

FOR TEACHERS ONLY

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

UNITED STATES HISTORY AND GOVERNMENT

VOLUME
1 OF **2**
MC & THEMATIC

Tuesday, January 23, 2018 — 9:15 a.m. to 12:15 p.m., only

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

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

Scoring the Part I Multiple-Choice Questions

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

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each essay must be rated by at least two raters; a third rater will be necessary to resolve scores that differ by more than one point.

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

United States History and Government
Content-Specific Rubric
Thematic Essay
January 2018

Theme: United States Government Actions

At various times in United States history, actions taken by the federal government have had effects beyond their original intent. These effects have been both positive and negative.

Task: Identify *two* actions taken by the federal government and for *each*

- Describe the historical circumstances that led to the action
- Discuss the *positive and/or negative* effects of the action

You may use any action taken by the federal government from your study of United States history. Some suggestions you might wish to consider include passage of the whiskey excise tax (1791), purchase of the Louisiana Territory (1803), passage of the Indian Removal Act (1830), passage of the Kansas-Nebraska Act (1854), adoption of the 14th amendment (1868), ratification of the Prohibition amendment (1919), passage of the Social Security Act (1935), dropping atomic bombs on Hiroshima and Nagasaki (1945), invasion of Cuba at the Bay of Pigs (1961), and intervention in South Vietnam (1965–1975).

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (for *each* of *two* actions taken by the federal government, discussing the historical circumstances that led to the action and *at least two* positive and/or negative effects of *each* action).
2. The historical circumstances that led to the action taken by the federal government may be discussed from a broad or narrow perspective as long as they are supported by relevant facts, examples, or details, e.g., discussing intervention in South Vietnam as the exercise of containment policy or as a response to the Gulf of Tonkin incident.
3. The historical circumstances that led to each action may be similar as long as separate and distinct information is included for each action.
4. The effects of the actions may be similar as long as separate and distinct information is included for each.
5. Any combination of positive and/or negative effects may be used to address the task.
6. The discussion of the positive and/or negative effects may focus on either the United States or on other countries.
7. The positive and/or negative effects of the action may be immediate or long term.
8. The response does not have to identify the effect of the action as positive or negative as long as it is implied in the discussion.
9. The response may or may not discuss a distinction between the original intent of the action and the effects of the action.
10. The effects of the actions may be discussed from any perspective as long as the position taken is supported by accurate facts and examples.
11. If more than two actions are discussed, only the first two actions may be scored.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** actions taken by the federal government by discussing the historical circumstances that led to the action and **at least two** positive and/or negative effects of the action
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *purchase of the Louisiana Territory*: connects the demand of western farmers for unrestricted access to the port of New Orleans and President Jefferson's agrarian vision to the purchase of the entire Louisiana Territory from Napoleon which doubled the country's size with vast farmland but destroyed the nomadic culture of the Plains Indians and increased sectional tension over the expansion of slavery, contributing to the outbreak of the Civil War; *dropping atomic bombs on Hiroshima and Nagasaki*: connects Japan's surprise attack on Pearl Harbor, its refusal to surrender, and the possibility of a large number of American military casualties in an invasion of Japan to President Truman's decision to use the atomic bomb which resulted in over 100,000 innocent civilian deaths, United States occupation of Japan, and the unintended and ongoing danger of nuclear war
- Richly supports the theme with many relevant facts, examples, and details, e.g., *purchase of the Louisiana Territory*: Mississippi River; right of deposit; Gulf of Mexico; domestic and European trade; slave uprising in Haiti; strict vs. loose construction; \$15 million; Mississippi River to Rocky Mountains; near extinction of the buffalo; Sioux and Cheyenne; cavalry; reservations; congressional representation; Missouri Compromise; Kansas-Nebraska Act; Civil War; *dropping atomic bombs on Hiroshima and Nagasaki*: history of racism against Asians; World War II; Manhattan Project; avoiding land invasion; unconditional surrender; 80,000 killed immediately in Hiroshima; more than 40,000 dead in Nagasaki; radiation; birth defects; General MacArthur; demilitarization of Japan; democratic constitution; arms race with Soviets; Soviet nuclear test in 1949; nuclear weapons in the hands of rogue nations; North Korean missile threat
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one action taken by the federal government more thoroughly than for the second action *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *purchase of the Louisiana Territory*: discusses how western farmers' demand for access to the port of New Orleans and Napoleon's offer to sell the entire territory resulted in the immense Louisiana Purchase which led to the destruction of the Plains Indians' lifestyle and increased sectional tension over the expansion of slavery; *dropping atomic bombs on Hiroshima and Nagasaki*: discusses how the surprise attack on Pearl Harbor and Japan's refusal to surrender led to President Truman's decision to use the atomic bomb which killed tens of thousands of innocent Japanese civilians and started an arms race that threatens world peace
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

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

The federal government of the United States is born from and maintained by the people. The people created a governmental system designed to represent their interests and safeguard their political power and security. They created a government capable of lapses and mistakes. The decision to enter the Mexican-American War and the passage of the Social Security Act are characteristic of fed gov. actions with implications, both positive and negative, beyond their original intent.

The decision to engage Mexico in the Mexican-American War during the mid nineteenth century was born from the expansionistic fever of the age. Americans acted to extend their borders and acquire new lands for agriculture and commercial development. The term, "manifest destiny," has come to embody this idea of an American, divine mission to overtake the American continent and reach the Pacific. The Mexican-American War was waged for this reason; President Polk, an avid expansionist, and congressional representatives from the South and West were determined to acquire new territories. Polk used a border dispute as an opportunity to provoke war with a much weaker neighbor. These political officials saw Mexico's vulnerable North American territories, including California and New Mexico, as a means to pursue the vision of Manifest destiny.

Although the United States was victorious in the Mexican American War, securing vast swaths of land by the Mexican Cession of the Treaty of Guadalupe Hidalgo, the decision to wage the Mexican-American War came to haunt the fledgling nation. Indeed, the Mexican-American War paved the way for increased sectional conflict as the North and South debated the future of slavery in the Mexican

Cession. The defeat of Wilmot's Proviso, an attempt by a Democratic Congressman to resolve the issue of slavery in the newly acquired territories, led to Henry Clay's final and most controversial compromise. The Compromise of 1850 ultimately inflamed sectional tension by strengthening the Fugitive Slave Act and ending the balance between slave and free states in the Senate. Thus the grand vision of Manifest Destiny would eventually help create a bloody Civil War. However, despite the negative implications of the federal government's decision to engage in the Mexican-American War, the American people did gain access to new territory for agricultural development, mineral resources, and commercial use. California's fertile land provided the nation with a wealth of agricultural products sold across the nation. The discovery of gold pulled a rush of people into California from all over the world. And Pacific ports allowed the nation to open trade routes with distant and exotic Asian nations. Despite increased sectional tension, the Mexican Cession opened up new acreage for American settlement and fulfilled many of the dreams of those who believed in the ideals of manifest destiny.

The Social Security Act was passed in the midst of the Great Depression as widespread employment and financial crisis allowed President Franklin Delano Roosevelt to engage in the New Deal, comprised of social and legislative experimentation. The Social Security Act was originally passed to aid America's aged citizens who had been especially hurt by bank failures and lost savings. The act was also born from FDR's desire to rob partisan support from his left-leaning opponents. The popularity of Huey Long's "Share the Wealth" proposal and Francis Townsend's radical pension program prompted

FDR to call for action. Born from the uncertainty of an age of fiscal insecurity, Social Security has become one of the federal government's most lasting, and debated, legacies. Social Security created a safety net for the nation's most vulnerable citizens, certainly a positive development. Indeed, Social Security has even stimulated the American economy by providing the unemployed, infirm, and elderly with the purchasing power to remain participating consumers. Social security reformed the nation's economy and is part of the reason the United States has not experienced another "great" depression. However, the Social Security Act has reached the realm of unsustainability; FDR and his congressional allies did not foresee America's population explosion with the post World War II Baby Boom, a generation overtaxing social security and poised to destroy it. Indeed, Social Security programs may run out of funding as the Federal government works desperately to allocate and find money to ensure its survival. Some conservatives have called for privatization or increasing the age of eligibility but Congress has been reluctant to alienate such a large voting bloc. The present situation has only served to compound the nation's debt and steepen the federal deficit.

The course of history has shown that no government, or people, can completely foresee the consequences of its actions. Policy makers can only hope to resolve the nation's immediate woes and put in place steps and actions for the future. Ultimately, both the decision to enter the Mexican-American war and the passage of the Social Security Act are examples of Federal government actions leaving positive and negative implications beyond the action's original intent.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for entering the Mexican-American War and for passage of the Social Security Act
- Is more analytical than descriptive (*Mexican-American War*: decision to engage Mexico in the Mexican-American War during the mid-nineteenth century was born from the expansionist fever of the age; Polk used a border dispute as an opportunity to provoke war with a much weaker neighbor; political officials saw Mexico's vulnerable North American territories, including California and New Mexico, as a means to pursue the vision of Manifest Destiny; paved the way for increased sectional conflict as the North and South debated the future of slavery in the Mexican Cession; led to Henry Clay's final and most controversial compromise; grand vision of Manifest Destiny would eventually help create a bloody civil war; California's fertile land provided the nation with a wealth of agricultural products; discovery of gold pulled a rush of people into California from all over the world; *Social Security*: widespread employment and financial crisis allowed President Franklin Delano Roosevelt to engage in the New Deal, comprised of social and legislative experimentation; originally passed to aid America's aged citizens who had been especially hurt by bank failures and lost savings; born from Roosevelt's desire to rob partisan support from his left-leaning opponents; created a safety net for the nation's most vulnerable citizens, certainly a positive development; reformed the nation's economy and is part of the reason the United States has not experienced another Great Depression; may run out of funding as the federal government works desperately to allocate and find money to ensure its survival; some conservatives have called for privatization or increasing the age of eligibility but Congress has been reluctant to alienate such a large voting bloc)
- Richly supports the theme with many relevant facts, examples, and details (*Mexican-American War*: divine mission; representatives from the South and West; Treaty of Guadalupe Hidalgo; Wilmot's Proviso; Democratic Congressman; Compromise of 1850; Fugitive Slave Act; balance among slave and free states in the Senate; Pacific ports; open trade routes; distant and exotic Asian nations; *Social Security*: Huey Long; "Share the Wealth"; Francis Townsend; radical pension program; unemployed, infirm, and elderly; purchasing power; participating consumers; post-World War II baby boom; federal deficit)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes although the government was designed to represent the interests of the people its actions have had both positive and negative effects, and a conclusion that states no government can completely foresee the consequences of its actions

Conclusion: Overall, the response fits the criteria for Level 5. The response employs strong analysis to explore both the historical circumstances and the social, economic, and especially political aspects of each action.

