the development of democracy in the thirteen colonies because it</p> <ul style="list-style-type: none">(1) provided an example of a representative form of government(2) created the first written constitution in America(3) provided for direct election of senators(4) began the practice of legislative override of executive vetoes <p>2 “It is not the cause of one poor printer, nor of New York alone, which you are now trying. No! It may in its consequence affect every free man that lives under a British government on the main [continent] of America. It is the best cause. It is the cause of liberty. . . . Nature and the laws of our country have given us a right to liberty of both exposing and opposing arbitrary power (in these parts of the world at least) by speaking and writing the truth.”</p> <p style="text-align: right;">— Andrew Hamilton, 1735</p> <p>This courtroom summation helped establish which democratic principle in colonial America?</p> <ul style="list-style-type: none">(1) trial by jury(2) equal voting rights(3) protection of private property(4) freedom of the press <p>3 The pamphlet <i>Common Sense</i>, by Thomas Paine, aided the American cause in the Revolutionary War because it</p> <ul style="list-style-type: none">(1) convinced France to join in the fight against England(2) led to the repeal of the Stamp Act(3) created a new system of government for the United States(4) persuaded individuals who were undecided to support independence | <p>4 Which geographic factor had the greatest influence on early patterns of industrialization in the United States?</p> <ul style="list-style-type: none">(1) scarcity of flat land on which to build factories(2) shortages of timber and coal(3) desire of workers to live in mild climates(4) availability of waterpower to operate machines <p>5 The United States Constitution corrected a weakness of the Articles of Confederation by</p> <ul style="list-style-type: none">(1) creating three branches of government(2) giving greater power to state governments(3) providing a clear definition of states’ rights(4) granting the right to vote to all white males <p>6 A significant compromise reached at the Constitutional Convention of 1787 was the agreement to</p> <ul style="list-style-type: none">(1) exclude slaves from census counts(2) forbid tariffs on imports(3) establish a bicameral legislature(4) limit the number of terms a president could serve <p>7 Which group had the most influence on the ideas stated in the Declaration of Independence and United States Constitution?</p> <ul style="list-style-type: none">(1) political leaders of Spain and Portugal(2) religious leaders of the medieval period(3) writers of the Renaissance(4) philosophers of the Enlightenment <p>8 The writers of the United States Constitution included the requirement for a census every ten years primarily to</p> <ul style="list-style-type: none">(1) regulate numbers of immigrants(2) determine representation in Congress(3) decide when new states were needed(4) set goals for population growth |
|---|---|

Base your answers to questions 9 and 10 on the chart below and on your knowledge of social studies.

Preparations for War

	England	Thirteen Colonies
Population	Approximately 12,000,000	Approximately 2,800,000
Manufacturing	Highly developed and flourishing	Practically none
Money	Richest country in the world	No money to support the war effort
Army	Large, well-trained army plus mercenary Hessians	All-volunteer forces — willing to fight but poorly equipped
Leaders	Many dedicated and able officers	Few officers capable of leading
Geography	Strange land with long distance to base of supplies	Familiar land with easy access to limited amounts of supplies

9 Which conclusion about the American Revolutionary War is most clearly supported by information in this chart?

- (1) England had few advantages in a war with her American colonies.
- (2) The thirteen colonies had more advantages than disadvantages upon entering the war.
- (3) England did not believe that the thirteen colonies were worth the expense of a war.
- (4) The thirteen colonies had few, but important advantages in the war with England.

10 Which important reason for the American victory in the Revolutionary War is missing from the chart?

- (1) naval superiority of the thirteen colonies
 - (2) aid from foreign nations
 - (3) control of railroads and canals
 - (4) greater number of Indian allies
-

- 11 Which newspaper headline shows the operation of the system of checks and balances?
- (1) **“Senate Rejects President’s Choice of Supreme Court Justice”**
 - (2) **“Florida To Gain Two Seats in the United States House of Representatives”**
 - (3) **“Albany County Receives \$4 Million from Congress for Transportation Development”**
 - (4) **“New York State Rejects Federal Regulations on Drug Testing”**
- 12 The change to the direct election of senators, the lowering of the voting age to eighteen, and the establishment of a two-term limit for presidents are all examples of the use of
- (1) judicial review
 - (2) checks and balances
 - (3) executive privilege
 - (4) the amendment process
- 13 One reason the United States Constitution is considered a flexible document is that it
- (1) can be rewritten every ten years
 - (2) allows for the creation of a multiparty political system
 - (3) gives the states the power to change federal laws
 - (4) includes the elastic clause
- 14 Most historians consider Alexander Hamilton to have been a successful Secretary of the Treasury because he
- (1) expanded trade with all nations
 - (2) established a sound financial plan for the new nation
 - (3) eliminated tariffs between the states
 - (4) opposed payment of previous federal government debts
- 15 Which event was most influenced by the principle of Manifest Destiny?
- (1) founding of Jamestown
 - (2) defeat of Britain in the Revolutionary War
 - (3) purchase of Florida
 - (4) acquisition of the Mexican Cession
- 16 During John Marshall’s years as Chief Justice (1801–1835), the Supreme Court increased its powers by
- (1) limiting the spread of slavery in the West
 - (2) expanding the federal supremacy clause of the Constitution
 - (3) joining the president in disputes with Congress
 - (4) staying out of disputes between the two political parties
- 17 “A house divided against itself cannot stand. . . . I do not expect the Union to be dissolved; I do not expect the house to fall; but I do expect it will cease to be divided. It will become all one thing, or all the other. . . .”
— Abraham Lincoln, 1858
- The “divided house” referred to in this speech was caused primarily by
- (1) expansionism
 - (2) war with Mexico
 - (3) slavery
 - (4) the suffrage movement
- 18 What effect did the system of sharecropping have on the South after the Civil War?
- (1) It kept formerly enslaved persons economically dependent.
 - (2) It brought investment capital to the South.
 - (3) It encouraged Northerners to migrate south.
 - (4) It provided for a fairer distribution of farm profits.
- 19 During the late 1800s, industrialization in the United States led to
- (1) the growth of the middle class
 - (2) an overall decline in labor union membership
 - (3) the creation of affirmative action programs
 - (4) a decrease in the use of natural resources
- 20 In the late 19th century, the major argument used by labor union leaders against immigrants was that immigrants
- (1) took jobs from United States citizens
 - (2) contributed little to enrich American life
 - (3) placed financial drains on social services
 - (4) refused to assimilate into American culture

Base your answer to question 21 on the chart below and on your knowledge of social studies.

**Rural and Urban Populations
in the United States**

Year	Rural	Urban
1860	25,226,803	6,216,518
1870	28,656,010	9,902,361
1880	36,059,474	14,129,735
1890	40,873,501	22,106,265
1900	45,997,336	30,214,832
1910	50,164,495	42,064,001
1920	51,768,255	54,253,282

Source: Bureau of the Census

21 Which generalization about population growth is supported by information in this chart?

- (1) For every census listed, rural population exceeded urban population.
- (2) By 1920, more people lived in cities than in rural areas.
- (3) The Civil War significantly slowed the rate of population growth.
- (4) Most urban population growth was due to people migrating from rural areas.

22 A goal of the Granger and Populist movements was to

- (1) expand rights for African Americans
- (2) help western farmers fight unjust economic practices
- (3) provide support for the banking industry
- (4) enable big business to expand without government interference

23 The aim of the Dawes Act of 1887 was to

- (1) restore previously taken land to Native American Indian tribes
- (2) maintain traditional Native American Indian cultures
- (3) assimilate Native American Indians into American culture
- (4) end all governmental contact with Native American Indians

24 The slogan “Eight hours for work, eight hours for sleep, eight hours for what we will” was used in the late 1800s to promote a major goal of

- (1) farmers
- (2) politicians
- (3) industrialists
- (4) organized labor

25 “But today we are raising more than we can consume. Today we are making more than we can use. Today our industrial society is congested; there are more workers than there is work; there is more capital than there is investment. We do not need more money—we need more circulation, more employment. Therefore, we must find new markets for our produce, new occupation for our capital, new work for our labor. . . .”

— Senator Albert J. Beveridge, 1898

This statement provides a reason why political leaders of the late 1800s adopted the policy of

- (1) imperialism
- (2) isolationism
- (3) protectionism
- (4) collective security

26 Muckrakers contributed to the rise of Progressivism in the early years of the 20th century by

- (1) challenging big government and urging a return to past conditions
- (2) exposing widespread corruption in business and government
- (3) writing favorable biographies about wealthy Americans
- (4) aligning themselves with the women’s suffrage movement

27 A significant contribution to the industrialization of the United States was Henry Ford’s development of

- (1) the assembly line
- (2) electric-powered vehicles
- (3) the first holding company
- (4) a new process for making steel

28 Which long-awaited goal of the women’s rights movement was achieved during the Progressive Era?

- (1) right to vote
- (2) right to own property
- (3) equal pay for equal work
- (4) equal access to employment and education

Base your answer to question 29 on the poem below and on your knowledge of social studies.

One Way Ticket

I am fed up
With Jim Crow laws,
People who are cruel
And afraid,
Who lynch and run,
Who are scared of me
And me of them.
I pick up my life
And take it away
On a one-way ticket
Gone Up North
Gone Out West
Gone!

— Langston Hughes, 1926

29 The author states that he has “Gone” because

- (1) jobs were available in northern industries
- (2) there was no racial prejudice in the West
- (3) farmland was more available in the North
- (4) racial discrimination drove him away

30 During the 1890s, Joseph Pulitzer and William Randolph Hearst used yellow journalism to generate public support for the

- (1) election of Populist Party candidates
- (2) presidential candidacy of William McKinley
- (3) goals of workers in the Pullman strike
- (4) Spanish-American War

31 The treaties signed at the Washington Conference (1921–1922) and the Kellogg-Briand Pact (1928) were efforts to

- (1) limit the spread of military dictatorships
- (2) maintain peace through international agreements
- (3) form new military alliances after World War I
- (4) bring democratic government to eastern Europe

32 Which event represents an expression of nativism during the 1920s?

- (1) trial of John Scopes for teaching evolution
- (2) adoption of a quota system to limit immigration
- (3) Charles Lindbergh’s solo transatlantic flight
- (4) rise in popularity of spectator sports

33 Which statement most accurately describes conditions of American farmers during the economic boom of the mid-1920s?

- (1) Shortages of fertile land and farm equipment lowered farm income.
- (2) Overproduction helped keep farmers from participating in the prosperity of the times.
- (3) Subsidies and other government programs dramatically increased farmers’ incomes.
- (4) Higher prices for farm products resulted in a higher standard of living for farmers.

34 Which economic trend of the 1920s helped cause the Great Depression?

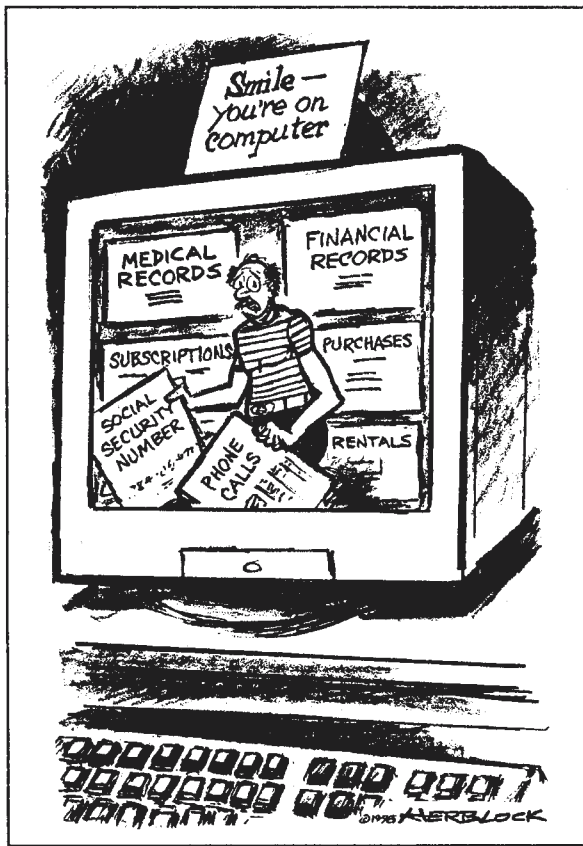
- (1) rising cost of mass-produced goods
- (2) increasing income tax rates
- (3) falling tariff rates
- (4) widening income gap between the rich and the poor

35 The strongest opposition to President Franklin D. Roosevelt’s New Deal programs came from

- (1) western farmers
- (2) business leaders
- (3) factory workers
- (4) recent immigrants

- 36 Which generalization can best be drawn from the experiment with national Prohibition (1919–1933)?
- (1) Social attitudes can make laws difficult to enforce.
 - (2) Americans resent higher taxes.
 - (3) Morality can be legislated successfully.
 - (4) People will sacrifice willingly for the common good.
- 37 The Supreme Court declared some New Deal laws unconstitutional because these laws
- (1) overextended the power of the federal government
 - (2) forced the federal government into heavy debt
 - (3) ignored the rights of minority groups and women
 - (4) failed to solve the problems for which they were intended
- 38 • Cash and Carry (1937)
• Destroyers for Naval Bases Deal (1940)
• Lend-Lease Act (1941)
- Which change in United States foreign policy is demonstrated by the passage of these acts prior to World War II?
- (1) a shift from neutrality toward more direct involvement
 - (2) an effort to become more neutral
 - (3) a movement from isolationism to containment of communism
 - (4) a desire to provide aid to both Allied and Axis powers
- 39 During World War II, many women experienced a change in role in that they
- (1) served in military combat positions
 - (2) worked in jobs formerly held by men
 - (3) controlled most corporations
 - (4) chaired several congressional committees
- 40 In the 1950s, the domino theory was used by President Dwight D. Eisenhower to justify
- (1) sending federal troops into Little Rock, Arkansas
 - (2) United States involvement in Vietnam
 - (3) joining the United Nations
 - (4) opposing Britain and France in the Suez Canal crisis
- 41 “I think it will be a safer world and a better world if we have a strong, healthy United States, Europe, Soviet Union, China, Japan, each balancing the other, not playing one against the other, an even balance.”
— Richard Nixon, 1972
- President Nixon put this idea into practice by
- (1) expanding economic relations with communist nations
 - (2) abandoning his policy of détente
 - (3) declaring an end to the Korean War
 - (4) ending collective security agreements
- 42 What was a major result of the Watergate controversy?
- (1) Presidential veto power was expanded.
 - (2) The president resigned from office.
 - (3) Congressional power was reduced.
 - (4) The Supreme Court was weakened.
- 43 During the Cold War era, the United States and the Soviet Union were hesitant to become involved in direct military conflict mainly because of
- (1) the threat of China to both nations
 - (2) pressure from nonaligned nations
 - (3) the potential for global nuclear destruction
 - (4) mutual dependence on Middle East petroleum
- 44 President Bill Clinton supported the North American Free Trade Agreement (NAFTA) primarily as a way to
- (1) normalize trade relations with Cuba
 - (2) stimulate economic growth in the United States
 - (3) restrict the flow of drugs into the United States
 - (4) increase the United States trade deficit
- 45 The main goal of affirmative action programs is to
- (1) enforce racial segregation laws
 - (2) secure equal voting rights for African Americans
 - (3) provide affordable child care
 - (4) promote economic gains for minorities and women

Base your answer to question 46 on the cartoon below and on your knowledge of social studies.



Source: Herblock (adapted)

46 The cartoonist is critical of computers mainly because

- (1) important personal records are frequently lost
- (2) personal information may no longer be private
- (3) computers are becoming more difficult to use
- (4) computer technology becomes obsolete too quickly

47 President Lyndon Johnson's Great Society programs were similar to Progressive Era programs in that both

- (1) strictly enforced antitrust laws
- (2) focused on expanding civil rights for African Americans
- (3) used federal government power to improve social conditions
- (4) made urban renewal their primary concern

Base your answers to questions 48 and 49 on the speakers' statements below and on your knowledge of social studies.

Speaker A: "The use of the bomb shortened the war and saved American lives."

Speaker B: "The United States might have been able to force the Japanese to surrender simply by demonstrating the power of the bomb on a deserted island."

Speaker C: "The use of the bomb was justified because of the Japanese attack on Pearl Harbor."

Speaker D: "In Hiroshima, the bomb instantly incinerated more than 60,000 people. Most were civilians."

48 Which speakers hold the view that using the bomb was an appropriate military action?

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

49 These statements most likely were made during the

- (1) Versailles Peace Conference (1919)
- (2) 1920s
- (3) Great Depression
- (4) post-World War II period

50 Social scientists use the expression "the graying of America" to describe the

- (1) aging of the nation's population
- (2) declining political power of older Americans
- (3) possible failure of the Social Security System
- (4) increasing number of babies born to older couples

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

In developing your answers to Parts II and III, 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: Constitutional Principles

United States Supreme Court cases have dealt with a variety of important issues that have affected American society.

