

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## UNITED STATES HISTORY AND GOVERNMENT

Thursday, June 14, 2012 — 9:15 a.m. to 12:15 p.m., only

VOLUME  
**1 OF 2**  
MC & THEMATIC

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/apda/> 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.

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

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

## 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.**

**United States History and Government**  
**Content-Specific Rubric**  
**Thematic Essay**  
**June 2012**

**Theme: United States Foreign Policy**

United States presidents often make foreign policy decisions in an attempt to deal with international problems. These decisions have had an impact on both the United States and on other countries or regions.

- Task:** Select *two* presidential foreign policy decisions and for *each*
- Describe the historical circumstances surrounding the decision
  - Discuss an impact of the decision on the United States
  - Discuss an impact of the decision on another country or region

You may use any presidential foreign policy decision that dealt with an international problem from your study of United States history. Some suggestions you might wish to consider include James K. Polk sending troops to the Rio Grande (1846), William McKinley deciding to annex the Philippines (1898), Woodrow Wilson asking for a declaration of war (1917), Harry Truman deciding to use the atomic bomb (1945), John F. Kennedy quarantining Cuba (1962), Lyndon B. Johnson sending combat troops to Vietnam (1965–1968), Richard Nixon improving relations with China (1972), George H. W. Bush sending troops to Kuwait (1990–1991), and George W. Bush sending troops to Iraq (2003).

**Scoring Notes:**

1. This thematic essay has *six* components (discussing the historical circumstances surrounding *two* presidential foreign policy decisions, an impact of *each* presidential foreign policy decision on the United States, and an impact of *each* presidential foreign policy decision on another country or region).
2. The historical circumstances surrounding each presidential foreign policy decision may be similar (e.g., Cold War relating to the quarantining of Cuba and to sending combat troops to Vietnam) as long as each is supported by specific historical information.
3. The impact of the presidential foreign policy decision on the United States and on another country or region may be similar, as long as separate and distinct details are included for each.
4. The impacts of the two presidential foreign policy decisions on another country or region may focus on the same country or region for both decisions (e.g., the impact of George H. W. Bush's decision on Kuwait and the impact of George W. Bush's decision on Iraq) as long as each is supported by specific historical information.
5. The impact of the foreign policy decision on the United States and on another country or region may be either immediate or long term.
6. The response may discuss the impact of the presidential foreign policy decision on the United States and on another country or region from any perspective as long as the position taken is supported by accurate facts and examples.

### Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances surrounding **each** of **two** presidential foreign policy decisions, discussing an impact of **each** decision on the United States, and discussing an impact of **each** decision on another country or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Harry Truman deciding to use the atomic bomb*: connects the refusal of Japan to surrender and President Truman's determination to end World War II quickly with fewer American fatalities to the decision to use the atomic bomb that devastated Hiroshima and Nagasaki with tens of thousands of Japanese civilian deaths forcing Japan to surrender unconditionally and submit to United States occupation, the continued development of atomic weapons after World War II, and public concerns over the arms race; *George W. Bush sending troops to Iraq*: connects the 9/11 terrorist attacks on the United States and claims of weapons of mass destruction in Iraq to President Bush's decision to send troops to Iraq, resulting in United States deficit spending for nation building in Iraq and criticism of the Bush administration over failed intelligence about weapons of mass destruction, the replacement of Saddam Hussein's repressive dictatorship by American occupation, and the ongoing struggle for democracy in Iraq
- Richly supports the theme with relevant facts, examples, and details, e.g., *Harry Truman deciding to use the atomic bomb*: Pearl Harbor; war in the Pacific; Emperor Hirohito; island hopping; kamikaze; Manhattan Project; Franklin Roosevelt; kept USSR out of Japan; saved an estimated one million American soldiers; Soviet atomic tests; bomb shelters; McCarthyism; radioactive fallout; General Douglas MacArthur; democratic constitution; end of strong military in Japan; economic giant; *George W. Bush sending troops to Iraq*: World Trade Center; Pentagon; Osama bin Laden; al Qaeda; Islamic extremists; oil reserves; 1991 Persian Gulf War; gassing of Kurds; more than 4,500 American troops killed; improvised explosive devices; veterans' issues; less spending on domestic programs; 2008 presidential election; trial and execution of Saddam Hussein; Iraqi civilian deaths; free elections; modernization; new infrastructure; Sunni versus Shiite
- 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 presidential foreign policy decision more thoroughly than for the second presidential foreign policy decision *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., *Harry Truman deciding to use the atomic bomb*: discusses how Japan's refusal to surrender and the potential loss of a million American soldiers in an invasion of Japan led President Truman to use the atomic bomb, how the United States spent heavily to develop and test more nuclear weapons in order to win the arms race, and how civilian deaths and devastation in Hiroshima and Nagasaki resulted in Japan's unconditional surrender; *George W. Bush sending troops to Iraq*: discusses how the War on Terror and reports that Saddam Hussein possessed weapons of mass destruction led President Bush to send troops to Iraq, how the United States spent billions of dollars to rebuild Iraq and thousands of American soldiers were killed or injured, and how Saddam Hussein's rule was replaced by a more democratic government with free elections
- 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* foreign policy decision, and if the response meets most of the other Level 5 criteria, the overall response may be a Level 3 paper.