The federal government of the United States has taken steps to end wars, aid the economy, and support societal changes. However, the unforeseen repercussions that stem from decisions—such as dropping the first atomic bomb on Japan and the ratification of the Prohibition amendment—have had some devastating effects.

In 1945, the war in Europe was coming to an end, but the war in the Pacific continued to claim hundreds of soldiers' lives every week as Japan steadfastly refused to surrender. President Truman was given a choice to continue the grueling military strategy of "island hopping" to reach Japan, or to drop the nuclear weapon developed by the Manhattan Project. It might have been a more difficult decision if Germany was the target, but Japan had started the war with their attack on Pearl Harbor and Truman did not hesitate to use the new weapon. The expenditure of a million or more American soldiers' lives was avoided because Truman decided to release the 2 nuclear bombs on Hiroshima and Nagasaki. The destruction and death toll in two cities alone convinced Emperor Hirohito to admit defeat, ending the Second World War. However, at the conclusion of the World War, another war would begin.

Remaining as the two most powerful countries at the end of the war, the Soviet Union and the United States nervously recognized the other's potential to influence war-torn countries that were rebuilding. America had released an incredibly decisive weapon, and the Soviets paralleled their nuclear strength in only 4 years. The Cold War's arms race had begun. Foreign policy changed in the United States, as a rush to stay ahead of the USSR in nuclear might, long-range missiles, and space exploration began. Both countries rushed to

stockpile enough nuclear weapons to annihilate each other and the planet. The U.S. government reacted quickly when the USSR launched Sputnik, the first space satellite, in 1957. Acts like the National Defense Education Act of 1958 were passed to educate students in science-related fields, all attempting to match and surpass Soviet education. Intense competition with the Soviet Union lasted until 1990, when the USSR broke up and the tension between the superpowers seemed to disappear. In recent years, however, strongman Vladimir Putin has attempted to regain Russia's strength and territory and the competition over arms and foreign policy has reintensified. Calls for increased military spending and still tense relations demonstrate the long lasting effect of Truman's decision.

Within domestic policy of the early 1900s, the United State's national government was becoming more involved in the societal affairs of its citizens. The Progressive movement emerged as a result of concerns about problems related to rapid industrialization and urbanization. Some women reformers around the nation were calling for change in one specific area of evil: liquor. Pointing blame at the consumption of alcohol for domestic abuse, crime, and poverty, temperance leaders grew strong and loud in their protests. The most "colorful" temperance leader was Carrie Nation who vandalized saloons with her famous hatchet. Responding to this persuasive minority group, the 18th amendment—the Prohibition amendment—was passed in 1919. This amendment banned the manufacture, sale, or transportation of alcohol across the United States, and had negative effects on American society.

Because of the traditional presence alcohol had in America's social

life, attempts to acquire the now-banned beverage caused organized crime to begin. Taking root in former saloons that had closed down and left many jobless, speakeasies, or secret clubs, were formed. To get a drink, one would only have to slip in a secret door or room. Storage of alcohol became an art; hidden in grain barrels, wagons, milk jugs, the average city-dweller was not being greatly hindered, and organized crime flourished. Gangsters like Al Capone controlled the “secret” distribution of alcohol through corruption and violence in major cities like Chicago. Even after the Prohibition amendment was repealed, the organized crime rings remained, peddling drugs and other illegal substances into American society to the present-day. The one time war on alcohol has now become a war on drugs, and while we often say that morality cannot be legislated, illegal drugs are much more dangerous than drinking alcohol. So in the 1990s, the federal government passed a sweeping crime bill aimed at ending the use of illegal drugs. Thousands were arrested for non-violent drug possession and the prison population skyrocketed. But like Prohibition, this war on drugs failed. Drugs like heroin are still easy to buy on the streets of every town in America. Every day, more Americans are dying from illegal drug use than ever.

The actions that the United States Federal Government have taken in foreign and domestic areas have led to significant repercussions. Affecting American society and nations globally, unforeseen results have sometimes been notoriously negative as in the bombing of Japan in World War II, and the passage of the Prohibition Amendment.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for dropping atomic bombs on Hiroshima and Nagasaki and for ratification of the Prohibition amendment
- Is more analytical than descriptive (*atomic bombs*: in 1945 the war in Europe was coming to an end, but the war in the Pacific continued to claim hundreds of soldiers' lives every week as Japan steadfastly refused to surrender; President Truman was given a choice to continue the grueling military strategy of island hopping to reach Japan or to drop the nuclear weapon developed by the Manhattan Project; might have been a more difficult decision if Germany was the target but Japan had started the war with their attack on Pearl Harbor and Truman did not hesitate to use the new weapon; Soviet Union and the United States nervously recognized the other's potential to influence war-torn countries that were rebuilding; both countries rushed to stockpile enough nuclear weapons to annihilate each other and the planet; United States government reacted quickly when the USSR launched *Sputnik*, the first space satellite, in 1957; calls for increased military spending and still tense relations demonstrate the long-lasting effect of Truman's decision; *Prohibition*: Progressive movement emerged as a result of concerns about problems related to rapid industrialization and urbanization; pointing blame at the consumption of alcohol for domestic abuse, crime, and poverty, temperance leaders grew strong and loud in their protests; because of the traditional presence alcohol had in America's social life, attempts to acquire the now-banned beverage caused organized crime to begin; gangsters like Al Capone controlled the secret distribution of alcohol through corruption and violence in major cities like Chicago; war on alcohol has now become a war on drugs, and while we often say that morality cannot be legislated, illegal drugs are much more dangerous than drinking alcohol; thousands were arrested for non-violent drug possession and the prison population skyrocketed)
- Richly supports the theme with many relevant facts, examples, and details (*atomic bombs*: Emperor Hirohito; Second World War; Cold War's arms race; long-range missiles; space exploration; National Defense Education Act of 1958; USSR broke up; Vladimir Putin; *Prohibition*: women reformers; Carrie Nation; vandalized saloons; speakeasies; sweeping crime bill; heroin)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that point out that some unintended effects have been notoriously negative

Conclusion: Overall, the response fits the criteria for Level 5. The response uses insightful analysis and rich detail to show clear understanding of both the immediate and long-term effects of each action.

Throughout history, politicians have made difficult choices; inevitably with these decisions, there are unforeseen consequences. The United States government is not an exception. Both the purchase of the Louisiana Territory and the ratification of Prohibition had unexpected results.

When Thomas Jefferson purchased the Louisiana Territory in 1803, it was shocking to many. Jefferson had claimed a belief in strict construction, he claimed that the government was limited to the specific power expressly stated in the Constitution. However, this purchase aligned with Jefferson's goal of an agrarian society where the United States would be a population of mostly small farmers. He thought this would best ensure freedom, people could be more independent and less reliant on the changing economy. Jefferson was interested in expanding the U.S to facilitate this goal; in order for every man to be an independent farmer, there needed to be more land. The Louisiana Territory had previously been controlled by the French under Napoleon. This represented a great threat as France was a powerful nation, unlike Spain which had owned Louisiana in the past. French control of New Orleans could close the Mississippi River and hurt western farmers. In the past, there was great competition among European powers to acquire land in the New World, but Napoleon was no longer interested. Haiti had recently revolted and gained independence; Napoleon was wary of governing overseas territory. Additionally, Napoleon was busy trying to expand in Europe. He needed money to finance his wars. Selling the Louisiana Territory was an ideal solution. In selling the territory, France gave up its land and influence in North America and the United States had one less

foreign rival on its border. When Jefferson purchased the territory, there were precedents set. Jefferson's actions contradicted his beliefs in strict construction and set a precedent for expanded executive power. The American Constitution does not specifically give the president the ability to buy land on the behalf of the U.S. This action weakened the argument for strict construction; the main advocate, Jefferson, had acted against it. While the Constitution did allow the president to make treaties, Jefferson used that provision in a different way. Jefferson's Louisiana Purchase set the precedent for future territorial acquisitions and the completion of Manifest Destiny.

While the 18th Amendment was ratified in 1919, the discussion of Prohibition started much earlier. Before the Civil War, local temperance societies with ties to religious groups urged a ban on alcohol. Maine even banned alcohol statewide. Many Americans, particularly women, were concerned about alcohol consumption. Alcohol abuse was seen as a major social issue. At the time, people were concerned about alcohol abuse by mostly men; fathers and husbands who abused alcohol were unable to sufficiently provide for their wives and families and domestic abuse was common. Reformers saw this as an increasingly relevant issue. Eventually they gained enough support and the 18th Amendment was ratified in 1919. However, there were some unexpected consequences. While alcohol consumption did decrease, it was not eliminated. Most Americans were able to acquire alcohol regardless. Private clubs, known as Speakeasies opened in most towns and cities in America. In rural areas people often made "moonshine". Clearly, the government was unable to regulate consumption of alcohol. Average Americans were breaking the law with increasing regularity.

consequently, there was a decrease in respect for the law. Despite Prohibition, alcohol was still accessible. It was even served at the White House to President Harding and his friends. Another terrible unforeseen outcome was that Prohibition provoked the expansion of organized crime. With the new demand for illegal alcohol, systems of acquiring and selling it gave rise to organized criminal groups who were willing to fulfill this need. Additionally, ingestion of alcohol available during Prohibition could be dangerous because the government was unable to regulate this activity to ensure safety.