Task:

Select **two** Supreme Court cases that have affected American society.
For **each** case selected:

- Discuss the historical circumstances of the case
- Explain the Court’s decision in the case
- Discuss the impact of the decision on American society

You may use any example from your study of United States history. Some suggestions you might wish to consider include:

McCulloch v. Maryland (1819) — federal supremacy
Schenck v. United States (1919) — freedom of speech
Korematsu v. United States (1944) — equal protection under the law
Brown v. Board of Education of Topeka (1954) — equal protection under the law
Engel v. Vitale (1962) — separation of church and state
Miranda v. Arizona (1966) — rights of the accused
Roe v. Wade (1973) — right to privacy
Vernonia School District v. Acton (1995) — search and seizure

You are *not* limited to these suggestions.

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task*
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* and conclude with a summation of the theme

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–8). 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:

Following World War II, the United States and the Soviet Union emerged as the two superpowers. This created a rivalry between these two nations that became known as the Cold War. While the Cold War affected United States foreign policy, it also had a great effect on United States domestic policy and on American society.

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 how the Cold War affected United States domestic policy and American society

Part A

Short-Answer Questions

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

Document 1

<p style="text-align: center;">Part I</p> <p style="text-align: center;">INVESTIGATION OF APPLICANTS</p> <p>There shall be a loyalty investigation of every person entering the civilian employment of any department or agency of the executive branch of the Federal Government. . . .</p> <p style="text-align: center;">Part V</p> <p style="text-align: center;">STANDARDS [for Employment]</p> <p>Activities and associations of an applicant or employee which may be considered in connection with the determination of disloyalty may include one or more of the following:</p> <p>Membership in, affiliation with or sympathetic association with any foreign or domestic organization, association, movement, group or combination of persons, designated by the Attorney General as totalitarian, fascist, communist, or subversive, or as having adopted a policy of advocating or approving the commission of acts of force or violence to deny other persons their rights under the Constitution of the United States, or as seeking to alter the form of government of the United States by unconstitutional means. . . .</p>

— Executive Order 9835, President Harry Truman, 1947

- 1 According to the passage, what was the specific purpose of this executive order? [1]

Score

Document 2



Source: Herblock, *The Washington Post*, 1947 (adapted)

2 What criticism was the cartoonist making of the House Committee on Un-American Activities? [1]

Score

Document 3

The Most Important Problem Facing the United States 1953–1962	
1953	Korean War
1954	Threat of war
1955	Working out a peace
1956	Threat of war
1957	Keeping out of war
1958	Economic conditions
1959	Keeping peace
1960	Relations with the Soviet Union
1961	Prices and inflation
1962	War, peace, and international tensions

Source: The Gallup Poll of Public Opinion, Vols. 2 and 3,
Random House (adapted)

- 3 According to these Gallup Poll results, what was the dominant problem in the United States between 1953 and 1962? [1]

Score

Document 4

Reactions to the Trial of Julius and Ethel Rosenberg



Source: Elliot Erwitt, Magnum Photos

4 According to these photographs, what impact did the Rosenberg trial have on American society? [1]

Score

Document 5



Building a Bomb Shelter

Source: Loomis Dean, *Life Magazine*, 1951

5 What does this picture show about the effect of the Cold War on American society? [1]

Score

Document 6

Sputnik's Effect on Education
in the United States

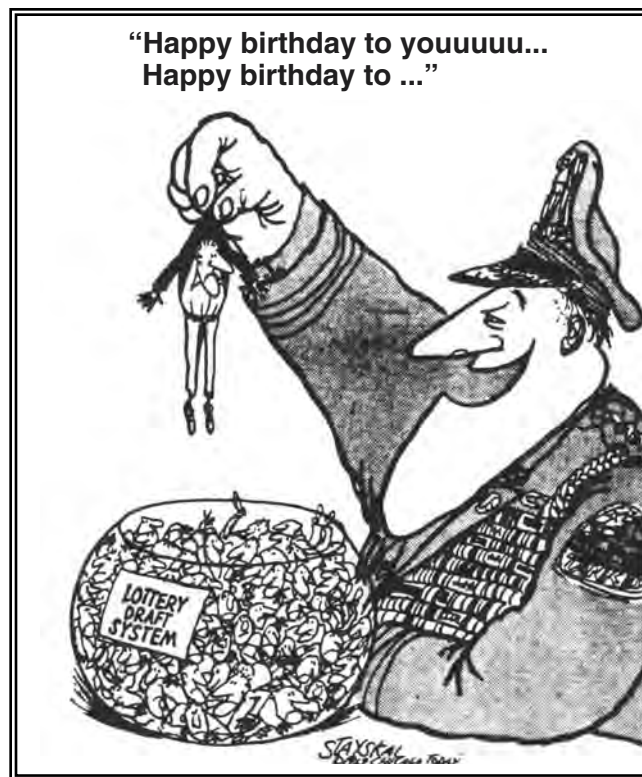


Source: Herblock, *The Washington Post*, 1957(adapted)

- 6 How did the cartoonist believe education in the United States was affected by the launching of the Soviet satellite, *Sputnik*? [1]

Score

Document 7

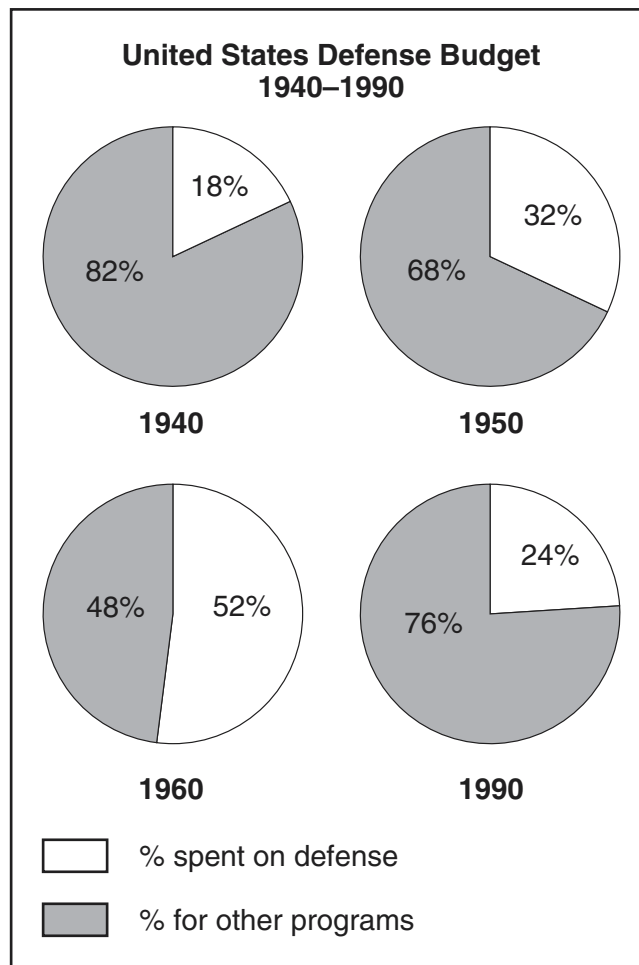


Source: Stayskal, *Chicago Today*

- 7 According to the cartoonist, how did the Cold War affect American males who were approaching their eighteenth birthday? [1]

Score

Document 8



— *United States Budget, Historical Tables*
Source: <http://w3.access.gpo.gov/usbudget/fy2000> (adapted)

8 According to the graph, how did the Cold War affect the United States defense budget? [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:

Following World War II, the United States and the Soviet Union emerged as the two superpowers. This created a rivalry between these two nations that became known as the Cold War. While the Cold War affected United States foreign policy, it also had a great effect on United States domestic policy and on American society.

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

- Discuss how the Cold War affected United States domestic policy and American society

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least **five** documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

Tear Here

Tear Here

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY
AND GOVERNMENT

Wednesday, January 29, 2003 — 1:15 to 4:15 p.m., only

ANSWER SHEET

☐ Male

Student Sex: ☐ 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..... |
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| 16..... | 41..... |
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| 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

Tear Here

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, January 29, 2003 — 1:15 to 4:15 p.m., only

SCORING KEY AND RATING GUIDE

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*.

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.

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

United States History and Government

January 29, 2003

Part I

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

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THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

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 2003

Theme: Constitutional Principles

United States Supreme Court cases have dealt with a variety of important issues that have affected American society.

Task: Select *two* Supreme Court cases that have affected American society. For *each* case selected:

- Discuss the historical circumstances of the case
- Explain the Court's decision in the case
- Discuss the impact of the decision on American society

You may use any example from your study of United States history. Some suggestions you might wish to consider include:

McCulloch v. Maryland (1819) – federal supremacy
Schenck v. United States (1919) – freedom of speech
Korematsu v. United States (1944) – equal protection under the law
Brown v. Board of Education of Topeka (1954) – equal protection under the law
Engel v. Vitale (1962) – separation of church and state
Miranda v. Arizona (1966) – rights of the accused
Roe v. Wade (1973) – right to privacy
Vernonia School District v. Acton (1995) – search and seizure

Score of 5:

- Shows a thorough understanding of *two* Supreme Court cases and their impact on American society
Addresses all aspects of the task evenly and in depth by identifying *two* Supreme Court cases and for *each* of these cases, discussing the historical circumstances of the case, explaining the Court's decision in the case, and discussing the impact of the decision on American society
Shows an ability to analyze and evaluate issues and events relating to *two* Supreme Court cases
Richly supports the theme of Supreme Court cases and their impact on American society with relevant facts, examples, and details
Is a well-developed essay, consistently demonstrating a logical and clear plan of organization
Introduces the theme of Supreme Court cases and their impact on American society by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Score of 4:

Shows a good understanding of *two* Supreme Court cases and their impact on American society
Addresses all aspects of the task, but may do so unevenly by discussing all aspects of the task for one case more thoroughly than for the other case *or* discussing two aspects of the task more thoroughly than the third aspect
Shows an ability to analyze and evaluate issues and events relating to *two* Supreme Court cases
Includes relevant facts, examples, and details
Is a well-developed essay, demonstrating a logical and clear plan of organization
Introduces the theme of Supreme Court cases and their impact American society by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Score of 3:

Shows a satisfactory understanding of Supreme Court cases and their impact on American society
Addresses fully most aspects of the task for *two* Supreme Court cases *or* addresses all aspects in a limited way
Shows some ability to analyze and evaluate issues and events relating to Supreme Court cases
Includes some facts, examples, and details, but may contain some inaccuracies
Is a satisfactorily developed essay, demonstrating a general plan of organization
Introduces the theme of Supreme Court cases and their impact on American society by repeating the task and concludes by simply repeating the theme

Some Examples of Limited Treatment of Task at Score Level 3

Discusses two aspects of <i>both</i> cases reasonably well.
Provides a limited discussion of all three aspects for one case <i>and</i> discusses one aspect of the second case.
Provides a limited discussion of all three aspects for <i>both</i> cases.
Thoroughly addresses all three aspects for one case, using all of the Level 5 criteria.

Score of 2:

Shows a limited understanding of Supreme Court cases and their impact on American society
Attempts to address some aspects of the task with a limited discussion of all three aspects of the task for *one* Supreme Court case *or* a limited discussion of *at least one* aspect of the task for each of *two* Supreme Court cases
Develops a faulty or weak analysis or evaluation of issues and events
Includes few facts, examples, and details, and may include information that contains inaccuracies
Is a poorly organized essay, lacking focus; may contain digressions; may not clearly identify which aspect of the task is being discussed
May lack an introduction and/or a conclusion or these elements may not refer to the theme of Supreme Court cases and their impact on American society

Score of 1:

Shows a very limited understanding of Supreme Court cases and their impact on American society
Makes some effort to address the different aspects of the task with a very limited discussion of *at least one* Supreme Court case without focusing explicitly on the three aspects of the task
Lacks an analysis or evaluation of issues and events
Includes few or no accurate or relevant facts, examples, or details
Demonstrates a major weakness in organization
May lack an introduction and/or a conclusion or these elements may not refer to the theme of Supreme Court cases and their impact on American society

Score of 0: Fails to address the theme, is illegible, or is a blank paper

The judicial branch is an important part of our United States Government. The Supreme Court is the most powerful part of the ~~the~~ judicial branch because of its ability to interpret the constitution and decide whether laws are constitutional. There ~~are many~~ have been many important Supreme Court cases that have affected American society, including Brown vs. Board of Education of Topeka and McCulloch v. Maryland.

When the constitution was written it contained no provision for a national bank, but it soon became apparent that the federal government needed somewhere to put its money. The Bank of the United States ~~opened~~ ~~was~~ was created and opened a branch in Maryland. The state government in Maryland put a tax on the bank because it competed with the state bank and they argued that it wasn't in the constitution. The US Supreme Court found the bank to be constitutional under the elastic clause and allowed it to continue operating. ^{in McCulloch v. Maryland} Furthermore, they said that the tax on the bank

was unconstitutional because "the power to tax is the power to destroy". By allowing the bank and not the tax the ~~the~~ Marshall court established the supremacy of the federal government over the state governments. This had a significant effect on America by making sure that the federal government can control the states.

Another landmark case in the history of the US was Brown v. Board of Education of Topeka. The schools in Topeka were segregated and black children were forced to go to lower quality schools even if they were farther away. In this case the Warren Court overturned a previous decision and said that segregation was illegal and that the schools weren't and couldn't be "separate but equal". This case led to ~~the~~ government enforced desegregation across the nation. ~~The~~ The desegregation of public schools had far reaching affects from the civil rights movement to white flight from ~~the~~ urban centers across America.

Clearly, the decisions of the US Supreme Court effect people across America on many important issues. *McCulloch v. Maryland* established federal supremacy and *Brown v. Board of Education of Topeka* established equal protection under the law and ended segregation.

Anchor Level 5-A

The response:

Shows a thorough understanding of two Supreme Court cases and their impact on American society
Addresses all aspects of the task evenly and in depth by identifying *McCulloch v. Maryland* and *Brown v. Board of Education* and for each case:

1. Discussing the historical circumstances of the case (*McCulloch*: no constitutional provision for a national bank, National Bank created with a branch in the state of Maryland, state of Maryland taxed the National Bank because it was in competition with a state bank)
2. Explaining the Court's decision in the case (*McCulloch*: Court used the elastic clause to find the Bank constitutional and stated "the power to tax is the power to destroy")
3. Discussing the impact of the decision on American society (*McCulloch*: established the supremacy of the federal government over the states)

Shows an ability to analyze and evaluate issues and events relating to these two Supreme Court cases (*McCulloch*: federal government needed a place to put its money and created the Bank even though there was no constitutional provision for it, Court ruling allows the federal government to control the states; *Brown*: practice of segregation often forced black children to go to lower quality schools that were farther away, ruling overturned a previous decision, ruling led to white flight from urban areas)

Richly supports the theme of Supreme Court cases and their impact on American society with relevant facts, examples, and details (*Brown*: schools in Topeka were segregated, Court ruled that separate could not be equal, effect of ruling on the civil rights movement)

Is a well-developed essay, consistently demonstrating a logical and clear plan of organization

Introduces the theme of Supreme Court cases and their impact on American society by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, this response fits the criteria for Level 5. Two Supreme Court cases are thoroughly addressed with much detailed information and analysis.

While Congress may write laws, often the everyday application or appropriateness is determined by the Supreme Court. Often it is then that shape government policy, though they may not actually be making laws. ~~In fact~~ In the famous case of ~~Marbury v. Madison~~ Brown v Board of Education, a policy that had been in effect was suddenly removed. In Miranda v Arizona, a decision was made that even today has shaped methods used by the police.

Ever since reconstruction had ended in the Southern States, prejudice still existed in the form of Jim Crow laws. Blacks were not permitted in the same restaurants, schools or other public areas that whites were. However the supreme court had ruled that this was acceptable under the condition that both facilities for blacks and whites were equal. This became known as the "separate but equal" philosophy. While in theory this was alright, in practice it was rarely true. In the 40's the civil rights movement was beginning, causing people to rebel at these practices. In 1954, a man who lived very ~~near~~ close to a reputable white school sued the board of education because he was forced to send his daughter to a further, inferior black school. In the "Brown v Board of Education" ruling the court recognized that facilities were clearly unequal and repealed the previously made decision. This decision like many others was not without controversy. Many schools protested and refused to admit students, forcing federal intervention. Not the

ers it set a starting point for eventual equality in public areas.