Every decision had unintended results. The significance of the consequences varies with the choice made. Both the Louisiana Purchase and Prohibition had results unforeseen by the government.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the purchase of the Louisiana Territory more thoroughly than the ratification of the Prohibition amendment
- Is both descriptive and analytical (*Louisiana Territory*: aligned with Jefferson's goal of an agrarian society where the United States would be a population of mostly small farmers; represented a great threat as France was a powerful nation; French control of New Orleans could close the Mississippi River and hurt Western farmers; in the past, there was great competition among European powers to acquire land in the New World, but Napoleon was no longer interested; in selling the territory, France gave up its land and influence in North America and the United States had one less foreign rival on its border; Jefferson's actions contradicted his beliefs in strict construction and set a precedent for expanded executive power; Constitution does not specifically give the president the ability to buy land on behalf of the United States; *Prohibition*: before the Civil War, local temperance societies with ties to religious groups urged a ban on alcohol; fathers and husbands who abused alcohol were unable to sufficiently provide for their wives and families and domestic abuse was common; private clubs known as speakeasies opened in most towns and cities in America; average Americans were breaking the law with increasing regularity; with the new demand for illegal alcohol, systems of acquiring and selling it gave rise to organized criminal groups who were willing to fulfill this need)
- Supports the theme with relevant facts, examples, and details (*Louisiana Territory*: Spain; Haiti; finance his wars; make treaties; Manifest Destiny; *Prohibition*: 18th amendment; Maine; moonshine; served at the White House; President Harding; unable to regulate; to ensure safety)
- Demonstrates a logical and clear plan of organization; includes a brief introduction and conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The response shows good understanding of the theme by discussing the unforeseen effects of the Louisiana Purchase and Prohibition. The discussion of the Louisiana Purchase is more analytical and provides stronger factual understanding, while the discussion of Prohibition is cast in more general terms.

When the Federal government takes action, it's hard to foresee the exact results. Throughout American history, the government has made decisions that result in effects beyond their original intent. Two examples of this are the dropping of the atomic bomb on Hiroshima and Nagasaki in 1945 and intervention in South Vietnam starting in 1965. Both of these examples had longlasting political and economic effects on the United States for years to come.

Dropping the atomic bomb on Hiroshima and Nagasaki was intended to finally end World War II (which it did), but it also is seen as the beginning of the Cold War. In 1945, no matter what efforts the US was making, Japan was not willing to surrender because of their pride and absolute loyalty to the emperor. The US military was preparing for the invasion of the Japanese home islands and projected deaths and casualties in the hundreds of thousands. As a result, President Truman decided in order to save American military lives that the best solution would be to drop the atomic bomb, a weapon recently invented by "Manhattan Project" Scientists. One was dropped on Hiroshima but Japan would not surrender. When a second bomb on Nagasaki was dropped, Japan recognized the determination and power of the United States and the goal of saving American lives was achieved. Japan surrendered soon after. However, the US was not aware of the medical effects of the bomb, like radiation, that affected the Japanese people for years to come. Additionally, the dropping of the atomic bomb helped set off the Cold War. The US and USSR had been disagreeing on how to deal with the European land conquered from Germany, so by showing its great power, the US threatened the USSR. Everybody saw how destructive the bomb was, but in a few

years both the USSR and the US had the bomb and they both tried to make more bombs than the other, creating a dangerous arms race. And the danger also spread to other countries getting nuclear weapons and missiles. Some, like North Korea are rogue and unpredictable countries, who now have terrible destructive power. No one could foresee this when celebrating victory in World War II.

US involvement in Vietnam was initially to contain communism without taking massive military action, however the US ended up becoming involved in a very unpopular war. Ho Chi Minh, the leader of the Vietnamese communists, was first and foremost a nationalist who sought to free his country from France's colonial rule over Vietnam. The US helped France in this struggle, but remained there even after France had been defeated and Vietnam became a divided country. Gradually, US presidents increased US involvement, aiding the anti-communists in the South. But American aid never made South Vietnam able to stand on its own. Instead South Vietnam became weaker as the Viet Cong became stronger. In 1965, under president Lyndon Johnson the US sent hundreds of thousands of combat troops to South Vietnam. The US exhausted its economy by spending on this war, shifting money from social programs to the military. It also exhausted American lives as more and more young men died. As the years went on, and it became clear that the US was not winning the war, the American public became more disillusioned with it. College campuses had never experienced as much unrest as during the war. Overall, this led to a greater distrust of government, which can be considered positive. No longer did Americans blindly follow their leaders, now they questioned them highly.

Anchor Paper – Thematic Essay—Level 4 – B

In conclusion, the U.S. government has often taken actions that resulted in unintended effects. The dropping of the atomic bomb and the Vietnam War are examples of this.

Anchor Level 4-B**The response:**

- Develops all aspects of the task for dropping atomic bombs on Hiroshima and Nagasaki and for intervention in South Vietnam
- Is both descriptive and analytical (*atomic bombs*: intended to finally end World War II; Japan was not willing to surrender because of their pride and absolute loyalty to the emperor; United States military was preparing for the invasion of the Japanese home islands and projected deaths and casualties in the hundreds of thousands; President Truman decided in order to save American military lives that the best solution would be to drop the atomic bomb; not aware of the medical effects of the bomb, like radiation, that affected the Japanese people for years to come; by showing its great power, the United States threatened the USSR; both tried to make more bombs than the other, creating a dangerous arms race; danger also spread to other countries getting nuclear weapons and missiles; no one could foresee this when celebrating victory in World War II; *Vietnam*: involvement in Vietnam was initially to contain communism without taking massive military action; Ho Chi Minh, the leader of the Vietnamese communists, was first and foremost a nationalist who fought to free his country from France's colonial rule; United States helped France in this struggle but remained there even after France had been defeated and Vietnam became a divided country; American aid never made South Vietnam able to stand on its own; South Vietnam became weaker as the Viet Cong became stronger; United States exhausted its economy by spending on this war, shifting money from social programs to the military; as the years went on and it became clear that the United States was not winning the war, the American public became more disillusioned; college campuses had never experienced as much unrest as during the war; led to a greater distrust of government)
- Supports the theme with relevant facts, examples, and details (*atomic bombs*: Cold War; invented by Manhattan Project scientists; land conquered from Germany; North Korea; *Vietnam*: unpopular war; President Lyndon Johnson; hundreds of thousands of combat troops; more and more young men died)
- Demonstrates a logical and clear plan of organization; includes an introduction that points to long-lasting political and economic effects of the actions and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response shows a good understanding of the actions and their effects but lacks the depth of analysis and level of detail found in a Level 5 paper.

Throughout the history of the United States, the government has made decisions or taken actions that yielded unintended results. Sometimes the results are positive, but more often than not, there are negative outcomes.

In the early 1900's alcohol was becoming a real issue in society. Husbands would take their paycheck (which usually served as the family's only source of income) and spent it at the bars, getting stupidly drunk. They would then come home and cause problems in the household. Rage, domestic abuse, and a general negative attitude seemed to be caused by alcohol consumption. Religious reformers started to push the government to outlaw alcohol. They were mostly women that were sick of being mistreated by their drunk husbands and powerless in the eyes of the law. The Women's Christian's Temperance Union (WCTU) had a big role in this fight, prompting Congress to create legislation for the banning of alcohol. After enough support was rallied, the 18th amendment was drafted, which called for a ban on the sale, manufacturing, and distribution of alcohol. In 1919 during the Progressive Movement, the amendment was ratified and put into place. The intent of this law was to reduce crime and violence in the nation. The actual outcome was quite the opposite. Since people could not legally get the alcohol that they loved so dearly, they turned to illegal methods. Bootleggers smuggled alcohol into the country and turned it over to distributors who discreetly got people what they wanted. Organized crime systems became rich and powerful, with Al Capone being perhaps the most famous kingpin in organized crime of the time. Speakeasies, illegal bars, formed to serve alcohol throughout Prohibition. The 18th amendment was so difficult

to enforce because most of the population that drank before were still drinking alcohol. But now people had lost their jobs and the money for alcohol went to smugglers and criminals instead of legitimate businesses. When FDR was elected he promised to create jobs by repealing the 18th amendment. Support for Prohibition had nearly bottomed out and the 18th amendment was repealed by the 21st amendment, which ended Prohibition.

Until the 1800s, the United States of America consisted of only of land east of the Mississippi River. Spain owned much of the land between the Mississippi and the Rocky Mountains. Spain withdrew United States access to the port of New Orleans, preventing western farmers from selling their crops abroad. When France got the land back, Napoleon needed money to fund his war in Europe, so he offered the whole territory to the U.S. that would roughly double the size of the country. This land, known as the Louisiana Territory, was purchased by the United States in 1803 at a very low price. One intention of the Louisiana Purchase was to simply have more land that was available for settlement, farming, and resources. While the original goal was to gain the right of deposit at New Orleans, the actual treaty gave the United States total control of the Mississippi River. By acquiring all of Louisiana, trade between western farmers and the rest of the world was secured forever. The purchase was not totally positive. Explorers and settlers were faced with thousands of angry Native Americans on the Great Plains who didn't want their hunting grounds taken away from them. Lots of conflict ensued and many lives were lost. Eventually, when it became enough of a problem, Native Americans were forced onto reservations. The Native Americans pleaded that they

Anchor Paper – Thematic Essay—Level 4 – C

were there first, so the land belonged to them. Due to superior technology and military strength in numbers, the Native Americans were forced to comply.

Government actions don't always go as planned. In fact, they rarely ever do. The government can hurt the nation when it's only intent was to help it.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing ratification of the Prohibition amendment more thoroughly than purchase of the Louisiana Territory
- Is both descriptive and analytical (*Prohibition*: women who were sick of being mistreated by their drunk husbands and powerless in the eyes of the law; Women's Christian Temperance Union had a big role in this fight, prompting Congress to create legislation; called for a ban on the sale, manufacturing, and distribution of alcohol; bootleggers smuggled alcohol into the country and turned it over to distributors; organized crime systems became rich and powerful, with Al Capone being perhaps the most famous kingpin; people had lost their jobs and money for alcohol went to smugglers and criminals instead of legitimate businesses; when Roosevelt was elected he promised to create jobs by repealing the 18th amendment; *Louisiana Territory*: when France got the land back, Napoleon needed money to fund his war in Europe so he offered the whole territory to the United States; one intention of the Louisiana Purchase was to simply have more land that was available for settlement, farming, and resources; original goal was to gain the right of deposit at New Orleans; by acquiring all of Louisiana, trade between western farmers and the rest of the world was secured forever; explorers and settlers were faced with thousands of angry Native Americans on the Great Plains who did not want their hunting grounds taken away; when it became enough of a problem, Native Americans were forced onto reservations; due to superior technology and military strength in numbers, the Native Americans were forced to comply); includes weak analysis (*Louisiana Territory*: the Native Americans pleaded that they were there first, so the land belonged to them)
- Supports the theme with relevant facts, examples, and details (*Prohibition*: domestic abuse; 18th amendment; Progressive movement; illegal methods; speakeasies; difficult to enforce; 21st amendment; *Louisiana Territory*: Spain; double the size of the country; total control of the Mississippi River; conflict ensued and many lives were lost)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that points out government actions can hurt the nation when they were intended to help it

Conclusion: Overall, the response fits the criteria for Level 4. The response includes a good discussion of Prohibition, including its negative effects. The discussion the Louisiana Purchase could be strengthened with additional detail and explanation.

At various times in U.S. history, actions taken by the federal government have had effects beyond their original intent. These effects have been both positive and negative. Two examples of such events include the end of Reconstruction after the Civil War and the Imperialist policies of President Theodore Roosevelt. While these two events/policies took place during different times in history, both had significant effects.

After the American Civil War, the South was a disaster, politically, economically, and physically. The Confederate States of America had attempted to create its own government under Jefferson Davis, but it was very disorganized. The war also took a physical and economic toll on the South since much of the land was damaged and they were in debt. The United States government then began Reconstruction, a plan to fix the South and return it to the Union. The federal government sent in troops to help this complete change in the South. Northerners would often come to take government positions in the South to enforce policies enacted in Washington such as the 13th, 14th, and 15th Amendments which gave voting rights to all Americans, including former slaves. Blacks gained rights and were soon able to vote and hold political office. However, when conflict over presidential election results arose, the North and South compromised such that the Republican candidate would win the presidential election as long as Reconstruction would end and troops would leave. Following the compromise, the "Redeemer" governments in the South would again ignore Washington's bills for civil rights for blacks. In short, southern whites took over the southern government and created more laws that supported prejudice against blacks. This included

grandfather clauses to prevent black voting and Jim Crow laws to create segregation. Tenant farming or sharecropping was also implemented to prevent blacks from owning land. This was not the original plan of the U.S. government in ending Reconstruction.

A second example of effects beyond their intent in government policy was the imperialist policies of Theodor Roosevelt. In the late 1800s, American explorers and settlers had reached the west and this closed the American frontier. As Frederick Jackson Turner put it, the safety valve of American expansion had shut. Manifest Destiny however, would have American interests to continue expanding. This happened during the Spanish-American War in 1898, which started over conditions in Cuba. Cuba was invaded, Puerto Rico and Guam became U.S. protectorates, and the U.S. helped the Philippines in their revolt from Spanish rule. Theodore Roosevelt became president in 1901 and in a corollary to the Monroe Doctrine, Roosevelt stated that the U.S. would protect and fight for the Latin American countries from European powers. Unfortunately, Roosevelt's policy of Big-Stick diplomacy went too far. The policies of Roosevelt ended in the U.S. acquiring more power for itself. We would intervene many dozens of times to protect our interests. This was not the original plan of course, since the original plan was to keep Europe out, not to drive the U.S. in.

In conclusion, it is safe to say that actions taken by the federal government have had effects beyond their intent. While the end of Reconstruction was negative, and the imperialist policies of Theodore Roosevelt both positive and negative, both had unintentional effects of U.S. history.

Anchor Level 3-A

The response:

- Develops all aspects of the task in some depth for ending Reconstruction and for issuing the Roosevelt Corollary to the Monroe Doctrine
- Is more descriptive than analytical (*Reconstruction*: war also took a physical and economic toll on the South since much of the land was damaged and they were in debt; federal government sent in troops to help this complete change in the South; Northerners would often come to take government positions in the South to enforce policies enacted in Washington; when conflict over presidential election results arose, the North and South compromised such that the Republican candidate would win the presidential election as long as Reconstruction would end and troops would leave; Redeemer governments in the South would again ignore Washington's bills for civil rights for blacks; Southern whites took over the Southern government and created more laws that supported prejudice against blacks; tenant farming or sharecropping was also implemented to prevent blacks from owning land; *Roosevelt Corollary*: explorers and settlers had reached the West and this closed the American frontier; Manifest Destiny would have American interests to continue expanding; this happened during the Spanish-American War in 1898, which started over conditions in Cuba; Cuba was invaded, Puerto Rico and Guam became United States protectorates, and the United States helped the Philippines in their revolt from Spanish rule; Roosevelt stated that the United States would protect and fight for the Latin American countries from European powers; unfortunately, Roosevelt's policy of Big Stick diplomacy went too far; we would intervene many dozens of times to protect our interests)
- Includes some relevant facts, examples, and details (*Reconstruction*: Civil War; Confederate States of America; Jefferson Davis; Union; 13th, 14th, and 15th amendments; voting rights; former slaves; grandfather clauses; Jim Crow laws; *Roosevelt Corollary*: imperialist policies; Frederick Jackson Turner; safety valve; 1901)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that states the effects of ending Reconstruction were negative and the imperialist policies of Theodore Roosevelt were both positive and negative

Conclusion: Overall, the response fits the criteria for Level 3. The response provides a good discussion of the end of Reconstruction with well-chosen facts and some analysis. While the historical circumstances for the Roosevelt Corollary to the Monroe Doctrine are well done, the effects are only mentioned and could be strengthened with additional facts and explanation.

Throughout the history of the United States, the federal government has taken actions that have had effects against the original intent. Both the purchase of the Louisiana Territory (1803) and the United States involvement in World War II have proven the consequences and benefits of the actions taken by the United States Government. Both of these actions still affect the United States today.

One example of how the United States' federal government has taken actions with effects beyond their original intent was the purchase of the Louisiana Territory of 1803. Prior to the purchase of the Louisiana Territory the United States consisted of states primarily along the eastern coast, but all east of the Mississippi River. The United States was relatively small for the growing population. The president, Thomas Jefferson was seeking to purchase the territory at the mouth of the Mississippi River from the French who occupied and owned the territory. However, President Jefferson did not have the consent of Congress nor the specific authority to purchase the Louisiana Territory. In 1803, Jefferson made one of the most controversial decisions the newly formed United States had witness, purchasing the Louisiana Territory in 1803. Critics said this was directly against the Constitution. Although many thought Jefferson's actions were tyrannical the purchase had brought benefits to the United States that would transform the country forever. The purchase doubled the size of the country instantly, providing new land, resources, and fertile farm land. It gave us complete control of the Mississippi River. However, the Louisiana Purchase also had negative consequences. Due to the expansion of territory many Americans began to settle west of the Appalachian Mountains forcing many Native Americans from their

lands and further increasing the tensions between Native American tribes. The expansion of land paved the way for Andrew Jackson's Indian Removal Act of 1830 removing tens of thousands of Cherokees from their lands in Georgia and relocating them west, where thousands were slaughtered, starved, and killed from disease.

Another example of the United States' federal government conducting actions with effects contradictory to their original intent was the United States' involvement in World War II. Prior to direct warfare with the Axis Powers, the United States was indirectly involved in World War II. The United States was called upon by Winston Churchill to help protect Britain which stood virtually alone in the fight against the Axis Powers. Franklin D. Roosevelt believed that the United States should conduct direct warfare against the Axis Powers, however, Congress and the American public were supporters of isolationism as they had seen the effects of World War I. Roosevelt urged Congress to aid Britain, passing the Lend-Lease Act, the United States provided weapons and supplies to governments of the Allied Powers. Vital to Japan, the United States froze all assets of Japan and cut off all sales of oil between Japan and the United States stopping almost all trade with Japan. Arguably because of this on December 7, 1941, the Japanese launched an attack on Pearl Harbor, a naval base in Hawaii killing thousands. President Franklin D. Roosevelt ask Congress for the declaration of war on Japan on December 8, 1941, the next day Germany declared war on the United States bringing the country directly into World War II. Although the United States was pulled into World War II with countless American casualties, the actions had positive effects. Due to millions of men being sent

Anchor Paper – Thematic Essay—Level 3 – B

overseas, the unemployment rate plummeted and the wartime industry created thousands of jobs for Americans boosting the American economy out of the Great Depression and giving women status in the workplace.

The United States has seen throughout history just how unpredictable actions taken may be. In both cases of the purchase of the Louisiana Territory of 1803 and the United States indirect and direct involvement during World War II the nation suffered both grave consequences and positive benefits that transformed the country forever.

Anchor Level 3-B

The response:

- Develops all aspects of the task in some depth for purchase of the Louisiana Territory and for involvement in World War II
- Is more descriptive than analytical (*Louisiana Territory*: prior to the purchase of the Louisiana Territory the United States consisted of states primarily along the eastern coast but all east of the Mississippi River; President Jefferson did not have the consent of Congress nor the specific authority to purchase the Louisiana Territory; doubled the size of the country instantly, providing new land, resources, and fertile farmland; Americans began to settle west of the Appalachian Mountains, forcing many Native Americans from their lands and further increasing the tensions with Native American tribes; expansion of land paved the way for Andrew Jackson's Indian Removal Act of 1830, removing tens of thousands of Cherokees from their lands in Georgia and relocating them west; *World War II*: United States was called upon by Winston Churchill to help protect Britain, which stood virtually alone in the fight against the Axis powers; Congress and the American public were supporters of isolationism as they had seen the effects of World War I; froze all assets of Japan and cut off all sales of oil between Japan and the United States, stopping almost all trade with Japan; due to millions of men being sent overseas, the unemployment rate plummeted and the wartime industry created thousands of jobs for Americans, boosting the American economy out of the Great Depression and giving women status in the workplace); includes faulty analysis (*Louisiana Territory*: the United States was relatively small for the growing population)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: French; critics said this was directly against the Constitution; complete control of the Mississippi River; *World War II*: Franklin D. Roosevelt; Lend-Lease Act; Allied powers; attack on Pearl Harbor; naval base; declaration of war; December 8, 1941; countless American casualties)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. While the discussion of the Louisiana Purchase and United States involvement in World War II includes all aspects of the task, the response could have been strengthened by additional facts and details. The treatment of the historical circumstances leading to United States involvement in World War II is the strongest part of the discussion and includes some good analytical statements.