While an accused person is entitled to many rights, prior to 1966 the accused were not necessarily aware of them. In 1966 a ~~person~~ Mexican man was arrested but never informed of his rights upon his arrest. Consequently he was convicted. He appealed the decision all the way to the Supreme Court, arguing he was not aware of his rights under the constitution. The court agreed with him in the *Miranda v. Arizona* decision, and his conviction was overturned. On a larger scale, this set new procedures for police arrests. Even today all officers are required to inform a subject of their "Miranda" rights. These primarily include the right to remain silent to avoid self-incrimination and to legal counsel. Failure to do so results in an inability to prosecute.

The Supreme Court exerts great influence on American society. In such cases as *Miranda v. Arizona* and *Brown v. Board of Education*, new policies have been set forth, often with great controversy. While they may not write laws, the Supreme Court often affects how society applies them.

Anchor Level 5-B

The response:

Shows a thorough understanding of two Supreme Court cases and their impact on American society
Addresses all aspects of the task evenly and in depth by identifying *Brown v. Topeka* and *Miranda v. Arizona* and for each case:

1. Discussing the historical circumstances of the case (*Brown*: since Reconstruction prejudice existed in the form of Jim Crow laws; blacks were not permitted in the same restaurants, schools, or other public places as whites; “separate but equal” was rarely true)
2. Explaining the Court’s decision in the case (*Brown*: facilities were clearly unequal, repealed previously made decision)
3. Discussing the impact of the decision on American society (*Brown*: ruling was not without controversy, schools protested and refused to admit students which forced federal intervention)

Shows an ability to analyze and evaluate issues and events relating to these two Supreme Court cases
(Introduction: Congress passes laws but Supreme Court determines everyday application and appropriateness, Court often shapes government policy; *Brown*: prior to *Brown*, separate facilities were rarely equal; case was a starting point for eventual equality in public areas; *Miranda*: ruling set new procedures for police arrests, failure to inform an accused person of his/her rights results in an inability to prosecute)

Richly supports the theme with relevant facts, examples, and details (*Brown*: since Reconstruction, Jim Crow laws in southern states kept blacks from the same schools, restaurants, and other public areas as whites; man forced to send his daughter to an inferior black school that was farther away than the nearby respectable white school; many schools refused to admit black students after the ruling and faced federal government intervention)

Is a well-developed essay, consistently demonstrating a logical and clear plan of organization

Introduces the theme by establishing a framework that is beyond a simple restatement of the task and concludes with a summation of the theme as stated in the introduction

Conclusion: Overall, this response fits the criteria for Level 5. Two Supreme Court cases are thoroughly addressed with much detailed information and analysis. Even though the discussion and analysis of *Miranda* is not as extensive as *Brown*, the discussion of *Miranda* is still thorough enough to make this a Level 5 paper.

The Supreme Court has been involved in a ~~one~~ number of cases that have affected American society. They have changed the way we live, the way we act, and the way the law is enforced.

One case that has affected us Americans was the case of Tinker vs. Des Moines School District. The Tinker children went to school with black bands to protest the Vietnam War. When the school got wind of this, the Tinkers were suspended until they ~~came~~ agreed to come to school without their bands. The Supreme Court ruled that the children had a right ~~to~~ to protest the war and that the school violated their freedom of speech. The Court also stated that your rights aren't taken away once you enter a school. This impacted the country by showing ~~them~~ them that silent protest is legal under the Constitution as well as ~~any~~ any other form of protest as long as it is non-violent.

Another case that has affected us Americans was the case of Schenck vs. the U.S.. Schenck published materials designed to stop men from joining the army during

wartime. He was arrested for compromising national security during the war. The Supreme Court ruled that he could not publish such materials because they endangered the security of the nation. ~~At~~ Also the Court stated the government had the right to limit what you can say during wartime. The impact of this case was that people knew the freedom of speech and every other right under the Constitution can be limited during times of uncertainty.

In conclusion, the Supreme Court determines if acts are constitutional or not. They also determine if people have a right to limit our rights as Americans under the Constitution.

Anchor Level 4-A

The response:

Shows a good understanding of two Supreme Court cases and their impact on American society
Addresses all aspects of the task for *Tinker v. Des Moines School District* and *Schenck v. United States*, but discusses the historical circumstances and the Court's decisions more thoroughly than the impact of these decisions on American society (*Tinker*: mentions that silent protest is legal under the Constitution; *Schenck*: mentions that freedom of speech and every other right under the Constitution can be limited during times of uncertainty)

Shows an ability to analyze and evaluate issues and events relating to these two Supreme Court cases (*Tinker*: rights are not taken away once you enter school; *Schenck*: Schenck's actions were interpreted as compromising national security during wartime)

Includes relevant facts, examples, and details (*Tinker*: Tinker children wore black bands to protest the Vietnam War, Tinker children were suspended from school, black armband was a form of silent protest) and contains one small inaccuracy (*Tinker*: all protest is legal as long as it is nonviolent)

Is a well-developed essay, demonstrating a logical and clear plan of organization

Introduces the theme of Supreme Court cases and their impact on American society by establishing a framework that is a little beyond a simple restatement of the task and concludes with a summation of the theme

Conclusion: Overall, this response best fits the criteria for Level 4. The response does a good job of discussing one case from the suggestions and one case of the student's own choosing. However, the discussion of the impact aspect of the task is not as thorough as the discussion of the other two aspects of the task. The slight factual error does not affect the Level 4 rating assigned to this response.

The Supreme ~~court~~ Court is overlooked as one of the most important and powerful branches of our government. It's nine members have the power to set forth or abolish American policy and law. The decisions the justices have made in the past have greatly changed the way people live in America. Such as in the cases of Marbury v. Madison and Brown vs. Board of Education.

The Supreme Court established its own power in the case of Marbury vs. Madison. When John Adams tried to put in all federalist judges in his last day in office his secretary left the paperwork out.

The new president Thomas Jefferson had his secretary, Madison dispose of the papers. A person supposed to be appointed, Marbury, judge demanded the papers be turned over and recognized.

He took all the way to the Supreme Court first and asked for a writ of mandamus. The then ~~the~~ Chief Justice, Marshall, denied him because he did not go to a lower court first.

Then ruled the writ of Mandamus was unconstitutional, and it was disestablished. The Supreme Court has immense ability and power. It is able to declare laws unconstitutional and can order them nullified.

Decisions of the court and laws of the land can be undone if the nine people on the bench see fit.

In Brown vs Board of Education the Supreme Court reversed itself on an ~~any~~ thing.

Linda Brown wanted to attend the school closer to her house, unfortunately she was black and it was a whites only school. So she appealed to many lower courts and failed finally taking to the highest court. They ruled segregation wrong and reversed their earlier ruling in Plessy vs. Ferguson. From that day on segregation was illegal in public institutions.

The Supreme Court is truly guardian of Americans rights. Any law which our government tries to enforce must be allowed by them.

America owes a great deal to the nine people who accept the bench's responsibility each year.

Anchor Level 4-B

The response:

Shows a good understanding of two Supreme Court cases and their impact on American society

Addresses all aspects of the task for *Marbury v. Madison* and *Brown v. Board of Education*, but the information provided for *Marbury* is a little more thorough than that provided for *Brown*

Shows an ability to analyze and evaluate issues and events relating to these two Supreme Court cases (Introduction: Supreme Court is often overlooked as one of the most important and powerful branches of our government, its nine members have the power to set forth or abolish American policy and law; *Marshall*: Supreme Court established its own power in this case, ruling gives the Court immense ability and power, laws of the land can be undone if nine people on the bench see fit; *Brown*: ruling was a reversal of an earlier finding of the Court in *Plessy v. Ferguson*; Conclusion: Court is truly the guardian of American rights)

Includes relevant facts, examples, and details (*Marbury*: John Adams tried to put in federalist judges on his last day in office, his secretary left the paper work out, Marbury asked the Court for a writ of mandamus, Court ruled it could not grant a writ of mandamus; *Brown*: Linda Brown wanted to attend the school closer to her house, this school was an all-white school, she appealed to lower courts and failed before the case reached the Supreme Court) and contains a minor inaccuracy (*Brown* ruling made segregation illegal in public institutions)

Is a well-developed essay, demonstrating a logical and clear plan of organization

Introduces the theme by establishing a framework that is beyond a simple restatement of the task and concludes by going beyond a simple summation of the theme

Conclusion: Overall, this response best fits the criteria for Level 4, even though there is a minor inaccuracy. The response shows good analysis and use of detailed information, especially when tying *Brown* to *Plessy*.

Throughout history, the Supreme Court has made decisions which forever change the lives of certain American citizens. In the cases *Schenck v. the United States* and *Brown v. the Board of Education of Topeka*, civil rights were affected.

In spite of much effort to avoid involvement in "Europe's War", the US eventually did join in the fighting. A man named Schenck opposed US involvement in WWI, and he distributed pamphlets discouraging other American citizens from supporting the cause. Schenck was told he could not do this, and he brought the issue to court, claiming his first Amendment right to free speech was being violated. In 1919, the Supreme Court ruled that, in time of war, civil rights could be limited because certain actions could be a threat to national security. This case set the precedent for limitations on certain civil rights to exist during times of war which would violate the Constitution in times of peace.

After the Supreme Court Case

Plessy v. Ferguson, separate but equal laws were upheld as constitutional. This included preventing African Americans from attending certain schools. In many cases, the schools for African Americans were far more poorly equipped than white schools. As a result, this segregation was challenged in the case Brown v. the Board of Education of Topeka. The Supreme Court ruled that segregation in schools was in fact unconstitutional. The result was the integration of various schools, particularly in the South where segregation was far more common. One integration incident that was very significant was that of a high school in Little Rock, Arkansas. In order to ensure that Brown v. the Board of Education of Topeka was enforced, President Dwight D. Eisenhower sent the National Guard to escort the students into school. It became clear that resistance to the decision would be met with force.

Thus, Supreme Court cases can

drastically alter the lives of Americans in various ways. Rights have been both restricted and expanded in different decisions.

Anchor Level 4-C

The response:

Shows a good understanding of two Supreme Court cases and their impact on American society
Addresses all aspects of the task for *Schenck v. United States* and *Brown v. Board of Education*, but does so unevenly (*Schenck*: the discussion of the ruling of the case and the impact of the ruling are not as thorough as is the discussion of the historical circumstances; *Brown*: the discussion of the specific historical circumstances of *Brown* and the discussion of the decision are not as thorough as is the discussion of the impact of the Court's decision)

Shows an ability to analyze and evaluate issues and events relating to these two Supreme Court cases (*Schenck*: ruling set the precedent for limitations on certain civil rights during times of war that would violate the Constitution in times of peace; *Brown*: *Plessy* ruling led to segregated schools, links the *Brown* ruling to the Little Rock, Arkansas, incident; Conclusion: Court rulings can drastically alter the lives of Americans, rulings have both restricted and expanded rights)

Includes relevant facts, examples, and details (*Schenck*: United States had been trying to stay out of the war, Schenck was distributing pamphlets discouraging American citizens from supporting the cause, Schenck felt his First Amendment right to free speech was being violated; *Brown*: *Plessy* established the separate but equal idea, many African American schools were far more poorly equipped than white schools, ruling led to integration)

Is a well-developed essay, demonstrating a logical and clear plan of organization

Introduces the theme by establishing a framework that is a little beyond a simple restatement of the task and concludes with more than a summation of the theme

Conclusion: Overall, this response best fits the criteria for Level 4 although the discussion of the three aspects of the task for both cases is uneven. Good analysis and detailed information is provided.

United States Supreme Court cases have dealt with a variety of important issues that have affected American society. One such issue is segregation. Whether or not segregation is constitutional has raised many issues in American society.

One Supreme Court case that deals with segregation is Plessy v. Ferguson. In this case the Supreme Court ruled that separate but equal was constitutional.

African-Americans would have to go to different schools, restrooms, restaurants, theaters, etc. Although all of these places were supposed to be equal to those of the whites, in reality they were not.

Another Supreme Court case is Brown v. Board of Education. This overturned the decision in Plessy v. Ferguson. When a African-American girl wanted to go to an all white school only a block away from her house, she was denied that privilege. Instead she would have to go to an all black school blocks away from her house. The decision in Brown v. Ferguson desegregated schools and other establishments. This was a huge step for African-American Civil Rights, which angered many whites in the society.

In conclusion the United States Supreme Court cases have dealt w/ very important issues that have affected American society. The issue ~~raised~~ of segregation has had a great effect on society.

Anchor Level 3-A

The response:

Shows a satisfactory understanding of the effect *two* Supreme Court cases have had on American society

Addresses all aspects of the task for *Brown v. Board of Education* and discusses one aspect of the task for *Plessy v. Ferguson* (the impact of the Court's decision)

Shows some ability to analyze and evaluate issues and events relating to these two Supreme Court cases (*Plessy*: separate facilities for the African Americans were not really equal; *Brown*: Court ruling overturned *Plessy v. Ferguson*, a huge step for African-American Civil Rights)

Includes some facts, examples, and details (*Plessy*: specific examples of facilities that were segregated; *Brown*: white school was only a block away, uses the term "desegregated"), and contains an inaccuracy, referring once to *Brown* as *Brown v. Ferguson*

Is a satisfactorily developed essay, demonstrating a general plan of organization

Introduces the theme of Supreme Court cases and their impact on American society by more than simply restating the theme and concludes by repeating the ideas stated in the introduction

Conclusion: Overall, this response best fits the criteria for Level 3. The response includes some discussion of all three aspects of the task for *Brown* and discusses the impact of the Court's decision in *Plessy*, but merely states the Court's ruling in this case.

Throughout American history a numerous amount of court cases have taken place, in which American society has ~~been~~ been affected by them greatly. Schenck v. United States was a court case that took place during the year of 1919 in which American society was affected greatly.

The court case of Schenck v. United States dealt with the issue of freedom of speech. It was during this court case that limits were placed upon freedom of speech. The reason as towards why the court case of Schenck v. United States took place, was in order to protest the war effort. The United States government did not want people to speak out against the war effort, during a time in which the government needed people to be supportive of the war. The reason for this was because if people were influenced not to fight in the war then the whole country would be in great danger. It is, there for during this time that decisions were made in order to place restrictions on freedom of speech, in order to protect the well fare of the people as well as the country. Restrictions such as refraining from speech that would cause evident danger.

The ruling in the Schenck case placed a limit on freedom during World War I. The issue of free speech arose again during the Vietnam War. Students at Kent State, were

shot by the National Guard when they demonstrated against the invasion of Cambodia. There were many other protests over U.S. government policies.

In the court case of *Korematsu v. the United States*, the Supreme Court decided that the government had the right to restrict the movement of people around the country. They could put them in camps to maintain security.

These cases show how the Supreme Court rulings have an effect on American society.

Anchor Level 3-B

The response:

Shows a good understanding of *one* Supreme Court case and its impact on American society and briefly addresses the Court's ruling in *Korematsu v. United States*

Addresses all three aspects of the task for *Schenck v. United States* by discussing the historical circumstances of the case (United States government did not want people to speak out against the war effort), explaining the Court's decision in the case (placed limits on freedom of speech during wartime), and discussing the impact of the decision on American society (limits on freedom of speech during wartime)

Shows good ability to analyze and evaluate issues and events (*Schenck*: government needed people to be supportive of the war, restrictions were placed on freedom of speech to protect the welfare of the people as well as the country, ties the ruling to the later Vietnam War protests against United States government policies)

Includes many facts, examples, and details and contains no inaccuracies

Is a satisfactorily developed essay, demonstrating a general plan of organization

Introduces the theme and concludes by simply repeating the theme

Conclusion: Overall, this response best fits the criteria for Level 3. The details for *Schenck v. United States* are reasonably well presented. However, the details for the ruling on *Korematsu v. United States* are minimal.

The Supreme Court frequently makes decisions on the constitution that change aspects of American life. Two landmark decisions the Court has made are: *Roe vs Wade* (1973) and *Brown vs. the Topeka Board of Education* (1954).

Brown vs. the Board of Education dealt with the controversial topic of segregation in public schools. In the late 1800s the court had decided in the case *Plessy versus Ferguson* that separate but equal facilities were constitutionally sound. *Brown vs. the BOE* contested this fact. ~~The~~ The case dealt with an African American girl whose parents wanted her to attend the white school because it was only a couple blocks from her home. Her African American school, however, was ~~the~~ on the other side of town. The court ruled in favor of Brown, deciding that school segregation was unconstitutional.

Another case that affected American society was the controversial *Roe vs. Wade* in 1973. This case dealt with abortion. A young woman went before the Supreme Court claiming that women should have the right to choose whether they wanted

to follow through with a pregnancy or not
The court ruled that laws denying abortions
were unconstitutional.

The decisions of *Roe v. Wade* and *Brown*
vs. the Board of Education were master rulings
that affected American society. The Supreme
Court often makes decisions that have that
effect. The constant changing of constitutionality
is a testimony to the flexibility of
the document.

Anchor Level 3-C

The response:

Shows a satisfactory understanding of the historical circumstances and decisions of two Supreme Court cases, but does not discuss the impact of these decisions on American society

Addresses two aspects of the task for *Brown v. Topeka Board of Education* and *Roe v. Wade* (*Brown v. Plessy v. Ferguson* ruled that separate but equal facilities were constitutionally sound, *Brown's* parents wanted their daughter to attend the white school a couple blocks from her home, Court ruled in favor of *Brown*, deciding that school segregation was unconstitutional)

Shows some ability to analyze and evaluate issues and events relating to these Supreme Court cases (*Brown*: segregation was a controversial topic, contested idea that separate but equal was constitutional; Conclusion: the Court makes decisions that are a testimony to the flexibility of the Constitution)

Includes some facts, examples, and details (*Roe*: dealt with abortion, women argued that women should have the right to choose, the Court ruled that state laws denying abortions were unconstitutional)

Is a satisfactorily developed essay, demonstrating a general plan of organization

Introduces the theme by repeating the theme, pointing out that these two cases were landmark decisions, and contains a strong conclusion that goes beyond a simple summation of the theme

Conclusion: Overall, this response best fits the criteria for Level 3. Two aspects of the task for two Supreme Court cases are discussed. Although some facts and details are provided, overall, the historical context is weak.

Throughout the history of America, the United States Supreme Court cases have dealt with a variety of important conflicts that have affected American society. Court cases such as Schenck vs United States⁽¹⁹¹⁷⁾ and Brown vs Board of Education of Topeka (1954) are two cases that have shaped the United States society.

Within the case of Schenck vs. US, the right to freedom of speech was questioned. ~~on the~~ The court ~~used~~ ~~Schenck~~ ~~quilty~~ ~~of~~ ~~striking~~ ~~the~~ This court case had an impact on US society by testing the distance the freedom of speech can go.

The case Brown vs Board of Education is a trial that has affected our school systems today. They went to trial because of the "separate but equal" laws that were being ~~deprived~~ ~~to~~ all black students. There was a segregated school system that wasn't fair to all kids. African Americans felt they should have the right to all equal education rights.

as the white students. This case went to court and was approved because it broke amendment number 14. The students were told they were deprived an equal education and were granted an. These two case have had an affect on the schooling system and the freedom of speech with America. They have shaped and reconstructed the way of life for all Americans.

Anchor Level 2-A

The response:

Shows a limited understanding of *two* Supreme Court cases and their impact on American society
Attempts to address some aspects of the task by briefly discussing one aspect of the task for *Schenck v. United States* (the impact) and by discussing two aspects for *Brown v. Board of Education* (the historical circumstances and the Court's ruling)

Develops a weak analysis or evaluation of issues and events (*Schenck*: omits the historical circumstances; *Brown*: deals with historical circumstances in general and not with the specifics of *Brown* itself)

Includes a few facts, examples, and details (*Schenck*: Court voted Schenck guilty; *Brown*: "separate but equal" laws led to segregated schools that were not fair to all kids, Court ruling was based on the 14th amendment)

Is a satisfactorily developed essay, demonstrating a general plan of organization

Contains an introduction that is a basic restatement of the theme and a conclusion that goes beyond a simple restatement of the theme

Conclusion: Overall, this response best fits the criteria for Level 2. The discussion and analysis of these Supreme Court cases is limited. These content weaknesses are a more important consideration than the satisfactory quality of organization of the response. The statement that "the Court voted Schenck guilty" is vague and does not constitute an explanation of the Court's decision in this case.

United States Supreme Court cases have dealt with a variety of important issues that have affected American society. Two supreme court cases that ~~to~~ have been dealt with were Brown v. Board of Education of Topeka which dealt with equal protection under the law. The other one was Miranda v. Arizona which dealt with rights of the accused.

In Brown v. Board of Education of Topeka the time period was when civil rights activists were speaking out against the injustice they have to go through. The court's decision in this case was that the African American girl was not to be discriminated at and was to be allowed into the school. The impact of this decision changed how blacks and whites would live from now on. This decision changed school discrimination laws.

The Miranda v. Arizona case was when a guy was arrested and convicted without being told he could remain silent and not answer the questions of the police.

Anchor Level 2-B

The response:

Shows a limited understanding of *two* Supreme Court cases and their impact on American society

Attempts to address some aspects of the task by discussing all aspects of the task for *Brown v. Board of Education of Topeka*; but provides only very brief details about *Miranda v. Arizona*

Develops a weak analysis or evaluation of issues and events (Court ruling changed school discrimination laws)

Includes a few facts, examples, and details (case arose at a time when civil rights activists were speaking out; case dealt with an African American girl; Court ruled she be allowed into the school)

Is a poorly organized essay, lacking focus (does not discuss the nature of the change resulting from the Court's ruling)

Contains an introduction that is a simple restatement of the theme and lacks a conclusion

Conclusion: Overall, this response best fits the criteria for Level 2. Some attempt to discuss two Supreme Court cases is made, but the detail is limited and the analysis is very weak.

United States Supreme Court cases have dealt with a variety of important issues that have affected American society. We saw this in the court cases of Brown v. Board of Education of Topeka and Korematsu v. United States.

In Brown v. Board of Education of Topeka, Kansas in 1954 dealt with equal protection under the law. This Court case mainly was brought about to desegregate schools. This Court case overturned the court case Plessy v. Ferguson that separate but equal was okay. Brown v. Board of Education of Topeka was during the time that many people were fighting for their civil rights and in this case African Americans ~~were~~ were fighting for their rights.

In 1944, Korematsu v. United States dealt with equal protection under the law. This case came about during World War II when United States put Japanese-Americans in a form of a "concentration camp" to ensure itself from terrorism. The case

was fought to give people their
rights even during a crisis.

Anchor Level 2-C

The response:

Shows a limited understanding of Supreme Court cases and their impact on American society

Attempts to address all aspects of the task for *Brown v. Topeka* but discusses only the historical circumstances and impact of *Korematsu v. United States*

Develops a weak evaluation of issues and events

Includes only a few facts, examples, and details (*Brown*: purpose of the case was to desegregate schools, ruling overturned *Plessy*; *Korematsu*: occurred during World War II when the United States put Japanese Americans in a form of concentration camp)

Is an organized essay

Contains an introduction that is a simple restatement of the theme and lacks a conclusion

Conclusion: Overall, this response best fits the criteria for Level 2. There is some discussion of all three aspects of the task for *Brown*, but the discussion of *Korematsu* does not state the Court's ruling and only briefly mentions the impact of the ruling.

In the past, there have been many Supreme Court cases in the United States. The cases have all been dealt with many important issues in which affected American Society. One such case is known as the Korematsu v. United States (1944) which dealt with equal protection under law.

The Korematsu v. United States Supreme Court case took place during WWII. The Americans were locking up the Japanese-Americans only. They were put in Concentration camps where they were mistreated. They were locked up because Americans feared that they were having relations with relatives living in Japan and they were telling them about any of our secret plans. Korematsu felt it was unfair to only lock up the Japanese-Americans. He felt that if the Japanese-Americans were going to be locked up then the other nationalities should also be locked up.

Anchor Level 1-A

The response:

- Shows a very limited understanding of Supreme Court cases and their impact on American society
- Makes little effort to address the different aspects of the task for *Korematsu v. United States*
- Contains some analysis or evaluation of issues and events (the fear that Japanese Americans might tell their relatives living in Japan about our secret plans; Korematsu believed other nationalities should be locked up if the Japanese Americans were)
- Includes a few accurate facts, examples, or details (Japanese Americans were locked up and put in concentration camps during World War II)
- Is a satisfactorily developed response, demonstrating a general plan of organization
- Contains an introduction that is a simple restatement of the task but lacks a conclusion

Conclusion: Overall, this response best fits the criteria for Level 1. Some of the historical circumstances of *Korematsu* are discussed, but no attempt is made to state the Court's ruling or provide any discussion of the impact of the ruling.

United States Supreme Court cases have dealt with a variety of important issues that have affected American society. Two examples are *Miranda v. Arizona* and *Engle v. Vitale*.

Miranda v. Arizona of 1966 dealt with the rights of the accused. While arresting this person the police failed to ~~see~~ tell him his rights and so he was released because he didn't know of his rights. From this case came the Miranda Rights.

Anchor Level 1-B

The response:

- Shows a very limited understanding of *one* Supreme Court case and its impact on American society
- Makes some attempt to address the different aspects of the task for *Miranda v. Arizona*
- Contains a limited analysis of issues and events (*Miranda* Rights came from this case)
- Includes only a few accurate facts, examples, or details (police failed to tell him his rights)
- Demonstrates a general plan of organization
- Contains an introduction that is a basic restatement of the theme and lacks a conclusion

Conclusion: Overall, this response best fits the criteria for Level 1. Some attempt to discuss the historical circumstances and the impact is made, but the ruling of the Court is omitted.

Two Supreme Court cases that have affected American Society are Miranda v. Arizona which was in 1966 about the rights of the accused. The other is Brown v. Board of Education of Topeka which was in 1954 about protection under the law.

In the Supreme Court case of Miranda v. Arizona it was about getting arrested but not being able to see an attorney before answering any questions. But Miranda went to court and ~~lost~~ won the case against the state of Arizona which now guarantees a person the right to an attorney before answering questions. This now makes it more possible for people to win court cases and have better chances.

In the case of Brown v. Board of Education of Topeka it was the reverse of the Plessy v. Ferguson case in 1896. In this case the Brown decision the court ruled that separate schools for black and white students was unconstitutional. This decision still stands today and this helps keep racial and discrimination problems.

These two Supreme Court cases are very important cases of the past that have had a big effect on the American Society and they still have an effect

Throughout the History of the ~~United~~ United States, the Supreme court has made many important decisions. These verdicts have been very ~~controversial~~ controversial. The decisions of the Supreme ~~court~~ court have dictated the direction of the country.

In the case of Brown v. Board of Edu. Topeka (1954), a black girl wanted to attend the all white school that was near her house as opposed to the all black school that was across town. She felt inferior because of this and therefore the court had to rule in her favor. They ruled that ~~separate~~ Separate but equal was inherently not equal. This came under the Equal protection part of the law. This huge decision reversed the ruling of Plessy v. Ferguson which allowed for segregation. This decision changed the lives of every American citizen.

Roe v. Wade was another major case. This decision gave women the right to ~~and~~ abortion during the first trimester of pregnancy. This case was against great opposition and still today is very adamantly protested against. Many religions do not allow abortions and many people feel killing a fetus is murder and should be illegal.

Throughout the years, the Supreme Court has made decisions that have shaped and changed American society. Each court case has had an important effect on American society. The following essay will discuss two court cases that have greatly shaped American society.

The court case of *Brown vs. Board of Education of Topeka* was during a time when discrimination and segregation was at its height. Many facilities were segregated. In an early Supreme Court case, it was said that "equal but separate" was constitutional. Linda Brown was a black who had to attend an all black school while an all-white school was much closer to her. In the much anticipated and difficult decision of *Brown vs. Board of Ed*, the Supreme Court ruled that the "separate but equal" clause was unconstitutional. That all facilities are to be desegregated. This had a great impact on American society. African Americans were closer in winning their fight of getting their civil rights. Everything from schools to shops, etc. were desegregated. Many tried to resist, but the federal government enforced it, as in Central High School in Little Rock, Arkansas.

Another court case that shaped American society was *Miranda vs. Arizona*. Miranda raped a woman and later confessed to the police that he did it after they arrested him. His lawyer asked him if Miranda knew his rights, but Miranda said no. Because of this Miranda was let off on the charges of raping the woman. After this, police were to tell anyone they arrest their rights which is called the "Miranda" message. rights.

Both of these court cases have greatly affected American society. They have changed the way life is run and the enforcement of police

The cases of the United States Supreme Court have addressed many different issues in today's society. Two of the supreme court cases that have affected today's society are Brown vs. Board of Education of Topeka and Roe vs. Wade.

Brown vs. Board of Education of Topeka came about because of the segregation issue. Blacks began fighting for their rights and winning. This court case made all segregation illegal. This decision greatly impacted American society. It gave all blacks equal rights, but it also angered many whites. This court case began to give minorities in America the rights they deserved.

Roe vs. Wade is another Supreme court case that affected our society. ~~In~~ A woman was raped, and found out she was pregnant, but she couldn't legally have an abortion. The court decided that it was up to the woman and her doctor to decide if an abortion was the right way to go. The case provided a right to privacy. This impacted American society by giving women a right to choose. It also caused much controversy, especially between religious groups.

Many Supreme Court cases have greatly affected our society. These cases include Brown vs. Board of Education of Topeka, Roe vs. Wade, and many more. These decisions all changed our society.

The Supreme Court's decisions throughout American history has made a major impact on the life styles of Americans. Many decisions have improved American's civil liberties and ~~influenced many~~ at the other side of the spectrum limited the rights of citizens.

In the case *Barrett vs. The West Virginia Board of Education*, the Supreme court made a decision that is still argued about today. A pair of Jehovah Witnesses felt it was against their religion to salute the American flag during the Pledge of Allegiance. The students were suspended for insubordination. But the accused decided to strike back by pressing charges against the school district. The students argued that the punishment was unjust and its basis was unconstitutional. After an extended court battle, the Supreme Court decided the punishment was unconstitutional and that the students are able to refuse to salute ~~the~~ the flag if they wish. This decision now extended the rights of students, ~~in~~ yet the decision is a rather controversial topic.

Practice Paper A—Score Level 3

The response:

Shows a satisfactory understanding of *two* Supreme Court cases and their impact on American society
Addresses in a limited way all aspects of the task for *Miranda v. Arizona* and *Brown v. Board of Education of Topeka*

Shows some ability to analyze and evaluate issues and events relating to these Supreme Court cases
(*Miranda*: ruling makes it more possible for people to win court cases and have better chances;
Brown: ruling was a reversal of *Plessy*)

Includes some facts, examples, and details (*Miranda*: Miranda was not able to see an attorney before answering any questions; *Brown*: Court ruled that separate schools for black and white students was unconstitutional), and contains a minor inaccuracy (refers to 1944 for *Brown*)

Is a satisfactorily developed essay, demonstrating a general plan of organization

Introduces the theme by repeating the task and concludes by simply repeating the theme

Conclusion: Overall, this response best fits the criteria for Level 3. Two Supreme Court cases are discussed in a limited way with some details and analysis provided.

Practice Paper B—Score Level 3

The response:

Shows a satisfactory understanding of *two* Supreme Court cases and their impact on American society
Addresses in a limited way all aspects of the task for *Brown v. Board of Education* and *Roe v. Wade*, discussing *Brown* more thoroughly than *Roe* (*Roe* lacks a discussion of the historical circumstances)

Shows some ability to analyze and evaluate issues and events relating to these Supreme Court cases
(*Brown*: Brown felt inferior because she had to go to the all-black school, decision reversed *Plessy*, changed the lives of every American citizen; *Roe*: ruling has caused much continuing opposition)

Includes some facts, examples, and details (*Brown*: Brown wanted to attend the all white school near her house, the Court ruled that separate but equal was inherently not equal, decision reversed *Plessy*; *Roe*: women have the right to abortion during the first trimester of pregnancy, many religions do not allow abortions) and contains no inaccuracies

Is a satisfactorily developed essay, demonstrating a general plan of organization

Introduces the theme of Supreme Court cases and their impact on American society by going beyond a simple restatement of the theme but lacks a conclusion

Conclusion: Overall, this response best fits the criteria for Level 3. Although some analysis and detailed information is provided, the discussion of both cases is limited, especially *Roe*.

Practice Paper C—Score Level 4

The response:

Shows a good understanding of *two* Supreme Court cases and their impact on American society
Addresses all aspects of the task for *Brown v. Board of Education* and *Miranda v. Arizona*, but discusses *Brown* more thoroughly than *Miranda*)

Shows an ability to analyze and evaluate issues and events relating to these two Supreme Court cases (*Brown*: case took place at a time when discrimination and segregation was at its height, ruling brought African Americans closer to winning their fight for civil rights)

Includes relevant facts, examples, and details (*Brown*: earlier case said equal but separate was constitutional, Linda Brown was a black who had to attend an all black school while an all-white school was much closer to her, Court ruled that separate but equal was unconstitutional, many tried to resist this ruling, federal government enforced the ruling at Central High School in Arkansas; *Miranda*: Miranda raped a woman and confessed to police, Court overturned his conviction on rape charges, Court ruling led to *Miranda* rights) and contains a minor inaccuracy (*Brown* ruling provided that all facilities are to be desegregated)

Is a well-developed essay, demonstrating a logical and clear plan of organization

Introduces the theme by establishing a framework and concludes with more than a simple summation of the theme

Conclusion: Overall, this response best fits the criteria for Level 4. The discussion of *Miranda* is not thorough enough to be a Level 5 response.