Throughout the history of the United States of America, the Federal government has taken actions that have far-reaching effects on the country and the world, either positive or negative. Such actions include the purchase of the Louisiana Territory and the bombings of Hiroshima and Nagasaki.

In 1803, the Louisiana purchase was made by Thomas Jefferson, in which the French sold the Louisiana territory a large expanse of land that more than double the US' size, for a bargain price. The reason that France was selling the territory was due to the fact that after the French Revolution war against Britain was occurring, and owning the land would be hard for French management, and selling it would earn them money for the war effort. Thomas Jefferson, though he was a democrat and strictly followed the constitution, bought the land even though most people were unsure if doing so was even constitutional. This stirred up some controversy, and the Louisiana Purchase later had many positive and negative effects.

Some positive effects of the purchase were that it more than doubled the country's size, and the US gained full control of the land and rivers in the region. However, negative effects included an increase in conflicts with the Native Americans, as white settlers eager to head west intruded on their lands. These conflicts would lead to battles between the cavalry and Plains Indians. The purchase would also lead to conflicts between the North and South as they struggled to decide if states should be free or slave states, and since a balance needed to be maintained, much controversy arose whenever a new state wanted to join the union. This would lead to the Missouri Compromise and would continue increasing the tensions between the North & South that

would lead to the Civil War.

In 1945, the US dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki. The US feared that an invasion of Japan would lead to an enormous amount of American casualties, and was eager to end World War II. They had been scientifically investigating weapons to attack the Axis powers. One investigation was known as the Manhattan Project, and was the project that culminated with the invention of the atomic bomb. The US was reluctant to use it, and warned Japan to surrender before the US decided to use the bomb on them. Japan believed the US was bluffing however, and the US laid waste to Hiroshima and Nagasaki, destroying the two cities with the atomic bombs.

The positive effects of this action taken was that the war finally ended soon after because of it, Japan surrendered and the Allies won. After the surrender the US sent General MacArthur to occupy and rebuild Japan. However, negatively, the invention of the Atomic Bomb led the Soviet Union to create a bomb as well. Before long, both superpowers contained weapons of mass destruction, which generated much of the tension of the Cold War, and would lead to events like the Cuban Missile crisis. Humanity and warfare was forever changed.

In conclusion, the US' decision can have many adverse and unforeseen consequences. These consequences can often be positive and just as often negative. It's astonishing to think that the decisions of one country can have such far-reaching effects, but it's true, and needs to be taken into account when future decisions are made.

Anchor Level 3-C

The response:

- Develops all aspects of the task with little depth for purchase of the Louisiana Territory and for dropping atomic bombs on Hiroshima and Nagasaki
- Is more descriptive than analytical (*Louisiana Territory*: after the French Revolution, war against Britain was occurring and owning the land would be hard for French management, and selling it would earn them money for the war; bought the land even though most people were unsure if doing so was even constitutional; negative effects included an increase in conflicts with the Native Americans as white settlers eager to head west intruded on their lands; conflicts would lead to battle between the cavalry and Plains Indians; purchase would also lead to conflicts between the North and South as they struggled to decide if states should be free or slave states; since a balance needed to be maintained much controversy arose whenever a new state wanted to join the Union; *atomic bombs*: United States feared that an invasion of Japan would lead to an enormous amount of American casualties and was eager to end World War II; scientifically investigating weapons to attack the Axis powers; United States was reluctant to use it and warned Japan to surrender; sent General MacArthur to occupy and rebuild Japan; invention of the atomic bomb led the Soviet Union to create a bomb as well; both superpowers contained weapons of mass destruction, which generated much of the tension of the Cold War)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: Thomas Jefferson; double the United States size; bargain price; strictly followed the Constitution; rivers in the region; Missouri Compromise; Civil War; *atomic bombs*: Manhattan Project; destroying the two cities; Cuban missile crisis)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that observes the decision of one country can have far-reaching effects

Conclusion: Overall, the response fits the criteria for Level 3. The response exhibits knowledge of the historical circumstances leading to the two actions. While providing correct information about the effects, the response could be strengthened by additional elaboration.

Frequently in United States History has the government taken federal initiative resulting in unpredicted effects. These effects range from being highly destructive to largely beneficial. The ratification of the Prohibition Amendment and the dropping of atomic bombs on Hiroshima and Nagasaki are two examples of government action that have resulted in surprising effects.

The ratification of the 18th amendment came at a time of severe progressive reform in the United States. It was 1919, and many citizens were asking for reform. Movements by groups like the Women's Christian Temperance Union formed to try to remove alcohol from the United States. Groups like this believed that alcohol was the reason for gambling and poor morals in men. With the passage of the prohibition amendment, many unexpected results came. Instead of turning away from alcohol, alcohol became more desirable to citizens after the ratification. Citizens consumed far more alcohol after the ratification of the 18th. Speakeasies popped up around the country, and became the place to go to get alcohol. Bootleggers gained great amounts of wealth in some cases, and the police became corrupt when even they attended speakeasies. Thus, with the ratification of the 18th amendment many unexpected effects arose, mostly negative ones.

The decision to drop atomic bombs on Hiroshima and Nagasaki came at a time when the United States was in major conflict. It was near the end of World War II, and the European front of the war had already been settled. The States' main opponent now was Japan. With the dropping of the atomic bombs, the war was quickly brought to an end. While it is negative that a numerous amount of Japanese were killed, a positive outcome of the atomic bombs was the saving of

Anchor Paper – Thematic Essay—Level 2 – A

possibly millions of American lives. If the United States had not dropped the bombs, the war could have raged on for more years, killing many more Japanese and Americans. A downside to the bombs was the devastation to the environment, a one which people will no longer be able to reside in for a long time. However, with the passage of radical events, the world can learn valuable lessons. The devastation to the Japanese taught other countries just how terrible the effects of these bombs. The severe consequences of dropping devastating bombs began to rest in the back of leaders' minds, and eventually international laws were passed to stop something like this from happening again.

Often times, the United States has taken action that has resulted in unpredictable effects. While the effects of the Prohibition amendment were mostly negative, the dropping of the atomic bombs on Hiroshima and Nagasaki had both negative and positive outcomes. While positive effects are beneficial, negative effects can also sometimes lead to change for the better.

Anchor Level 2-A

The response:

- Develops some aspects of the task in some depth for ratification of the Prohibition amendment and for dropping atomic bombs on Hiroshima and Nagasaki
- Is primarily descriptive (*Prohibition*: 18th amendment came at a time of severe progressive reform; movements by groups like the Women’s Christian Temperance Union formed to try to remove alcohol from the United States; believed that alcohol was the reason for gambling and poor morals in men; speakeasies popped up around the country and became the place to go to get alcohol; bootleggers gained great amounts of wealth in some cases, and the police became corrupt when even they attended speakeasies; *atomic bombs*: near the end of World War II and the European front of the war had already been settled; main opponent now was Japan; war was quickly brought to an end; negative that a numerous amount of Japanese were killed; devastation to the Japanese taught other countries just how terrible the effects of these bombs); includes faulty and weak analysis (*Prohibition*: citizens consumed far more alcohol after the ratification of the 18th; *atomic bombs*: a positive outcome of the atomic bombs was the saving of possibly millions of American lives; international laws were passed to stop something like this from happening again)
- Includes few relevant facts, examples, and details (*atomic bombs*: devastation to the environment)
- Demonstrates a general plan of organization; includes an introduction and conclusion that state the effects of government actions may be unpredictable

Conclusion: Overall, the response fits the criteria for Level 2. The response shows some knowledge of the historical circumstances leading to each action, but the discussion of the effects of each action is incomplete and uneven.

Throughout our history, the United States government has set forth actions that each resulted in a slew of chain-linked events, much like the domino effect if you will. Every action, no matter how small, has consequences—both positive and negative. Despite the true intentions behind the actions, there's always a consequence that starts a rolling hill of events.

One such action took place in the early 1900s. Groups of women (and some men) who were affected by the effects alcohol had on their friends and family pressed for the government to make alcohol illegal. And they did. The masses opposed this new ban, fighting against Prohibition every chance they got. But what the people can't have, makes them want it even more. Soon, crime rates increased drastically as people did all they could to get their hands on a bottle of beer or a glass of wine. As a solution, speakeasies, "underground" bars, were formed and people flocked towards them—even law enforcement and politicians. After seeing the negative effects of this action, they decided enough was enough and lifted it. Crime rates slowed and violence idled once people could resume their drinking again.

One of the most poignant events in world history (and, of course, ours) was the decision to drop atomic bombs on the Japanese cities of Hiroshima and Nagasaki. The United States wanted to end the war (WWII) before it got even worse and get revenge on the Japanese government who sent in planes to Hawai'i without warning, killing thousands of soldiers and some civilians at Pearl Harbor. This was the U.S' retaliation. And it worked. However, the bombs were a weapon of mass destruction and destructive they were. Along with the lives of

Anchor Paper – Thematic Essay—Level 2 – B

soldiers, tens of thousands and even millions of innocent civilians died that day. Even more due to the effects that the radiations from the atomic bombs left. The effects last even to this day. In addition, the Japanese are wary of the ties that they have with the United States, straining the important relationship.

Concluding, every action of the United States has two sides of a story—detailing the positive and negative effects of the action. In instances such as the Prohibition and the dropping of bombs on Hiroshima and Nagasaki, the negatives outweighed the “positive.” The action might have benefitted one side, but the other obtained the full brunt of the negative side. Every action has a positive and negative balance and the United States government’s actions are no exceptions to that.

Anchor Level 2-B

The response:

- Minimally develops all aspects of the task for ratification of the Prohibition amendment and for dropping atomic bombs on Hiroshima and Nagasaki
- Is primarily descriptive (*Prohibition*: groups of women and some men who were affected by the effects of alcohol on their friends and family pressed for the government to make alcohol illegal; masses opposed this new ban, fighting against Prohibition every chance they got; crime rates increased drastically as people did all they could to get their hands on a bottle of beer or a glass of wine; decided enough was enough and lifted it; *atomic bombs*: United States wanted to end World War II before it got even worse; revenge on the Japanese government who sent in planes to Hawaii without warning; weapons of mass destruction, and destructive they were; even more due to the effects from the radiation that the atomic bombs left); includes faulty and weak analysis (*atomic bombs*: millions of innocent civilians died that day; the Japanese are wary of the ties that they have with the United States, straining the important relationship)
- Includes few relevant facts, examples, and details (*Prohibition*: speakeasies; *atomic bombs*: Pearl Harbor)
- Demonstrates a general plan of organization; includes an introduction that says every government decision results in a chain of events and a conclusion that states the negative effects outweigh the positive effects for Prohibition and for dropping atomic bombs on Japan

Conclusion: Overall, the response fits the criteria for Level 2. The response provides a brief and accurate discussion of the effects of Prohibition and a somewhat analytical overview of the use of atomic bombs on Japan. Additional information for historical circumstances would have strengthened this discussion.

Throughout history, the United States' government has been forced to take extreme actions that completely affected the country as a whole. Two very memorable actions taken by the federal government are the passage of the Indian Removal Act in 1830 and the dropping of the atomic bombs on Hiroshima and Nagasaki in 1945. Both of these events were caused by very different reasons and shocking outcomes.

The passage of the Indian Removal Act in 1830 was a controversial decision in that time period. President Andrew Jackson was in charge at the time and ultimately enforced this act. In the nation, Americans were running out of space to settle in. Therefore, the federal government decided that the best action to take would be forcing the Native Americans to move to reservations. This idea was that it did not matter where the Indians lived as long as American citizens had land to settle on. As a result, these Native Americans were brutally forced to migrate from their homes to reservations. This trail became known as the Trail of Tears. Many Native Americans died on this trail due to exhaustion, starvation, dehydration, or disease. The Indian population was almost completely wiped out. On the other hand, American settlers now had more land in which they could live and farm. Although the Indian Removal Act was horrible for the Native Americans, it truly benefited Americans who took over their land. The federal government did what it had to do to help its citizens live better lives.

In 1945, World War II was occurring throughout the world. Eventually, the war came to a point where the United States had to decide whether to send in troops to Japan or to use the atomic bomb to potentially end the war. President Harry S. Truman had to make this tough decision. If he chose to send in military troops on the ground,

the United States would probably suffer thousands of casualties. However, if Truman decided to drop the atomic bombs on Hiroshima and Nagasaki then Japan would be devastated and no American lives would be lost. In the end, President Truman's decision was to drop the atomic bombs. In this way, the government chose to protect its own citizens. The dropping of the bombs destroyed the Japanese cities of Hiroshima and Nagasaki which forced the Japanese government to surrender and stop fighting in the war. Even though the war was over, millions of Japan's inhabitants were affected for generations including today. Their health and homes may never be the same ever again. However, American lives were saved and none of the countries in the war had to continue fighting.

In conclusion, the actions taken by the federal government are often caused by the necessity to protect the country itself and the people in it. The outcomes may not always be what is expected but the intentions behind the actions are always good.

Anchor Level 2-C

The response:

- Minimally develops all aspects of the task for passage of the Indian Removal Act and for dropping atomic bombs on Hiroshima and Nagasaki
- Is primarily descriptive (*Indian Removal*: Andrew Jackson was in charge at the time; idea was that it did not matter where the Indians lived as long the American citizens had land to settle on; Native Americans were brutally forced to migrate from their homes; many Native Americans died on this trail due to exhaustion, starvation, dehydration, or disease; American settlers now had more land on which they could live and farm; *atomic bombs*: United States had to decide whether to send in troops to Japan or to use the atomic bomb to potentially end the war; if he chose to send in military troops on the ground, the United States would probably suffer thousands of casualties; destroyed the Japanese cities of Hiroshima and Nagasaki, which forced the Japanese government to surrender and stop fighting in the war; even though the war was over, millions of Japan's inhabitants were affected for generations, including today); includes faulty analysis (*Indian Removal*: ultimately enforced this act; Americans were running out of space to settle in; forcing the Native Americans to move to reservations; the Indian population was almost completely wiped out)
- Includes few relevant facts, examples, and details (*Indian Removal*: Trail of Tears; *atomic bombs*: World War II; President Harry Truman)
- Demonstrates a general plan of organization; includes an introduction that calls some outcomes shocking and a conclusion that says outcomes may be unexpected but the intentions behind the actions are always good

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates some knowledge of the conditions faced by Native American Indians but does not demonstrate understanding of the Indian Removal Act as it provides no specific information related to the actual Native American Indian tribes that were removed. The discussion of the atomic bombing of Japan lacks detail and development.

In the United States the Federal Government has extreme power. In multiple circumstances this power has been utilized to take military action, such as the Vietnam War and the Korean War. The Federal Government entered these conflicts with the intention of containing communism but both wars led to different outcomes. The military action taken by the United States Federal Government during the Vietnam Conflict as well as the Korean conflict have had a negative effect on the American people.

After World War Two the United State's Foreign policy was to stop the spread of communism. This idea was good however, the American people wanted the Government to focus on domestic issues. The Vietnam War started because there was communism that threatened to spread so therefore the government got involved. The war needed more troops & so there was a draft. This angered many Americans who did not want to get involved in another war. So these citizens started to protest war. The action taken by the government to go to war with Vietnam had a negative effect on America due to the amount of protests.

Similarly, the Korean War also had a negative effect on America. This war started because the American Government decided to get involved when communist North Korea invaded Democratic South Korea. So with the U.S' foreign policy of containment, the US was forced to get involved. The United States people were angered by this, because just as before they wanted to focus on domestic need. Thousands of American men and women died due to this conflict, and therefore the Korean War had a negative effect on the American people.

The United States Government during the period after World War

Anchor Paper – Thematic Essay—Level 1 – A

Two had a foreign policy on communism Containment. This policy led to two wars, one in Vietnam, and the other in Korea. These military conflicts cost many American lives just to stop the spread of communism. These action's that the US Government took ultimately had a negative effect on America.

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

- Minimally develops some aspects of the task for military action in Vietnam and for military action in Korea
- Is descriptive (*Vietnam*: after World War II the United States foreign policy was to stop the spread of communism; needed more troops and so there was a draft; angered many Americans who did not want to get involved in another war; *Korea*: decided to get involved when communist North Korea invaded democratic South Korea; thousands of American men and women died); includes weak and faulty analysis (*Vietnam*: wanted the government to focus on domestic issues; *Korea*: they wanted to focus on domestic need)
- Includes few additional relevant facts, examples, or details (*Korea*: communist North Korea; democratic South Korea)
- Demonstrates a general plan of organization; includes an introduction and conclusion that recognize both actions were based on containing communism

Conclusion: Overall, the response fits the criteria for Level 1. The response is repetitive, and the information for the Korean War is not distinct from that of the Vietnam War, aside from naming the aggressor.

Anchor Paper – Thematic Essay—Level 1 – B

At various times in United States history, actions taken by the federal government have had effects beyond their original intent; both positive and negative. One event that supports this information is the ratification of the Prohibition Act of 1919. The ratification of the Prohibition Act had several impacts on the community. Bars were shut down and people lost their businesses, which meant they were losing money. The demand for alcohol was so great that people started bootlegging it and selling it illegally. The passing of this act was supposed to do good things. Men wouldn't be getting so out of hand coming home from a night full of drinking at the saloon. Obviously, this act was later repealed when the public found out that one of their very own prohibitionists was selling alcohol behind closed doors and had the biggest brewery.

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

- Minimally develops some aspects of the task for ratification of the Prohibition amendment
- Is descriptive (*Prohibition*: bars were shut down and people lost their businesses; demand for alcohol was so great that people started bootlegging and selling it illegally; act was later repealed); includes weak application (*Prohibition*: the public found out that one of their very own Prohibitionists was selling alcohol behind closed doors and had the biggest brewery)
- Includes no additional relevant facts, examples, or details
- Demonstrates a weakness in organization; includes a one-sentence introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response consists of a few general statements about Prohibition with no discussion.

Throughout United States history actions have been taken by the Federal government with specific results intended, however the effects have stretched beyond the intentions. These effects have been not only positive but negative as well.

WWII began for the United States after the Japanese bombed Pearl Harbor. This marked the start of the war in the Pacific between the United States and Japan. This war was drawn out and there were heavy losses on both sides.

The United States dropped atomic bombs on Hiroshima and Nagasaki in an effort to get a quick surrender from Japan as opposed to an even longer, more drawn out war. One positive effect that resulted from this was that it led to Japan's unconditional surrender, ultimately ending the war and saving American soldiers. However one effect which was beyond the government's original intent was the spread of knowledge about the atomic bombs. Other countries such as the Soviet Union acquired knowledge of the atom bomb and began working towards producing their own. The atomic bomb is a highly destructive and dangerous weapon, the more people (or countries) who possess it, especially enemies of the United States (North Korea), the higher the risk of nuclear war.

In the 1950's and 60's tensions were high; communism was growing quite abundant and the Cold War was in full effect. In Cuba, communist Fidel Castro had just come to power via a revolution. With Fidel Castro in power United States economic interests were being violated. Cuba seized American owned hotels and investments in these hotels were lost. Sugar companies like Domino that were based in Cuba were lost as well, along with the money which was invested in

Thematic Essay—Practice Paper – A

these companies. This led to discontent with Castro by the U.S.