Practice Paper D—Score Level 2

The response:

Shows a limited understanding of *two* Supreme Court cases and their impact on American society

Attempts to address some aspects of the task by discussing one aspect for *Brown v. Board of Education of Topeka* (the impact of the Court's ruling) and by including a limited discussion of all aspects for *Roe v. Wade* but is very weak regarding the Court's ruling in *Roe*

Develops a faulty analysis or evaluation of the Court's ruling in *Brown* and a weak analysis of the *Roe* ruling

Includes a few facts, examples, and details (*Brown*: ruling began to give minorities in America the rights they deserved; *Roe*: ruling gave women a right to choose)

Is a satisfactorily developed essay, demonstrating a general plan of organization

Contains both an introduction and a conclusion that restate the theme

Conclusion: Overall, this response best fits the criteria for Level 2. Some attempt is made to discuss two different Supreme Court cases. However, the conclusion that *Brown* made all segregation illegal is inaccurate and the analysis of *Roe* does not specify what controversy was caused between religious groups.

Practice Paper E—Score Level 2

The response:

Shows a limited understanding of *one* Supreme Court case and its impact on American society

Attempts to address all aspects of the task for *West Virginia v. Barnette*

Develops a weak analysis or evaluation of issues and events (Introduction: many Court decisions have improved civil liberties and limited the rights of citizens)

Includes some facts, examples, and details (against the religion of Jehovah's Witnesses to pledge allegiance to the United States flag, students were suspended for insubordination, Court ruled in favor of students, ruling extended the rights of students)

Demonstrates a general plan of organization

Contains an introduction that goes beyond a simple restatement of the theme but lacks a conclusion

Conclusion: Overall, this response best fits the criteria for Level 2. Only one Supreme Court case is discussed, and the response is very weak in addressing the impact of the ruling.

United States History and Government
Part A Specific Rubric
Document-Based Question—January 2003

Document 1

Part I

INVESTIGATION OF APPLICANTS

There shall be a loyalty investigation of every person entering the civilian employment of any department or agency of the executive branch of the Federal Government. . . .

Part V

STANDARDS [for Employment]

Activities and associations of an applicant or employee which may be considered in connection with the determination of disloyalty may include one or more of the following:

Membership in, affiliation with or sympathetic association with any foreign or domestic organization, association, movement, group or combination of persons, designated by the Attorney General as totalitarian, fascist, communist, or subversive, or as having adopted a policy of advocating or approving the commission of acts of force or violence to deny other persons their rights under the Constitution of the United States, or as seeking to alter the form of government of the United States by unconstitutional means. . . .

— Executive Order 9835, President Harry Truman, 1947

1 According to this passage, what was the specific purpose of this executive order?

Score of 1:

States the specific purpose of this executive order

Examples: to investigate new government employees; to make sure all employees were loyal (or were not disloyal); to make sure all government workers were not Communist

Score of 0:

Incorrect response

Examples: to gain sympathy for their programs; to increase membership

Vague response that does not answer the question

Example: investigation

No response

Document 2



Source: Herblock, *The Washington Post*, 1947 (adapted)

2 What criticism was the cartoonist making of the House Committee on Un-American Activities?

Score of 1:

Identifies the criticism of the House Committee on Un-American Activities as shown in this cartoon

Examples: they (HUAC) were running over people's rights; they didn't care who they hurt in their hunt for Communists; they were overzealous

Score of 0:

Incorrect response

Examples: they were running over people with their cars; cities were overcrowded; people should be more careful when walking on sidewalks

Vague response that does not answer the question

Example: they were determined

No response

Document 3

The Most Important Problem Facing the United States 1953–1962	
1953	Korean War
1954	Threat of war
1955	Working out a peace
1956	Threat of war
1957	Keeping out of war
1958	Economic conditions
1959	Keeping peace
1960	Relations with the Soviet Union
1961	Prices and inflation
1962	War, peace, and international tensions

Source: The Gallup Poll of Public Opinion, Vols. 2 and 3,
Random House (adapted)

3 According to these Gallup Poll results, what was the dominant problem in the United States between 1953 and 1962?

Score of 1:

Identifies the dominant problem in the United States between 1953 and 1962

Examples: avoiding war; international tensions; the Soviet Union; relations with the Soviet Union; ending or keeping out of war

Score of 0:

Incorrect response

Examples: the Korean War; economic conditions

Vague response that does not answer the question

Examples: people were worried; war

No response

Document 4

Reactions to the Trial of Julius and Ethel Rosenberg



Source: Elliot Erwitt, Magnum Photos

4 According to these photographs, what impact did the Rosenberg trial have on American society?

Score of 1:

Identifies the impact of the Rosenberg trial on American society according to these photographs

Examples: there was a debate over their fate; people protested in support of their execution or their innocence; it divided American society

Score of 0:

Incorrect response

Examples: it caused people to make signs; people shouted at one another

Vague response that does not answer the question

Examples: there were reactions; it caused some people to do something

No response

Document 5



Building a Bomb Shelter

Source: Loomis Dean, *Life Magazine*, 1951

5 What does this picture show about the effect of the Cold War on American society?

Score of 1:

Identifies an effect of the Cold War on American society according to the photograph

Examples: families built bomb shelters; people feared nuclear destruction; people were afraid of nuclear war with the Soviet Union; people were worried about nuclear war

Score of 0:

Incorrect response

Examples: the government paid for bomb shelters; Civil Defense blueprints had to be followed when building a bomb shelter

Vague response that does not answer the question

Examples: families built additions to their homes; scared

No response

Document 6

Sputnik's Effect on Education in the United States



Source: Herblock, *The Washington Post*, 1957(adapted)

- 6 How did the cartoonist believe education in the United States was affected by the launching of the Soviet satellite, *Sputnik*?

Score of 1:

Identifies how the cartoonist believed education in the United States was affected by the launching of the Soviet satellite, *Sputnik*

Examples: More emphasis was placed on science in schools; science seemed to be more important than general education; in an effort to improve science education, general education would be left behind; the federal government was focusing too much on science education at the expense of general education

Score of 0:

Incorrect response

Examples: general education is more important than science; school buildings need to be rebuilt

Vague response that does not answer the question

Example: science diplomas were handed out

No response

Document 7



7 According to the cartoonist, how did the Cold War affect American males who were approaching their eighteenth birthday?

Score of 1:

Identifies how the Cold War affected American males who were approaching their eighteenth birthday

Examples: eighteen-year-old males were eligible for the draft; a lottery system became necessary to support the Vietnam War

Score of 0:

Incorrect response

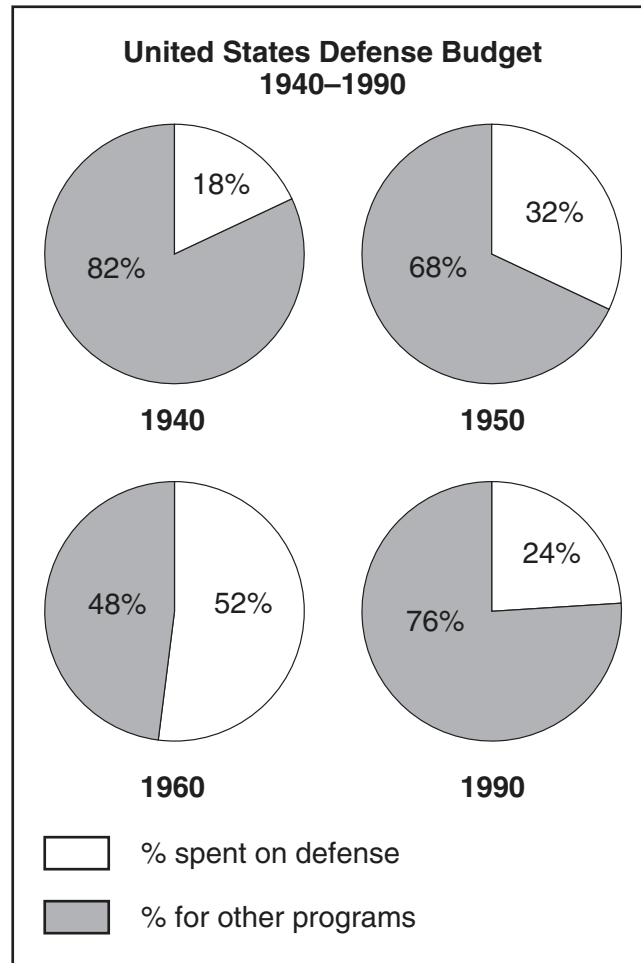
Examples: all teenagers were drafted into the army on their eighteenth birthday; only male birthdays were celebrated; eighteen-year-old males crowded together in small places

Vague response that does not answer the question

Example: they joined the army

No response

Document 8



— *United States Budget, Historical Tables*
Source: <http://w3.access.gpo.gov/usbudget/fy2000> (adapted)

8 According to the graph, how did the Cold War affect the United States defense budget?

Score of 1:

Identifies how the Cold War affected the United States defense budget as shown in the graph

Examples: during the Cold War, a larger percentage of the federal budget was spent on defense; between 1950 and 1960, defense spending increased from 32% to 52% of the total budget; the percentage of the budget spent on defense continued to increase until the Cold War was over

Score of 0:

Incorrect response

Examples: equal amounts were spent on defense and other programs in 1960; defense spending decreased in 1990

Vague response that does not answer the question

Examples: government spent money on defense; defense spending increased; defense spending went up and down

No response

United States History and Government
Content-Specific Rubric
Document-Based Question—January 2003

Historical Context:

Following World War II, the United States and the Soviet Union emerged as the two superpowers. This created a rivalry between these two nations that became known as the Cold War. While the Cold War affected United States foreign policy, it also had a great effect on United States domestic policy and on American society.

Task: Discuss how the Cold War affected United States domestic policy and American society.

Key Ideas from the Documents

Effect of Cold War on Domestic Policy
Federal government established a loyalty program (doc 1)
Committee on Un-American Activities searched for Communists (doc 2)
Concerns about war were greater than concerns about domestic issues (doc 3)
Federal government tried Julius and Ethel Rosenberg (doc 4)
Federal government encouraged the building of bomb shelters (doc 5)
Bomb shelters became part of the Civil Defense Emergency program (doc 5)
Science became important in American education as a result of Sputnik (doc 6)
Lottery draft system began for American males (doc 7)
Percent of federal monies spent on defense increased between 1950 and 1960 (doc 8)

Effect of Cold War on American Society
Membership in certain organizations became grounds for termination of employment or not being hired (doc 1)
HUAC disrupted the lives of many Americans (doc 2)
Americans were worried about war between 1953 and 1962 (doc 3)
Rosenberg trial created divisiveness in the United States with some believing that the federal government went too far in its hunt for Communists (doc 4)
Families built bomb shelters (doc 5)
American people became fearful (doc 5)
General education suffered at the expense of science education (doc 6)
American males became subject to the draft on their eighteenth birthday (doc 7)
Percentage of federal budget spent on defense limited spending in other areas (doc 8)

Relevant Outside Information
(These lists are not all-inclusive.)

Effect of Cold War on Domestic Policy
Soviet expansion concerned Americans (Greece, Turkey, Eastern Europe)
Fear of communism led Congress to play an active role in investigating threats of communism in the United States
Communist expansion in the Far East (China, Southeast Asia, Korea) led to increased military spending and American military presence around the globe
Development of atomic bomb led to the development of the more powerful H-bomb and increased fears in the United States
Federal government committed to try cases of espionage
National Defense Education Act emphasized math and science programs
Space race became a national priority
Draft instituted after World War II
Détente led to scientific and cultural exchanges

Effect of Cold War on American Society
America's containment commitment meant significant increases in taxes
Loyalty oaths were required for federal and state employment
McCarthy emerged as a national leader investigating communists in the United States (blacklisting, televised hearings, accusations of communism in the United States Army and in high-ranking government positions, Hollywood Ten)
McCarthyism threatened American civil liberties and intimidated political leaders
Arrest of alleged communist spies led to increased American fear (Alger Hiss)
"Duck and Cover" drills held in American schools
Americans feared loss of global status
Military manpower needs led to elimination of draft deferments, especially during the Vietnam War
Draft became controversial and led to protests

Scoring Notes:

1. The response must distinguish between how the Cold War affected United States domestic policy **and** how it affected American society.
2. The response must **not** focus on American foreign policy in the discussion of United States domestic policy.

Score of 5:

Thoroughly addresses both aspects of the task by discussing how the Cold War affected United States domestic policy and American society

Incorporates accurate information from at least **five** documents (see Key Ideas Chart)

Incorporates relevant outside information related to the effects of the Cold War on United States domestic policy and American society (see Outside Information Chart)

Richly supports the theme of the effects of the Cold War with relevant facts, examples, and details, and the discussion is more analytical than descriptive such as relating Soviet expansion abroad to expensive containment policies *or* making the connection between the draft, the lottery, Vietnam, and subsequent protests

Is a well-developed essay, consistently demonstrating a logical and clear plan of organization

Introduces the theme of the effects of the Cold War on United States domestic policy and American society by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Score of 4:

Addresses both aspects of the task by discussing how the Cold War affected United States domestic policy and American society, although the discussion of one aspect of the task may be less complete than the discussion of the other

Incorporates accurate information from at least **five** documents

Incorporates relevant outside information related to the effects of the Cold War on United States domestic policy and American society

Includes relevant facts, examples, and details, but the discussion may be more descriptive than analytical, mentioning examples rather than explaining them such as mentioning the atomic bomb but not discussing its impact on the development of the H-bomb *or* mentioning the National Defense Education Act but not discussing its impact on public school curriculum

Is a well-developed essay, demonstrating a logical and clear plan of organization, but may use the documents in a less integrated manner than in a Level 5 response

Introduces the theme of the effects of the Cold War on United States domestic policy and American society by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Score of 3:

Addresses one aspect of the task thoroughly *or* addresses both aspects by discussing how the Cold War affected domestic policy and American society in a limited way

Incorporates some information from the documents

Incorporates little or no relevant outside information

Includes some facts, examples, and details, but the discussion is more descriptive than analytical

Is a satisfactorily developed essay, demonstrating a general plan of organization

Introduces the theme of the effects of the Cold War on United States domestic policy and American society by repeating the historical context and concludes by simply repeating the theme

Score of 2:

Attempts to address some aspects of the task by discussing how the Cold War affected United States domestic policy *or* discussing how it affected American society

Makes limited use of the documents or may only restate the contents of the documents

Presents little or no relevant outside information

Includes few facts, examples, and details, and may include information that contains some inaccuracies

Is a poorly organized essay, lacking focus; may contain digressions or extraneous information

May lack an introduction and/or a conclusion or these elements may not refer to the theme of the effects of the Cold War on United States domestic policy and American society

Score of 1:

Shows limited understanding of the task, but makes some attempt to discuss some aspects of the task

Makes vague or unclear references to the documents

Presents little or no relevant outside information

Includes few or no accurate or relevant facts, details, and examples

May demonstrate a major weakness in organization

May lack an introduction and/or a conclusion or these elements may not refer to the theme of the effects of the Cold War on United States domestic policy and American society

Score of 0: Fails to address the task, is illegible, or is a blank paper

Armed conflicts are a recurrent theme in American history. The US is most familiar with wars where bullets are flying and troops are being sent to the front lines. Such was the case with the Cold War between the US and Russia... but with a slight twist. This "War" was not fought with the traditional bullets and physical death that the US was accustomed to; rather, words ~~and~~ and political defeats were ~~used~~ used. This battle of ideologies was unlike anything the world had seen before. Since this was such a unique conflict, based more so on psychology than battle prowess, the US populace did not know how to react. As a result, the social fabric of the US was sent into an upheaval and the domestic policies of the in-office president reflected this. Since this was more so a battle of ~~the power~~ perceptions, distinct social movements were put into swing, such as the McCarthyism Red Scare and its companion—communism. American domestic policy also reflected the revolutionary nature of the war by focusing on arms ~~and~~ build up. Clearly, the unique nature of ~~this~~ The Cold War caused significant alterations in American society and domestic policy.