In 1961 the United States backed an invasion of Cuba at the Bay of Pigs with the intention of removing Castro from power. The invasion was a complete failure. The failure made President Kennedy and the U.S. look weak and vulnerable. Russia sent nuclear missiles to Cuba as a result of our actions and this led to the Cuban missile crisis. This was negative because not only was Castro still in power but now Cuba was even more aligned with the U.S.S.R. who was building missile sites right off the coast of Florida. Kennedy ordered a blockade of Cuba by the Navy and the U.S.S.R. backed down. It was a very close call.

The United States has taken actions with the specific intent of accomplishing certain things. Sometimes the outcome is positive, sometimes it's negative. When the outcome is negative it is usually b/c things did not go as planned.

Throughout history, the United States government has taken actions that have caused effects beyond original intent. Sometimes, not thinking of the long term consequences, the federal government has pursued certain paths of decisions and actions, which led to a larger reaction than initially anticipated. The Purchase of the Louisiana Territory originally was intended to expand the size of the United States greatly, but resulted in more tension in the country over slavery in the territories. The U.S.'s intervention in South Vietnam was intended to stop the spread of communism quickly, but instead led to a very long period of U.S. intervention and eventually major protest by much of the American public. Though often the federal government's intentions seem legitimate and the outcome successful, this is not always the case. Sometimes certain actions by the U.S. government have resulted in a much larger effect than was expected.

The Purchase of the Louisiana Territory in 1803 was intended to expand the size of the nation to help western farmers by getting control of the Mississippi River and the Port of New Orleans. Jefferson's negotiations with France did result in almost doubling the land of the U.S. which meant more resources, area for settlement and in turn economic opportunity. These results were all part of the agrarian vision that President Jefferson hoped would benefit the young nation. The vast Louisiana territory would eventually become the breadbasket of the nation with millions of acres of wheat and corn. The farmland on the Great Plains drew settlers from all parts of the world. What was not necessarily expected was the tension the Louisiana Purchase would cause in the nation about whether to allow

slavery in the territories. While the South felt slaves, as property, should be allowed anywhere and that it was not a federal power to deny slavery in the territories, Northerners felt slavery should not be allowed in the new land and the federal government did have power to make such a decision. These sectional disagreements about new territories were the beginning in the arguments and compromises leading up to the Civil War. The Missouri compromise, for example, dealt with some of the tension over the slavery issue in the Louisiana territory. By adding Missouri as a slave state and Maine as a free state, the balance of slave and free states in Congress was kept but it only was successful temporarily. Eventually, no compromise could prevent the Civil War, which was mainly caused by tensions in the nation over the expansion of slavery. This result could have never been anticipated because the U.S. government was simply looking at the great benefits of acquiring more land and did not see the long term conflict it could cause.

U.S. intervention in South Vietnam also caused much larger effects than intended. When the U.S. first started sending supplies and advisors to South Vietnamese forces against the communist guerilla army, the Viet-cong, the government simply thought they would help South Vietnam defeat the communists and contain communism. Americans did not expect the rapid escalation of conflict in Vietnam and when President Johnson decided to send combat troops in 1965, they did not expect the extent to which the amount of American troops, supplies, and time would escalate. This initial intent to contain communism, not only in Europe, but also in Asia, aimed at quelling the Soviet Union's power. Instead, over fifty thousand

Thematic Essay—Practice Paper – B

soldiers died, billions of tax dollars were wasted and time was taken in a war that ended up lasting ten years. The federal government also did not anticipate the opposition the war would result in and the protests, especially among the youth culture, it would cause. College protests spread across the country because many resisted the draft and questioned the goals of the war. This conflict resulted in distrust and even anger at the federal government for lying about the war and not ceasing intervention. Eventually Vietnam was not successful and after U.S. withdrew, the communists took control, also not anticipated by the federal government. Though original intent was to contain the spread of communism, intervention in Vietnam had negative effects that were not anticipated.

The federal government of the United States has taken actions that have had much larger effects than intended, or anticipated. The Louisiana purchase led to tension in the nation over slavery in the territories and intervention in Vietnam led to a long war with a great loss in troop and supplies and public anger over the situation. These outcomes were not expected but resulted in negative events.

Throughout the history of the United States actions taken by the federal government had gone beyond its original intent. One instance where it can be seen that the action had gone beyond its original intent is the invasion of the Bay of Pigs. There are many events that led up to the invasion of the Bay of Pigs one of which was the overthrowing of the totalitarian government of Batista by Fidel Castro's Communist regime. This was prompted because the American people funded Fidel and his rebels to overthrow the dictator of Cuba as they did not know he was communist. Through this anti-communist Cubans migrated to Florida, mainly Miami to go to a democracy rather than stay in Communism. In Florida these Cuban's became trained rebels and wanted to take back Cuba and had discussions with Eisenhower. JFK was elected there after and the CIA asked him to give air support to the rebels as they invaded Cuba through the Bay of Pigs. JFK withdrew his consent on the air support fearing all out war so the rebels at the Bay of Pigs were slaughtered as a result of no air support and Cuban intel.

As a result there were many positive and negative effects of how the world viewed the U.S. A negative effect was that the Cubans allied with the Communist Soviet Union as the betrayal of the Bay of Pigs spread increased distrust for the United States. It also showed that the United States was not willing to go to war and that made the U.S.S.R. feel that they could push the U.S. by arming Cuba. Thus it prompted the Cuban Missile Crisis shortly there after. A positive effect of the Bay of Pigs was that the U.S. did not go to war as it was intended. Another negative effect was that the U.S. policy of anti-communism was strengthened as people feared the spread of

communism throughout Latin America.

Another instance in American History where an action went beyond its intent was the dropping of atomic bombs on Hiroshima and Nagasaki. There were many events that led up to this action one of which being naval battles such as the Battle of Midway. As the war in Europe came to a close, the war in Japan still raged on. Through the process of island hopping and the industrial prowess of the U.S. most of the territory was captured around Japan. Japan had not surrendered so the U.S. had to decide whether or not to invade the mainland of Japan. If the U.S. would invade the mainland of Japan it would have brought the loss of one million American lives with it. To preserve American lives Pres. Truman authorized the dropping of the atomic bombs on Japan. These atomic bombs were the first of their kind and made in the Manhattan project. The argument was whether or not to bomb a city. It was first proposed to bomb Tokyo but with the loss of life was too great. Thus two mid-sized cities were bombed Hiroshima and not the original second target Nagasaki. After the first bombing the emperor did not flinch, but the second was enough for the government of Japan to surrender.

There were many positive and negative effects to bombings. A positive effect was the preservation of American lives through surrender. Another positive effect was that we occupied Japan and they became one of our greatest allies. A negative effect was the killing of civilians in Japan as the atomic bombs caused total devastation. Today Japan is one of our biggest allies and trading partners in Asia.

Throughout United States history numerous laws and acts have been passed. These laws have influenced our country in both positive and negative ways. Two of these laws and actions include the Louisiana purchase of 1803 and the Prohibition amendment of 1919.

The territory of Louisiana was purchased from France in 1803 by Thomas Jefferson. This purchase originated from the United States need and desire to own the port of New Orleans. The United States already owned most of the Mississippi River however were still in need of the port for radical economic growth. Jefferson's deal with France did not only purchase the port but also the entire Louisiana Territory.

This purchase of Land had both positive and negative effects on the United States. Positively the purchase gained the port of New Orleans causing economic growth by import and export. The territory also gained new land and therefore new settlement and exploration opportunities. Negatively these new settlement opportunities lead to issues with admitting new states to the union. Questions of how to do this soon surfaced in congress along with questions of slavery in the new territory. These issues were eventually solved with the Missouri compromise, the compromise of 1850, and finally the Civil war.

Another act that had similar effects on the United States was the Prohibition amendment. This amendment was largely campaigned for by women. Alcoholism was a large issue in the early 1900's. Women became tired of abusive alcoholic husbands and began the temperance movement. With the backing of the church in 1919 the Prohibition amendment was ratified.

This ratification caused more negative than positive effects. Crime became a very large issue. Bootlegging, organized crime, and the

Thematic Essay—Practice Paper – D

blackmarketed all came out of the prohibition era. Economy of alcohol producers also suffered, causing the amendment to be repealed by the 21st amendment.

Our countries actions in law have had both positive and negative economic, political, and geographical effects. With the Louisiana purchase and prohibition are examples of these positive and negative effects.

Sometimes, the government has to make a quick decision due to global circumstances. In the history of the United States, several actions have been taken which produced unexpected outcomes. Two such actions are the dropping of Atomic bombs on Hiroshima and Nagasaki and the invasion of Cuba at the Bay of Pigs.

The dropping of the atomic bombs was a direct consequence of World War II. After the bombing of the American naval base at Pearl Harbor by Japan, the United States joined the Allies (Britain, France, Soviet Union) and declared war on the Axis (Germany, Italy & Japan). The war in Europe ended after Germany's defeat at the Battle of the Bulge and the later fall of Berlin. This allowed U.S. to focus all of its attention to the "Rising Sun Empire"—Japan. Following their strategy of island hopping, the United States captured the strategic islands of Okinawa & Iwo Jima. While heavily outnumbered by the Americans, the Japanese refused to surrender. The military advised President Truman of the potential for the heavy loss of American lives if the U.S. invaded Japan. To protect American lives, Truman then decided to drop the bombs at the manufacturing cities of Hiroshima and Nagasaki, which were mostly populated by civilians.

There were various positive and negative outcomes of the dropping of the atomic bomb. The bombing brought a quick end to the war and meant that no invasion was necessary. This certainly saved many American lives, but it also saved many Japanese. It ended the regular air attacks by American bombers that sometimes killed tens of thousands on a single night. The U.S. claimed the title of the strongest and most powerful nation in the world. Also, the world was made aware of the magnitude of the atomic bomb. It brought in the

age of nuclear warfare & technology. However, the bombs had terrible consequences on the people. Tens of thousands of innocent men, women and children died immediately. The Japanese were exposed to extreme radiation and for the first time in history, mankind understood the dire effects of radiation. The bombs turned once thriving cities into complete wastelands. The Japanese emperor finally agreed to unconditional surrender to prevent further devastation. But the radiation brought upon permanent mutation to plants, animals & people causing the Japanese to suffer for many years.

Another action taken by the government is the invasion of Cuba at Bay of Pigs. After overthrowing the corrupt Batista government, Fidel Castro came into power and declared Cuba a communist country. Cubans, who disapproved of Castro's rule and his communist ideologies, fled to U.S. and took shelter in Miami, Florida. There these exiles planned an invasion of Cuba to overthrow the Communist government with President Eisenhower's approval. The newly elected president, John F. Kennedy, promised to support the invasion by sending American planes to provide cover. However, just before the invasion, he turned away from his word and didn't send American planes. Meanwhile, Castro's spies were able to discover the location of the invasion (Bay of Pigs). Without the support and safety of the U.S. airforce, the Cuban exiles were captured by the Cuban Army and the invasion was a total failure.

This action had several negative effects. John F. Kennedy was put into a bad light. Some Americans questioned his effectiveness to handle difficult foreign situations and it caused them to rethink their decision of electing a young, inexperienced President. Also, Soviet

Union's leader Nikita Krushaev saw this event as the weakness of the United States and more importantly Kennedy to handle critical situations. He saw JFK as an easy target and a pushover and began building missile silos in Cuba. After U.S. spy planes photographed the sites Kennedy knew he had to act. He ordered a naval blockade of Cuba and Soviet ships bringing supplies turned around. Americans now believed that the young president was strong and decisive.

The actions taken by the federal government had effects beyond their original intent. While some had positive effects, others had negative outcomes. Furthermore, sometimes the decisions made by the government don't have effects as expected.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for dropping atomic bombs on Hiroshima and Nagasaki and for the invasion of Cuba at the Bay of Pigs
- Is more descriptive than analytical (*atomic bombs*: World War II began for the United States after the Japanese bombed Pearl Harbor; war was drawn out and there were heavy losses on both sides; to get a quick surrender from Japan as opposed to an even longer, more drawn-out war; led to Japan's unconditional surrender, ultimately ending the war and saving American soldiers; other countries such as the Soviet Union acquired knowledge of the atom bomb and began working toward producing their own; the more people or countries who possess it, especially enemies of the United States such as North Korea, the higher the risk of nuclear war; *Bay of Pigs*: communism was growing quite abundant and the Cold War was in full effect; in Cuba, communist Fidel Castro had just come to power via a revolution; United States economic interests were being violated; invasion was a complete failure; made President Kennedy and the United States look weak and vulnerable; led to the Cuban missile crisis; Cuba was even more aligned with the USSR, which was building missile sites right off the coast of Florida; Kennedy ordered a blockade of Cuba by the Navy and the USSR backed down)
- Includes some relevant facts, examples, and details (*atomic bombs*: war in the Pacific; highly destructive; *Bay of Pigs*: seized American-owned hotels; sugar companies like Domino)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response shows understanding of the task and includes some good supporting details, but it lacks analysis and would benefit from further development of the task.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task for purchase of the Louisiana Territory and for intervention in South Vietnam
- Is both descriptive and analytical (*Louisiana Territory*: intended to expand the size of the nation to help western farmers by getting control of the Mississippi River and the port of New Orleans; part of the agrarian vision that President Jefferson hoped would benefit the young nation; vast Louisiana Territory would eventually become the breadbasket of the nation with millions of acres of wheat and corn; farmland on the Great Plains drew settlers from all parts of the world; what was not necessarily expected was the tension the Louisiana Purchase would cause in the nation about whether to allow slavery in the territories; sectional disagreements about new territories were the beginning in the arguments and compromises leading up to the Civil War; Missouri Compromise dealt with some of the tension over the slavery issue; balance of slave and free states in Congress was kept, but it only was successful temporarily; *Vietnam*: started sending supplies and advisors to South Vietnamese forces against the communist guerilla army; this initial intent to contain communism, not only in Europe but also in Asia, aimed at quelling the Soviet Union's power; over fifty thousand soldiers died, billions of tax dollars were wasted, and time was taken in a war that ended up lasting ten years; college protests spread across the country because many resisted the draft and questioned the goals of the war; conflict resulted in distrust and even anger at the federal government for lying about the war and not ceasing intervention)
- Supports the theme with relevant facts, examples, and details (*Louisiana Territory*: negotiations with France; economic opportunity; slaves as property; Missouri as a slave state; Maine as a free state; *Vietnam*: Viet Cong; rapid escalation; President Johnson; send combat troops; youth culture; United States withdrew; communists took control)
- Demonstrates a logical and clear plan of organization; includes a lengthy introduction and a conclusion that both focus on the idea of unintended consequences

Conclusion: Overall, the response fits the criteria for Level 4. While the historical circumstances that led to each action are not well developed, the discussion of effects for both the Louisiana Purchase and intervention in South Vietnam are well developed and provide good insight.

Practice Paper C—Score Level 3

The response:

- Develops all aspects of the task with little depth for the invasion of Cuba at the Bay of Pigs and for dropping atomic bombs on Hiroshima and Nagasaki
- Is more descriptive than analytical (*Bay of Pigs*: many events that led up to the invasion of the Bay of Pigs, one of which was the overthrowing of the totalitarian government of Batista by Fidel Castro's communist regime; became trained rebels and wanted to take back Cuba and had discussions with Eisenhower; Kennedy was elected thereafter and the CIA asked him to give air support; Cubans allied with the communist Soviet Union as the betrayal of the Bay of Pigs increased distrust for the United States; made the USSR feel that they could push the United States by arming Cuba; people feared the spread of communism throughout Latin America; *atomic bombs*: as the war in Europe came to a close, the war in Japan still raged on; Japan had not surrendered so the United States had to decide whether or not to invade the mainland of Japan; would have brought the loss of one million American lives; after the first bombing the emperor did not flinch, but the second was enough for the government of Japan to surrender; we occupied Japan and they became one of our greatest allies; negative effect was the killing of civilians in Japan as the atomic bombs caused total devastation; today Japan is one of our biggest allies and trading partners in Asia); includes faulty and weak analysis (*Bay of Pigs*: this was prompted because the American people funded Fidel and his rebels to overthrow the dictator of Cuba as they did not know he was communist; a positive effect of the Bay of Pigs was that the United States did not go to war as it was intended)
- Includes some relevant facts, examples, and details (*Bay of Pigs*: Florida; Miami; democracy; no air support; Cuban missile crisis; *atomic bombs*: Battle of Midway; island-hopping; Manhattan Project; Tokyo)
- Demonstrates a satisfactory plan of organization; includes a one-sentence introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response shows some knowledge of the historical circumstances that led to each action. However, the discussion of the effects of each action is not fully developed.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task for purchase of the Louisiana Territory and for ratification of the Prohibition amendment
- Is primarily descriptive (*Louisiana Territory*: originated from the United States need and desire to own the port of New Orleans; Jefferson’s deal with France did not only purchase the port but also the entire Louisiana Territory; causing economic growth by import and export; new settlement opportunities led to issues with admitting new states to the Union; questions of how to do this soon surfaced in Congress along with questions of slavery in the new territory; *Prohibition*: women became tired of abusive alcoholic husbands and began the temperance movement; bootlegging, organized crime, and the black market all came out of the Prohibition era; economy of alcohol producers also suffered causing the amendment to be repealed by the 21st)
- Includes few relevant facts, examples, and details (*Louisiana Territory*: Mississippi River; exploration opportunities; Missouri Compromise; Civil War; *Prohibition*: alcoholism; backing of the church); includes an inaccuracy (*Louisiana Territory*: Compromise of 1850)
- Demonstrates a general plan of organization; includes an introduction and conclusion that restate the task

Conclusion: Overall, the response fits the criteria for Level 2. The discussion recognizes several important ideas about each action but fails to discuss them in any depth.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task for dropping atomic bombs on Hiroshima and Nagasaki and for the invasion of Cuba at the Bay of Pigs
- Is both descriptive and analytical (*atomic bombs*: after the bombing of the American naval base at Pearl Harbor by Japan, the United States joined the allies; while heavily outnumbered by the Americans, the Japanese refused to surrender; military advised President Truman of the potential for the heavy loss of American lives if the United States invaded Japan; brought a quick end to the war and meant that no invasion was necessary; saved many American lives but it also saved many Japanese; ended the regular air attacks by American bombers that sometimes killed tens of thousands on a single night; United States claimed the title of the strongest and most powerful nation in the world; tens of thousands of innocent men, women, and children died immediately; turned once-thriving cities into complete wastelands; Japanese emperor finally agreed to unconditional surrender to prevent further devastation; *Bay of Pigs*: after overthrowing the corrupt Batista government, Fidel Castro came into power and declared Cuba a communist country; exiles planned an invasion of Cuba to overthrow the communist government with President Eisenhower's approval; newly elected President John F. Kennedy promised to support the invasion by sending American planes to provide cover; some Americans questioned his effectiveness to handle difficult foreign situations and it caused them to rethink their decision of electing a young, inexperienced president; saw Kennedy as an easy target and a pushover and began building missile silos in Cuba; after United States spy planes photographed the sites, Kennedy knew he had to act)
- Supports the theme with relevant facts, examples and details (*atomic bombs*: World War II; Axis; after Germany's defeat; Battle of the Bulge; Rising Sun Empire; island hopping; Okinawa and Iwo Jima; manufacturing cities populated by civilians; radiation; *Bay of Pigs*: Miami; Castro's spies; exiles were captured by the Cuban army; total failure; Nikita Khrushchev; naval blockade; Soviet ships)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for level 4. The response demonstrates good understanding of the historical circumstances that led to each action. The discussion of the effects of dropping atomic bombs on Hiroshima and Nagasaki is stronger than the discussion of the effects of the Bay of Pigs invasion. Overall, this response lacks the development and analysis consistent with a higher level paper.

United States History and Government Specifications January 2018

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

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

Notes:

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

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

The *Chart for Determining the Final Examination Score for the January 2018 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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