McCarthyism was one major social movement that resulted from the Cold War. Led by Sen. McCarthy and the House Un-American Activities Committee, the nation was up in arms, thinking that the dreaded communists had infiltrated American society. Many documents of the time reflect this fear. An example of this is an executive order issued by Pres. Truman which called for investigations into the loyalty of an individual prior to being hired. Many critics viewed the

Red Scare as nothing more than a wild, reckless "wild goose chase." This is true, in fact, for not one Communist was conclusively found as a result of the HUAC Trials. ~~than~~ This movement caused an extreme change in American society. In the heat of the Scare, many people were tried as Communist sympathizers. Two such people were the Rosenbergs. As demonstrated by pictures from the time, society was split ~~and~~ into pro/anti-Rosenberg camps. The Rosenbergs were eventually convicted and sentenced to death for espionage and aiding Russia. A second case wherein a person was tried for aiding the Russians was the Hiss case. Many other people had their political careers ruined by others who accused them of being Communist sympathizers. One well-known man who was influenced by the Red Scare was Arthur Miller, who wrote The Crucible, a play about the Salem Witchcraft Trials, as commentary on this movement. Clearly society was sent awonder by the suspicions and fear that permeated America, and culminated in the Red Scare, as a result of the Cold War.

A second way society was influenced by the Cold War was social disruption as a result of the threat of Armed conflict. Since this was a war based on perception, Russia focused its energy on trying to "psych out" the Americans by having them constantly feel that an armed conflict is imminent. This distressed many people, as seen through polls of the time, where the overwhelmingly listed #1 problem is war-related. Also, ~~for~~ men 18 yrs old and up were required to sign up for the draft. This, shown through cartoons of the time, was viewed

negatively by many. The compulsory draft would not have been necessary if there was no threat of a war; however, since there was the threat, the draft was a "necessary evil." People were especially alarmed about nuclear wars. To protect against these, many people constructed bomb shelters in their homes. While this did in part result from the conforming nature of people at that time, as seen through such things as Levittowns, a major cause of the construction of these bomb shelters was fear of war. Ultimately, society was very influenced by the Cold War and its implications.

Domestic policy of the time was mainly shaped by economics. America, as for the limitations of the Cold War, tried to "psych-out" the Russians by focusing large sums of money into missile and defense spending. In 1960 alone, over 50% of ~~national~~ spending was on defense programs. This building arms was characteristic of the Arms Race, where Russia and the US tried to outdo each other in amassing weapons. Also, America started to focus its resources into education spending, specifically science and technology. This was prompted by the success of Sputnik, the Russian satellite, in 1957. Ultimately, the Cold War had a significant impact on US domestic policy with regards to economics.

The Cold War was like nothing the world had ever seen. Based in the ideological differences between democracy (US) and communism (Russia), this was a war of perception and the mind rather than armed conflict. As a result of this war, society was drastically divided and upset,

as seen through McCarthyism and ^{public} distress over the threat of war. Domestic policy was also altered, in the area of economics, where ~~much~~ much money was directed to military development and defense. Clearly, the Cold War had a lasting important influence on American life.

Anchor Level 5-A

The response:

Thoroughly addresses both aspects of the task by discussing how the Cold War affected United States domestic policy (economic impact) and American society (the role of McCarthy; social disruption that resulted from the threat of armed conflict)

Incorporates accurate information from all the documents

Incorporates substantial relevant outside information related to the effects of the Cold War on United States domestic policy and American society (McCarthy's Congressional leadership role; Hiss case; Arthur Miller's *Crucible*; Rosenbergs sentenced to death for espionage; critics of investigations labeled them "wild goose chases")

Richly supports the theme of the effects of the Cold War with relevant facts, examples, and details, and the discussion is more analytical than descriptive (links Arthur Miller's *Crucible* and the Salem witch trials to the Cold War; Russia made Americans fear that armed conflicts were imminent; America tried to "psych-out" the Russians with missile defense spending leading to the arms race)

Is a well-developed essay, consistently demonstrating a logical and clear plan of organization

Introduces the theme of the effects of the Cold War on United States domestic policy and American society by establishing a framework that exceeds a simple restatement of the historical context and concludes with a sophisticated summation of the theme

Conclusion: Overall, this response best fits the criteria for Level 5. This response is in all respects outstanding. Document analysis is accurate and insightful. The use of outside historical information is significant and well integrated.

Following World War II, the United States of America entered into another global conflict, the Cold War. In the Cold War, a half-century long show down with the Soviets, America wanted to contain the spread of communism and insure that it would be the most powerful nation in the world. Although the Cold War was technically fought overseas in other nation, this war affected the American home front more sharply than any previous war in American history. There was great anxiety in America concerning a communist infiltration of government and as such American domestic policy during the Cold War was changed ~~as~~ if not more drastically as American foreign policy.

In 1948, at the beginning of the Cold War, President Truman created the Loyalty Review Board. This organization insured that American civil servants were not members of "Communist or subversive" groups. [Document 1] Then, at the beginning of the next decade, Senator Joseph McCarthy led the House Un-American Activities Comm. in a search for communists in America. McCarthy's tactics played off American fears of communism. Thousands of people's lives were destroyed after being accused communists. These haphazard and reckless tactics are satirized in the cartoon that shows a car running into people, but the driver saying "It's okay - We're hunting Communists." [Document 2]

In addition to changing American society beliefs regarding Communism, the Cold War changed domestic policy. For one, defense spending became a greater proportion of the United States Budget. [Document 8] Also, after the Soviets launched Sputnik in 1957, the world's first artificial satellite, America drastically increased federal funding for science education and space exploration. One cartoon satirizes this policy by showing an expensive telescope (science education) being built on a crumbling foundation (general education). Unlike the Soviet system, American education did not emphasize science and math. The U.S. government saw this as one of the reasons that America lagged behind in the space race. [Document 6] Also, American opinion was transformed during the Cold War. Men became terrified when they turned 18, the draft age. [Document 7] as the Cold War turned hot in Korea and Vietnam. Moreover, people from 1953-1982 thought that avoiding war/preserving peace was the most important problem facing the country. [Document 3] Finally, civilians in the states became so paranoid of a Soviet nuclear invasion, that many families spent the time, money and effort to build private bomb shelters. [Document 5]

The Cold War had just as profound an affect on domestic policy and American society as it did on foreign policy and diplomacy. The Cold War split the American people into a liberal faction and a conservative one. This schism can be seen through the American reaction to the execution of Julius and Ethel Rosenberg, who were convicted of giving atomic weapon secrets to the Soviets. [Document 4] The Cold War caused a second Red Scare in the 1950's. And this paranoia was complemented with changes in domestic policy that attempted to combat communists and champion democracy and the free-enterprise system internally and throughout the world.

Anchor Level 5-B

The response:

Thoroughly addresses both aspects of the task by discussing how the Cold War affected United States domestic policy (government spending on science education and space exploration; the necessity for a draft) and American society (McCarthy tactics)

Incorporates accurate information from all the documents

Incorporates relevant outside information related to the effects of the Cold War on United States domestic policy and American society (McCarthy's involvement in the search for Communists; lives destroyed by accusations; tactics played off American fears; Second Red Scare; Cold War turned "hot" in Korea and Vietnam)

Richly supports the theme of the effects of the Cold War with relevant facts, examples, and details, and the discussion is more analytical than descriptive (changes in domestic policy that attempted to combat Communists and champion democracy and the free-enterprise system throughout the world; satirization of haphazard and reckless Congressional tactics in the cartoon; Cold War affected the American home front more sharply than any previous war)

Is a well-developed essay, consistently demonstrating a logical and clear plan of organization

Introduces the theme of the effects of the Cold War on United States domestic policy and American society by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response fits most of the criteria for Level 5. Despite the minor error of linking McCarthy to the House Un-American Activities Committee, the analysis and interpretation of the documents is effective. Quoting some information from the documents does not detract from the overall quality of the response because the conclusions that are drawn are sophisticated and supported with specific historical details.

Essay

The Cold War had a tremendous impact on American government and society. As a result of Cold War tensions abroad, the government had to make changes in the ^{national} budget as well domestic policy. In addition, the American people became caught up in the hysteria of threats from communism and nuclear warfare. This time period had ~~the~~ lasting effects on American life.

The ~~united~~ U.S. government had to make major changes ~~in order~~ at home in order to fight and pay for the ~~fight~~ battle against communism. For example, the national budget was modified and there was a major increase in defense spending. According to the charts in Document 8, defense ~~spend~~ spending increased from 18 percent of the budget ~~to~~ in ~~the~~ 1940 to 52 percent of the budget in 1960. This money was used to create more advanced technology in the arms race with the Soviet Union. The government spent millions of dollars trying to improve nuclear weaponry. In addition, the United States ~~was~~ ^{had} engaged in a space race with the Soviet Union. As depicted in Document 6, science took priority over all other subjects in public education. The government increased emphasis on the sciences after the Soviets launched the first

Satellite, Sputnik. The United States had to improve its space technology by promoting science. In addition to spending money on defense, the ~~government~~ ^{US} government needed men to fight wars such as the Vietnam war. As a result, a draft was instituted. According to Document 7, men were placed into a lottery on their eighteenth birthday, and if their names were picked they had to join the army. Finally, the government had to be cleansed of communism. In 1950, Senator Joseph McCarthy began ~~his~~ ^{accusing} ~~exposing~~ government officials of having ties with communism. Hundreds of government officials lost their jobs as a result of these allegations. ~~As~~ In addition, President Truman issued ~~an~~ Executive Order 9835, which stated "There shall be a loyalty investigation of every person ~~entering~~ ^{entering} the civilian employment of any department or agency of the Federal Government." (Document 1). These loyalty checks were only one ~~part~~ ^{part} of the domestic policy of the Cold War era.

The ~~pro~~ American people were also greatly affected by the threat of communism. In response to the McCarthy hearings, Americans ~~be~~ were swept up in the Red Scare, the fear that communism had infiltrated America. People were blacklisted and lost their jobs just because they ~~are~~ ^{were} accused of having communist affiliations. One ~~only~~ result of this hysteria was the onset of spy trials. The American people needed to

find scapegoats in order to explain how the Soviets had been able to create nuclear weapons. As a result, they accused people of espionage in cases ~~such~~^{such} as the Alger Hiss case and the ~~the~~ Trial of Julius and Ethel Rosenberg. Document 4 illustrates the division caused by the Rosenberg Trial. Some people believed that the Rosenbergs had ~~been~~^{been} ~~unjustly~~^{put} to death without any real proof of ~~an~~ their guilt, while others believed that the Rosenbergs deserved to die because they were associated with communism. Finally, the American people were in a state of panic because of the threat of nuclear warfare. As shown in Document 5, many people built underground bomb shelters to protect themselves from ~~the~~^{it} nuclear attack. Americans were caught up ~~in~~ⁱⁿ the fear of communism.

The cold war had a dramatic impact on the United ~~States~~ States. The domestic policy was adjusted to meet the needs of the fight against ~~the~~ communism. In addition, the people of America lived in a fear of communism and a potential nuclear attack. This time period forever changed American society and government policy.

Anchor Level 4-A

The response:

Addresses both aspects of the task by discussing how the Cold War affected United States domestic policy (space race; the draft) and American society (fighting communism at home; McCarthy hearings)

Incorporates accurate information from all the documents

Incorporates relevant outside information related to the effects of the Cold War on United States domestic policy and American society (McCarthy hearings; the Alger Hiss case; blacklist; Red Scare; Vietnam War)

Includes relevant facts, examples, and details and includes some analytical statements, although some examples are mentioned rather than explained (Alger Hiss case; Rosenbergs associated with communism)

Is a well-developed essay, demonstrating a logical and clear plan of organization, but uses the documents in a less integrated manner than in a Level 5 response

Introduces the theme of the effects of the Cold War on United States domestic policy and American society by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, this response fits most of the criteria for Level 4. While the overall organization could be more effective and the documents better integrated and quoted less, this response contains some good analysis and relevant historical information. The conclusions that are drawn about that information are sophisticated and strengthen the response.

By 1945, World War II had ended and Americans were looking forward to a more ~~more~~ peaceful life. There was, however, a new conflict beginning, ~~this~~ between the United States and the Soviet Union. This conflict, known as the Cold War, pitted democratic values against Communist values and effected both American society and the domestic policy of the US government. This essay will discuss those effects, including the outcomes of the increased tensions and the government's actions during the Cold War.

The United States and the Soviet Union were at odds over many issues, but the most prominent was the fight to be the greatest superpower in the world. Both countries had nuclear weapons.

These weapons were the driving force behind the Cold War and its effect on the American people. The people were afraid of a Communist takeover of the American government and were very paranoid in hiring and trusting government officials, as shown in Document 1, which shows that the government was strict when hiring out government jobs. People were very afraid that Communist spies would leak American defense secrets to the Soviet Union, leaving the US in a weak position. The Rosenbergs were a couple who were accused of

being spies and were found guilty and punished for it. This drew a lot of attention and divided many people in the country, as shown in Document 4. Many people saw the Rosenbergs as a scapegoat for the government, while others saw them as a direct threat to security.

Paranoia in America, especially in the government, proved to be an unfortunate thing for some people. Many people were accused of being communist by the government, namely by Senator Joseph McCarthy. McCarthy said he had the names of communists, forcing some people to name others as communists. Many of the accused were blacklisted, including authors and actors. Defenders of the accused were accused as well, creating a sort of pandemonium in the country, shown in Document 2. Nearly everyone in America was affected in some way by the actions of McCarthy and the government. In the end, ~~at~~ almost none of the accusations were justified.

The American people were afraid of the Soviet Union's power as well. Many had bomb shelters built, like in Document 5, for fear that the Soviets were going to drop a bomb on the US. These sort of actions fueled the paranoia, which went on for years. Citizens were

so afraid that they named ~~some sort of~~ the threat of war, in some form, as the biggest problem faced by the US for eight of the ten years from 1953-1962, as seen in Document B. The government spent an increased amount of funds for defense, eventually spending more than half of the government's budget on defense in 1960. As the tensions of the Cold War subsided in the ~~late~~ 1980s and early 1990s, defense spending grew less and less, as is shown in Document B. By 1990, less than a quarter was spent on defense.

The Cold War had a great effect on the lives of Americans and on the US domestic policy. Many aspects of life centered around the fear of Communism and its ~~connection~~ connection to the Soviet Union. ~~for~~ For over twenty years, the Cold War was an impending force driving paranoia into Americans.

Anchor Level 4-B

The response:

Addresses both aspects of the task by discussing how the Cold War affected United States domestic policy and American society, although the discussion of domestic policy is less complete than the discussion of the effect on American society

Incorporates accurate information from documents 1, 2, 3, 4, 5, and 8

Incorporates relevant outside information related to the effects of the Cold War on United States domestic policy and American society (Senator Joseph McCarthy; accused authors and actors were blacklisted; defenders of the accused were accused as well; Rosenbergs were used as scapegoats for the government)

Includes relevant facts, examples, and details, and the discussion is somewhat analytical, although some examples are mentioned rather than explained (both countries had nuclear weapons and they were the driving force behind the Cold War; people were paranoid about hiring and trusting government officials)

Is a well-developed essay, demonstrating a logical and clear plan of organization, but the documents are used in a less integrated manner than in a Level 5 response

Introduces the theme of the effects of the Cold War on United States domestic policy and American society by establishing a framework that is beyond a simple restatement of the historical context and concludes with a good summation of the theme

Conclusion: Overall, this response best fits the criteria for Level 4. The strong introduction nicely defines the Cold War by noting that democratic values are different from communist values and mentions that Americans were looking forward to a more peaceful life after World War II. The transitions between the different parts of the task are excellent. If the discussion on the effects of the Cold War on domestic policy had been as thorough as the discussion and the analysis of the McCarthy hearings, this response would have been a Level 5.

Scoring Note: Although this response contains an error (the misinterpretation of the graph in Document 8, using dollar amounts instead of percentages), the error is not sufficient to alter the overall quality of the paper and change the rating.

During the period of American History after World War Two, Two huge world super Powers were engaged in a silent war with each other, a "Cold war" if you will. These two powers were the United States and Russia. During this time frame, the "Cold War" had a large impact on both American society and its domestic policy. Things were changing rapidly and the effects of these changes would affect generations for years to come. Socially, our Nation was in a state of turmoil due to the wide spread fear of nuclear war and because so much money was spent on Foreign Policy that the government tended to neglect Domestic Policy.

Clearly, the U.S. needed greater funding for public Education but the government decided to spend that money on NASA and space exploration to compete with the Russian's Sputnik exploration. The document that clearly expresses this concept is document 6. Also the U.S. was spending so much money on Foreign Policy that it began to neglect ^{social} programs.

The government also did several things during this time period that would have otherwise been considered an infringement of rights by the people but because the fear of war was so great the people seemed to look the other way. Among other things this included fighting

IN Vietnam without an official declaration of war. Documents 1+2 demonstrate this clearly. People were investigated to make sure that they were not communists. This arose out of the ideas of Senator Joseph McCarthy who fought Communism similar to the way A. Mitchell Palmer fought it with his Palmer raids of the 1920's. Innocent people were also tried and convicted for being communists as shown in document two. In document 4 the idea of the Rosenberg trial is brought up, this was ONE government action that greatly divided the people of our nation.

The conviction of Julius and Ethel Rosenberg for helping the Soviets build an atomic bomb was ONE issue that the Nation was greatly divided over. Document 3 displays how the people of this Nation were undecided on their opinions on the guilt of the Rosenbergs. There was a social upheaval over this issue.

Socially, many dollars were spent on precautions. People began building fall-out shelters as shown in document 5, the building of a fallout shelter.

Because of the draft, which was needed for the Vietnam War shown in document 7, There were several movements brought about in relation to protesting the war, some of the most violent protests were seen at the Democratic National Convention

in 1968 and Kent State. Without the cold war things like Hippies would never have come about.

Overall the Cold War had a particularly negative outcome on both American society and domestic policy. It created the loss of innocent lives. The policies of the nation were severely hindered because of the amount of money spent on the Cold War.

Anchor Level 4-C

The response:

Addresses both aspects of the task by discussing how the Cold War affected United States domestic policy and American society, although the discussion of the effect on domestic policy is less complete than the discussion on American society

Incorporates accurate information from all the documents

Incorporates relevant outside information related to the effects of the Cold War on United States domestic policy and American society (McCarthy hearings compared to the Palmer raids; Vietnam; Rosenbergs associated with the Soviet building of the bomb)

Includes relevant facts, examples, and details, and the discussion is somewhat analytical, although some examples are mentioned rather than explained (because of fear people looked the other way regarding the infringement of individual rights; links the draft to Vietnam and to protests at the Democratic National Convention and Kent State)

Is a satisfactorily developed essay, demonstrating a plan of organization, but the use of documents and historical facts lacks continuity in some areas

Introduces the theme of the effects of the Cold War on United States domestic policy and American society by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, this response fits most of the criteria for Level 4. All documents are used, but some are used in a superficial manner. The organization of the response and the analysis of the documents could be more effective. Use of outside information and historical linkage strengthen this response.

During the Cold War, America was under the constant threat of being attacked at any moment or having war break out at any moment. Within this time ~~budget~~ budget increased normally to support defense of any kind of competition with the Soviet Union. American life suffered greatly, causing people to worry about ~~going~~ going to war at any moment, while within their own country there was a division. A division between those who were thought to be communist and those who were searching for communists.

Defense budget increased dramatically during the time of the Cold War. From 1950 to 1960 the percent of money spent on defense increased by 20%, (Document 8). On top of that, the United States would constantly keep spending money on insufficient causes. At the time, the race for the dominance of space, was fueled merely by the competition between the US and the Soviet Union. Education began to suffer, because the government's funding was being put primarily towards the race for space. (Document 6). Within all this turmoil, the government constantly was being put in a position of where they were constantly being pushed towards war. According to the Gallup

Polds no (Document 3), the dominating problem for the US was being at a constant threat of war, and their most desired for objective was keeping the peace. Showing the ~~relations~~ relations between the Soviet Union and the US being shaky most likely due to the fact that the US and the Soviet Union were constantly competing each other.

~~the~~ Within our country there was even suspicion and paranoia. People who applied for government position were tested to see where their values lied. Communism was a threat that posed the warning that anyone communist ~~and~~ or Russian could quite possibly be a KGB spy. (Document 1) Although people underwent tests for government positions, the government took it another step, and searched for anyone who could be accused of being communist within the US. This shows how paranoid the Nation was during this time. (Document II) An example of this is the Rosenberg trial, where two American citizens were being tried for being communist, because they were Russian. This shows the split that was taking place during this time between the "hunted" and the "hunters." (Document 4)

during People were becoming more and more scared this time, because the threat of war constantly

looked over their heads. People built bomb shelters, due to the fear of being attacked by a missile coming from Communist Russia at anytime. (Document 5) Upon the fear of being bombed, was the worry of being sent to war at anytime. When kids became eighteen they were instantly qualified for being sent to war, creating a feeling of fear of death. (Document 7)

In conclusion, the cold war had drastic effects on the country. Paranoia was a feeling most likely felt by the majority of Americans. Domestic policies were being affected badly and American society was being torn apart. It was a time of great turmoil.

Anchor Level 3-A

The response:

Addresses both aspects of the task by discussing how the Cold War affected domestic policy and American society in a limited way

Incorporates some information from all the documents

Incorporates some relevant outside information, which is presented in a vague context (government funding was being put towards the race for space; race for dominance of space fueled by competition between the United States and the Soviet Union)

Includes some facts, examples, and details, and the discussion is somewhat analytical, although some examples are mentioned rather than explained (links the threat of communism to paranoia; main objective of the United States was keeping the peace despite a constant threat of war)

Is a well-developed essay, demonstrating a logical and clear plan of organization

Introduces the theme of the effects of the Cold War on United States domestic policy and American society by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 3. The linkage of documents 1, 2, and 4 is effective. The organization is enhanced by good transitions between the paragraphs, but the lack of specific historical details and the repetitiveness weaken the overall quality of the response.

The cold war had a great effect on United States domestic policy and on American society. The intention of this essay is to show through the documents how the cold war has greatly affected the society of the United States.

An example of how the cold war has affected the American society and domestic policy is found in Document #3. In this document it lists the Gallup Poll results of 1953 to 1962. The poll resulted in finding out that war was the most important problem that the United States was faced with during this time period. Just the subject of war alone sent the whole country into a frightened state. The cold war had much effect on the United States during that time. The U.S. was so caught up in worrying about the war that the society didn't focus on much more than that.

Another example of the effect on the cold war on American society and domestic policy is Document #4. This document shows photographs of people responding to the Rosenberg trial. Julius and Ethel Rosenberg were arrested for being Communist spies. In one of the photographs people are protesting in behalf of the Rosenbergs. In the other photograph people are protesting because they believe the Rosenbergs are guilty of spying. This trial greatly affected American society at the time. People who were in different opinions about their innocence were suddenly turned against one another. The people

that believed the Rosenbergs were guilty thought Communists were all bad people and should be hurt for what they do or think. The domestic policy of the United States was changed. The society had great hatred for Communists and all that they stood for.

A third example of how the cold war affected American society and domestic policy is found in Document #5. This document shows a photograph of a bomb shelter being built in someone's backyard. The cold war made the United States very scared and nervous about being involved in war. The society were so terrified about the U.S. becoming involved with war that some people actually built bomb shelters in the ground. This was done so people could actually live and be saved if war should ever happen to occur. The cold war occurrence sent American society into a frenzy over war.

Another example can be found in Document #6. This document is a cartoon of a person in the United States trying to reach an education in Science after Sputnik was launched. Because of the cold war the Soviet Union launched the first satellite to try to gain information about other countries. The U.S. was not pleased that the Soviet Union was advancing in education more than they were. The U.S. basically worried about the satellite finding out information that was secret to the U.S. Now the U.S. was in a sort of race to see who could be the more advanced country.

In conclusion, the cold war had a great effect on the United States domestic policy and on American society.

Anchor Level 3-B

The response:

Addresses both aspects of the task by discussing how the Cold War affected domestic policy and American society in a limited way

Incorporates some information from documents 3, 4, 5, and 6

Incorporates some relevant outside information (purpose of satellite to gather information; purpose of bomb shelters for people to live and be saved if war should occur)

Includes some facts, examples, and details, and the discussion is somewhat analytical, although some examples are mentioned rather than explained (subject of war sent the whole country into a frightened state; the United States was not pleased that the Soviet Union was advancing in education more than we were)

Is a satisfactorily developed essay, demonstrating a general plan of organization

Introduces the theme of the effects of the Cold War on United States domestic policy and American society by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, the response best fits the criteria for Level 3. Although most documents used are interpreted literally and not very well integrated, the response is strengthened by good analysis of some of the information.

The cold war greatly effected the United States domestic policy and American society. Some of these effects were: questioning of loyalty, main concern of containment, constant threat of war, and competition with the Soviet Union as to who is the greater country.

Document 1 shows the questioning of loyalty. President Truman sent out an executive order to investigate civilian employees of the government. This is similar to the Hollywood Black list sent out, where directors and actors thought to be communist were not to be hired. The cartoon in document 2 also shows the questioning of loyalty.

Trusted government employees went out to hunt who they thought were communist by performing un-American activities.

The reason they questioned loyalty was for containment. They wanted to stop the spread of communism. That is why the cartoon for document 2 is titled "It's okay - We're hunting communist. Document 4, the reactions to the Rosenberg trial is also involved in containment. They were Soviet spies, trying to get information on US plans.

The constant threat of war was also a problem. Document 3 lists the most important problems from 1953 to 1962. The majority of them were somehow related to war. Document 5, the picture of the bomb shelter, shows that Americans feared war. They wanted to be safe, so they built shelters to protect themselves when war started. Document 7 shows a cartoon pertaining to the draft. The draft was enacted because the US feared not having enough men to fight when war with the Soviets broke out. Many men escaped to Canada to avoid being drafted. Document 8 shows the percentage of money spent on defense. That amount increased during the Cold War because we feared war would break out. It decreased when the Cold War was over.

Lastly, the US was in competition with the Soviets. It is shown in Document 6. US education was crumbling and Soviets were advancing.

In conclusion, the Cold War caused major effects upon America. Society

and Domestic ~~Policy~~ Policy were changed because of the questioning of loyalty, containment, competition with Soviets and the constant threat of war.

Anchor Level 3-C

The response:

Addresses both aspects of the task by discussing how the Cold War affected domestic policy and American society in a limited way

Incorporates some information from all the documents

Incorporates some relevant outside information (directors and actors were blacklisted; men left the United States to avoid the draft; Soviet education was advancing)

Includes some facts, examples, and details, and the discussion is somewhat analytical, although some examples are mentioned rather than explained (enactment of the draft because the United States feared not having enough men to fight war; many men escaped to Canada to avoid being drafted)

Is a satisfactorily developed essay, demonstrating a general plan of organization

Introduces the theme of the effects of the Cold War on United States domestic policy and American society by establishing a framework that is beyond a simple restatement of the historical context and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for Level 3. Although the use of containment to explain the Rosenberg trial is inaccurate, the reference to containment in the introduction is good. The somewhat effective analysis balances the restatement of information taken from the documents.

Throughout the course of history the United States has been involved with many conflicts that have involved mass destruction. The Cold War however, did not cause any destruction. This war, in which no battles, had a great effect on the US government & the American society as a whole.

The Cold War was a conflict which involved the United States and Russia. The conflict dealt with many areas such as, nuclear weapons and space exploration. The longer the Cold War proceeded on the more the society of America ~~changed~~ along with the US government changed. One of the most influential changes was the suspicion of the spread of Communism throughout the US. ~~the~~ Communism was a threat to the US because that was the system of governments the Russians lived under. One change that was brought along by the fear of Communism was the Executive Order 9835 issued by Harry Truman. This order called for "a loyalty investigation of every person entering the civilian employment of any department or agency of Executive Branch of the Federal Government." (Document 1). Another change was the establishment of the "House Committee on Un-American Activities." (Document 2). This committee was established to seek out communists or any other group that was against the US.

In addition to the fear of Communism a new age of technology was dawning during the Cold War. The nuclear bomb was a very realistic threat for our country and as portrayed in (Document 5) many people even began to build bomb shelters. ~~Another wave of new technology~~ the United States Government also took some long strides in preparing for atomic warfare. As the graphs state in (Document 8) "in 1960 the US spent 52% of its budget on defense." Another wave of technology that had the Americans and the Russians were competing over was the Space Race. Neither country wanted to be the second one in space or on the moon.

Anchor Level 2-A

The response:

Addresses both aspects of the task by discussing how the Cold War affected domestic policy and American society in a limited way

Incorporates some information from documents 1, 2, 5, and 8

Incorporates some relevant outside information (Cold War conflict involved nuclear weapons and space exploration; space race competition)

Includes few facts, examples, and details, which are mentioned rather than explained (committee was established to seek out communists; nuclear bomb was a very realistic threat)

Demonstrates a general plan of organization

Introduces the theme by establishing a framework that is beyond a simple restatement of the historical context and lacks a conclusion

Conclusion: Overall, the response best fits the criteria for a Level 2. The response addresses both aspects of the task, but ideas are not supported. Documents are utilized but are interpreted literally and not carefully analyzed. Outside information tends to be limited and general. Some conclusions are representative of a Level 3 response; however, they are not well developed.

The cold war had a great affect on the United States' domestic Policy, as well as a greater affect on society.

The cold war caused a great scare among society in the United States. Everyone was afraid of communists. If someone was thought to be a communist or affiliated with the communist party they were either arrested or persecuted or they were black listed and were unable to get jobs any where.

Domestic policy was also affected by the cold war. If we did in fact go to war, the United States was planning on having a draft. When a person turned 18 they were put on a list and would be randomly picked to be sent to war.

This shows how the cold war had a great impact on society because they were afraid we could go to war any minute, but it also affected our domestic policies because we wanted to be prepared for the chance that we did go to war.

Anchor Level 2-B

The response:

Addresses both aspects of the task by discussing how the Cold War affected domestic policy and American society, but in a limited way

Incorporates some information from documents 1, 2, and 7

Incorporates some relevant outside information (blacklisted; Red Scare; threat of nuclear war)

Includes few facts, examples, and details, which are mentioned rather than explained, and contains an inaccuracy (misinterpretation of the draft lottery)

Is a satisfactorily developed essay, demonstrating a general plan of organization

Introduces the theme by repeating the historical context and concludes with a summation of the theme

Conclusion: Overall, the response best fits the criteria for a Level 2. The response addresses both aspects of the task, but there is a limited interpretation of the documents and limited outside information. Much of the information is general in nature; facts and examples are mentioned but not discussed.

The cold war greatly affected the United States domestic policy and American Society. The cold war caused fear in the Americans, a decrease in general education, increase in the lottery draft system, and much more.

The Americans showed their fear of another war by protesting the Trial of Julius and Ethel Rosenberg. This situation also caused tensions between the Americans and how they felt about the trial. As shown in Document 5 the building of the Bomb Shelter also shows fear of another war. They just want to make sure they're prepared in case another war breaks out.

The cold war caused a decrease in general education as shown in Document 6. In this document it shows how Sputnik helped cause this decrease. The general education is falling apart and the guy climbing the ladder is at the bottom half of the ladder which shows poor education.

In document 7 the cartoon about the Lottery Draft System shows the effect of the cold war on the Americans. It shows that once you turn 18 you are put into the draft lottery.

Anchor Level 2-C

The response:

Addresses both aspects of the task by discussing how the Cold War affected domestic policy and American society in a limited way

Incorporates some information from documents 4, 5, 6, and 7

Incorporates no relevant outside information

Includes a few facts, examples, and details, and contains some inaccuracies (protest of the Rosenberg trial showed fear of another war; *Sputnik* caused a decrease in general education)

Demonstrates a general plan of organization but lacks focus

Introduces the theme by repeating the historical context and lacks a conclusion

Conclusion: Overall, the response best fits the criteria for a Level 2. Although both aspects of the task are addressed, misinterpretation and limited analysis of the documents weakens the response.

The cold affect the us domestic policy by spending a lot of the tax payers dollars because we were just trying to be better than another country which was the soviet union.

what happened though was that we made a lot technological advances in things like space exploration, war equipment and nuclear weapons.

not everybody thought that putting all of this money into the cold war was a good idea they felt some money could be put into the school systems and other things.

Anchor Level 1-A

The response:

Shows a limited understanding of the task, but makes some attempt to discuss both aspects

Makes vague references to documents 6 and 8

Presents some relevant outside information (technological advances in space exploration; nuclear weapons; not everyone was in favor of money spent on the Cold War)

Includes few relevant facts, details, and examples (illustrates how tax dollars affected technological advances and education)

Demonstrates a general plan of organization

Lacks an introduction and a conclusion

Conclusion: Overall, the response best fits the criteria for Level 1. The response attempts to address both aspects of the task, but few documents are used and the information presented to explain the documents is limited.

The cold war in the United States was characterized with paranoia, protest and poorly based accusations. The U.S. was afraid of a nonexistent domino effect. They wasted billions of dollars trying to stop the spread of communism. In the United States, constitutional rights were violated in an effort to find suspected communists.

Anchor Level 1-B

The response:

- Shows limited understanding of the task, but makes some attempt to discuss both aspects
- Makes vague and unclear references to documents 2, 4, and 8
- Presents some relevant outside information (domino effect; waste of billions of dollars trying to stop the spread of communism)
- Includes few relevant facts, details, and examples (violation of constitutional rights)
- Demonstrates a major weakness in organization
- Lacks an introduction and a conclusion

Conclusion: Overall, the response best fits the criteria for Level 1. The impact of the Cold War is used to introduce the paragraph. Although the information that is presented is satisfactory, no details are provided to explain that information.

World War II ended with the U.S. dropping two atomic bombs on the empire of Japan. The U.S. did this not only to end the war, but also to send a message to other world powers, especially the Soviet Union, that the United States was a key world player. The Soviets feared this and began to construct an atomic bomb of their own. A bitter arms race began between the two superpowers, each one trying to outdo the other. This period was known as the Cold War. In some places the cold turned hot as conflicts arose. But, not once were these newly constructed superweapons used. Still, fears were raised about the possibility^{ty} of dropping one on the U.S. These ^{fears} ~~actions~~ are best reflected in actions on the domestic front.

Perhaps the biggest project the government took on during this period was defense spending. Knowing full well that people were scared, the government more than doubled its military spending between 1940 and 1960. (Doc. 8) Such money was spent on projects like the Eisenhower interstate system, built in part, to allow for a rapid national mobilization if necessary. And even though government defense spending did decrease in the last two decades of the war, Ronald Reagan did propose his Star Wars plan of outer space weaponry. People began to become more at ease with defense projects to rest upon. Also playing on people's fears was McCarthyism. Senator Joseph McCarthy of Wisconsin made a name for

himself by trying to uncover Communist infiltration in the U.S. government. As Document 1 shows, no new persons applying for a job in the government would be hired if they had any communist connections. McCarthy's allegations were often without substance. Accused individuals were assumed to be guilty and were not allowed to prove their innocence. People lost their jobs and political careers were ruined. The government ^{personel} ~~per~~ hired for the job justified their actions, as the cartoon shows, by claiming they were helping the American people. Still, a third program was based in ~~education~~ science and technology. In schools, a focus shifted to subjects about the sciences and technology after the Soviets became the first nation to launch a man-made satellite, Sputnik. (Doc. 6). The government also created NASA. Both were designed so that the U.S. could more successfully compete in the arms race. So, defense spending affected domestic policy in a large way.

The cold war had a great effect on United States domestic policy and on American society. The intent of this essay is to describe how the cold war affected United States domestic policy and American society using the documents.

During the cold war, there was competition between the two world superpowers- the United States and the Soviet Union. In document 6, the cartoonist implies that the general education of Americans was suffering because they were so focused on improving science to catch up to the Soviet Union. The "Space Race" began when the Soviet Union launched Sputnik. Along with this advancement of technology came the fear of nuclear weapons. Americans began to build bomb shelters, shown in document 5, to protect themselves in the case of a

bombing by the Soviet Union. In schools, drills were held to practice for the event in case it was ever necessary.

The cold war also caused a great fear of communism in the United States. Document 1 shows the executive order passed by Truman to ensure the loyalty of federal employees. The House Committee on Un-American Activities was formed to find Communist spies living among Americans. This is shown in Document 2.

There was an increasing suspicion of communism and in some cases people were convicted without sufficient evidence. An example of this is the Rosenberg trial - Document 4.

In conclusion, the cold war had a great effect on United States domestic policy and on American society. The great fear of war caused these effects and changes in America.

During the cold war the American society was scared of being attacked. People built bomb shelters in effort to protect themselves if the Soviet Union did attack them. Boys who were eighteen were forced to sign up for the lottery Draft system. The U.S. waited for boys to turn eighteen so they would have more people to sign up to fight if the army needed them. During this time, people also voiced their opinions more about the war.

The U.S. domestic policy was effected by being involved with foreign affairs. Up to this point most of the money was going towards other programs, but during the war, money was spent mostly on defense. Also, men in government were more worried about other conflicts in other countries than in the U.S. During this time also, the study of science became very important. The U.S. tried to catch up to the Soviet Union after Sputnik.

The cold war became the focus of American domestic policy and society. The United States prepared for possible war with the communists, battled the fear of internal subversion, and struggled to achieve superiority over the Communist nations.

With the cold war looming in the back of everyone's mind, there was always a fear of war. The country dealt with this fear by building the strength of their own army and weapon supply. Because the United States was engaged in conflicts with communist forces all over the world, such as in Korea and Vietnam, American males who had reached the age of eighteen were subject to a possible draft into the army. Citizens built bomb shelters in their backyards as a result of the fear of a nuclear attack by the Soviet Union. Schools held drills during which children would get under their desks and cover their heads in preparation for a possible attack. The fear of war was prevalent in everyone's life.

Not only did citizens and the government

fear an external communist attack, but also they feared internal communist subversion. The House Un-American Activities Committee was formed to investigate the possibility of communism subversion. Many innocent people were targeted in the quest to control communism. Senator Joseph McCarthy held widely publicized hearings and put on trial several government ~~em~~ employees whom he accused of harboring communist sympathies. Employees to the government and other businesses were carefully screened to filter out those with the slightest connection to the communist party. The practice of blacklisting became widespread, especially in the movie industry. Those with communist ~~com~~ connections were placed on a list and barred from employment.

The Rosenberg trial in an example of the battle against communist subversion, but it produced considerable conflict over the actual guilt of the Rosenbergs.

The United States also became entangled in a ~~race~~ struggle with to achieve superiority over ~~at~~ the superpowers of the Soviet Union. Defense spending greatly increased as the United States poured millions of dollars into the development of nuclear weapons. They

were engaged in a serious arms race with the Soviet Union. Another facet in which the two superpowers competed was the space race. After the Soviet launching of Sputnik in 1957, the United States increased its priority on education, especially science. The Kennedy administration feathered the United State's commitment to the space program.

Cold war activities dominated United States domestic policy and society during this time period. Fear of external attack, fear of internal threats, and the battle for superiority all became focal points of the nation's obsession with the Cold war.

The Cold War affected the United States in many ways. It caused problems in society as well as the economics of our country. It caused unrest and paranoia among many.

According to Document 5, people were very scared during the Cold War. They were worried about Nuclear bombs being dropped on us. This caused many people to go to such lengths as building bomb shelters. They feared the fact that at any moment they could die. They also practiced drills in case of emergency which was to sit under a table, a desk or in a basement. They were told that this would protect them.

Based on Document 7, boys who reached the age of 18 were also very scared because they were able to be drafted at that age. On the contrary, some men were anxious to be drafted because they felt it was their turn to fight for their country. The possibility that they would be drafted was a very great one. This was another way the Cold War affected the American Society.

According to Document 4, which involves the Rosenberg Trials, the American's divided on the issue. Some people felt that they were

innocent but some felt quite different. The group that felt they were guilty believed that all "Reds" or communists should be killed. This made for some strong hostility between American citizens. This division of beliefs was yet another way the Cold War affected American Society.

According to Document 8, the American economy was affected by the Cold War also. The government increased defense budget during the Cold War. This affected our economy because it took money away from other programs such as federal aid or education funds. This is how the Cold War affected our economy.

When considering the information from Document 3, it can be said that we faced problems concerning war for almost 9 consecutive years. We faced the threat of war, keeping out of war and simply keeping peace. This can also cause problems in our country because Americans seemed to be in danger of war for a long period of time. This chart also supports the idea that we faced economic problems during the Cold War.

It is quite obvious that the Cold War had numerous effects on the United States. These effects were ones that included ~~a~~ unrest in society, economic problems, and problems of constantly facing war. The problem of friction in society was due to fear of attack, fear of being drafted, and different opinions on important issues such as communism. Economic problems were due to the increased amount of money spent on defense. ~~and~~ The constant threat of war ~~also~~ caused both of these problems in America.

Practice Paper A—Score Level 4

The response:

Addresses both aspects of the task by discussing how the Cold War affected United States domestic policy and American society, although the discussion of the effect on American society is less complete than the discussion on domestic policy

Incorporates accurate information from documents 1, 2, 3, 6, and 8

Incorporates relevant outside information related to the effects of the Cold War on United States domestic policy and American society (McCarthy hearings; Eisenhower interstate system; Reagan's Star Wars)

Includes relevant facts, examples, and details, and the discussion is somewhat analytical, although some examples are mentioned rather than explained (schools shifted focus to subjects about sciences and technology; government creation of NASA; the Cold War turned hot as conflicts arose)

Is a well-developed essay, demonstrating a logical and clear plan of organization

Introduces the theme of the effects of the Cold War by establishing a good framework that is beyond a simple restatement of the historical context and lacks a conclusion

Conclusion: Overall, this response fits most of the criteria for Level 4. The introduction is especially strong with the connection between dropping of the bomb and sending a message to other world powers, especially the Soviet Union. However, document usage and analysis is not consistent throughout the response. In this case, the lack of a conclusion does not detract from this otherwise solid Level 4 response.

Practice Paper B—Score Level 3

The response:

Addresses both aspects of the task by discussing how the Cold War affected domestic policy and American society, but in a limited way

Incorporates some information from documents 1, 2, 4, 5, and 6

Incorporates some relevant outside information (space race; practice drills at schools; convictions without sufficient evidence)

Includes some facts, examples, and details, and the discussion is somewhat analytical, although some examples are mentioned rather than explained (advancement of technology led to the fear of nuclear weapons; increasing suspicion of communism led to convictions without sufficient evidence; space race began when Soviet Union launched *Sputnik*)

Is a satisfactorily developed essay, demonstrating a general plan of organization

Introduces the theme of the effects of the Cold War on United States domestic policy and American society by repeating the historical context and concludes by simply repeating the theme

Conclusion: Overall, the response fits most of the criteria for Level 3. The response contains some good general statements, but the lack of specific details to support these statements weakens the discussion. Although much of the document information is summarized, the response does contain some analytical references.

Practice Paper C—Score Level 2

The response:

Addresses both aspects of the task by discussing how the Cold War affected domestic policy and American society in a limited way

Incorporates some information from documents 3, 5, 6, 7, and 8

Incorporates a little relevant outside information

Includes few facts, examples, and details (bomb shelters were built in an effort to protect people from attacks by the Soviet Union; money was going to other programs before the Cold War)

Demonstrates a general plan of organization by using topic sentences to introduce each paragraph

Lacks an introduction and a conclusion

Conclusion: Overall, the response best fits the criteria for Level 2. The response attempts to address both aspects of the task with a paragraph on each part of the task. One statement is included to explain each document that is used.

Practice Paper D—Score Level 5

The response:

Thoroughly addresses both aspects of the task by discussing how the Cold War affected United States domestic policy (superpower race involving nuclear weapons and space) and American society (fear of war; fear of internal communist subversion)

Incorporates accurate information from all the documents

Incorporates relevant outside information related to the effects of the Cold War on United States domestic policy and American society (Korea and Vietnam; school drills to prepare students for possible attacks; innocent people targeted by Congressional anti-Communist activities; role of McCarthy; movie industry blacklisting; Kennedy space program)

Richly supports the theme of the effects of the Cold War with relevant facts, examples, and details, and the discussion is more analytical than descriptive (the struggle to achieve superiority over the superpower of the Soviet Union by pouring millions of dollars into the development of nuclear weapons; increasing priority on education to the Kennedy administration's commitment to the space program)

Is a well-developed essay, consistently demonstrating a logical and clear plan of organization

Introduces the theme of the effects of the Cold War on United States domestic policy and American society by establishing a framework that is beyond a simple restatement of the historical context and concludes with a good summation of the theme

Conclusion: Overall, the response fits most of the criteria for Level 5. The response includes good specific analysis about each of the documents, although more details are provided in the first half. The organization of the response is particularly effective, due in large part to the sophisticated transitions, for example, "Not only did citizens and the government fear an external communist attack but they also feared internal communist subversion."

Practice Paper E—Score Level 3

The response:

Addresses both aspects of the task by discussing how the Cold War affected domestic policy and American society in a limited way

Incorporates some information from documents 3, 4, 5, 7, and 8

Incorporates some relevant outside information (nuclear bombs caused fear; drills were practiced for safety)

Includes some facts, examples, and details, and the discussion is somewhat analytical, although some examples are mentioned rather than explained (Cold War caused unrest and paranoia among many; possibility that men would be drafted was great; Cold War took money away from other programs)

Is a satisfactorily developed essay, demonstrating a general plan of organization

Introduces the theme of the effects of the Cold War on United States domestic policy and American society by repeating the historical context and concludes by repeating the theme

Conclusion: Overall, the response fits most of the criteria for Level 3, but document integration is lacking. Although document information is summarized, the outside information and the explanation of that information strengthen the response.

United States History and Government Specifications

January 2003

Part I Multiple Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Constitutional Principles (Supreme Court Cases)	Standards 1 and 5: US and NY History; Civics, Citizenship, and Government
Document-based Essay	Civic Values; Government; Presidential Decisions and Actions; Science and Technology	Standards 1, 4, and 5: US and NY History; Economics; Civics, Citizenship, and Government

Regents Examination in United States History and Government — January 2003 **Chart for Determining the Final Examination score (Use for January 2003 examination only.)**

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

**Total
Essay
Score →**

0	1	2	3	4	5	6	7	8	9	10
0	4	8	12	16	20	24	28	32	36	40
1	5	9	13	17	21	25	29	33	37	41
2	7	11	15	19	23	27	31	35	39	43
3	8	12	16	20	24	28	32	36	40	44
4	9	13	17	21	25	29	33	37	41	45
5	11	15	19	23	27	31	35	39	43	47
6	12	16	20	24	28	32	36	40	44	48
7	13	17	21	25	29	33	37	41	45	49
8	15	19	23	27	31	35	39	43	47	50
9	16	20	24	28	32	36	40	44	48	52
10	17	21	25	29	33	37	41	45	49	53
11	19	23	27	31	35	39	43	47	50	54
12	20	24	28	32	36	40	44	48	52	55
13	21	25	29	33	37	41	45	49	53	57
14	23	27	31	35	39	43	47	50	54	58
15	24	28	32	36	40	44	48	52	55	59
16	25	29	33	37	41	45	49	53	57	60
17	27	31	35	39	43	47	50	54	58	62
18	28	32	36	40	44	48	52	55	59	63
19	29	33	37	41	45	49	53	57	60	64
20	31	35	39	43	47	50	54	58	62	65
21	32	36	40	44	48	52	55	59	63	66
22	33	37	41	45	49	53	57	60	64	68
23	35	39	43	47	50	54	58	62	65	69
24	36	40	44	48	52	55	59	63	66	70
25	37	41	45	49	53	57	60	64	68	71
26	39	43	47	50	54	58	62	65	69	72
27	40	44	48	52	55	59	63	66	70	73
28	41	45	49	53	57	60	64	68	71	74
29	43	47	50	54	58	62	65	69	72	75

Total Part I and Part III A Score

Total Part I and Part III A Score (continued)

0	1	2	3	4	5	6	7	8	9	10
30	44	48	52	55	59	63	66	70	73	77
31	45	49	53	57	60	64	68	71	74	78
32	47	50	54	58	62	65	69	72	75	79
33	48	52	55	59	63	66	70	73	77	80
34	49	53	57	60	64	68	71	74	78	81
35	50	54	58	62	65	69	72	75	79	82
36	52	55	59	63	66	70	73	77	80	83
37	53	57	60	64	68	71	74	78	81	84
38	54	58	62	65	69	72	75	79	82	85
39	55	59	63	66	70	73	77	80	83	86
40	57	60	64	68	71	74	78	81	84	86
41	58	62	65	69	72	75	79	82	85	87
42	59	63	66	70	73	77	80	83	86	88
43	60	64	68	71	74	78	81	84	86	89
44	62	65	69	72	75	79	82	85	87	90
45	63	66	70	73	77	80	83	86	88	91
46	64	68	71	74	78	81	84	86	89	92
47	65	69	72	75	79	82	85	87	90	92
48	66	70	73	77	80	83	86	88	91	93
49	68	71	74	78	81	84	86	89	92	94
50	69	72	75	79	82	85	87	90	92	95
51	70	73	77	80	83	86	88	91	93	95
52	71	74	78	81	84	86	89	92	94	96
53	72	75	79	82	85	87	90	92	95	97
54	73	77	80	83	86	88	91	93	95	98
55	74	78	81	84	86	89	92	94	96	98
56	75	79	82	85	87	90	92	95	97	99
57	77	80	83	86	88	91	93	95	98	99
58	78	81	84	86	89	92	94	96	98	100