**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

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

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

Often in times of war, presidential power increases to lead the country through crisis. This, however, can have a profound impact on both the US and countries around the world; Both Harry Truman and Lyndon B. Johnson were forced to make decisions regarding WWII and the Vietnam War, respectively, that changed the global status of the US. The wartime attitudes and political conundrums of both time periods immensely shaped the presidents' decisions; the desire for an end to WWII, among other things, pushed Truman to drop the bomb, while the political pressure to contain communism encouraged Johnson to escalate the Vietnam War. Though Truman won the war in Asia and Johnson arguably lost his, both presidents severely impacted the attitudes of Americans as well as physically and economically demolished Japan and Southeast Asia.

Harry Truman had just inherited the end of Roosevelt's World War II and, though Europe had been settled to some extent, was forced to end the war with Japan as well. The Manhattan Project under Oppenheimer had been under way for some time creating a weapon of mass destruction, the atomic bomb, and Truman was presented with two options because of this. He could enter Japan and bombard them with American naval, land, and air capacity, undoubtedly losing American lives in the process, or he could drop the A-bomb and save American lives. The second option was bound to demolish not only Japanese bases but also civilians and land, these being primary concerns for Truman. Some scientists warned Truman of their repercussions. But Japanese Bushido code and their opposition to surrendering convinced Truman that the atomic bomb

was necessary for the sake of America. Indeed, it saved countless American lives, but destroyed an estimated 200,000 of Japanese ones. The bomb boosted American morale, and more directly, brought the soldiers home.

Another enormous effect of the atomic bomb was its ability to propel the US to superpower status. The bomb not only had the effect of destroying Japan but it also convinced the world, and, more importantly, the Soviet Union, that the US was powerful and unafraid. However, this would lead to the concept of Mutually Assured Destruction, once the USSR built up its nuclear weapons, and escalated the Cold War. From then on, the US would have to live with the fact that many nations would have nuclear weapons. Even today, the government believes Iran and North Korea are developing nuclear weapons that would threaten our security. We also fear that terrorists will gain access to these dangerous weapons. Adversely, in Japan, the atomic bomb had an unquestionably negative effect. Hiroshima and Nagasaki were obliterated and huge numbers of civilians were killed. Furthermore, the US forced upon Japan a new constitution and eliminated any threatening Japanese army. This, in turn, lowered Japanese morale. Instead of focusing on military might, Japan would develop a thriving economy. However, heated debates would develop over the creation of self-defense forces and the construction of nuclear power plants.

Johnson also inherited his war, this time from Kennedy. Kennedy had stationed advisors in Vietnam. Furthermore, Johnson faced political pressure from the Republicans, who accused Democrats of being soft on Communism.

A reported attack on an American ship in the Gulf of Tonkin was all that was needed to convince the Congress to authorize more action, allowing Johnson to escalate the war. The North Vietnamese threat and Domino theory scared the American people, most of whom still supported the war. Johnson wanted to be loved by the people so he could put through his Great Society program. Torn by conflicting opinions, he escalated the war. Johnson understood that if he lost in South Vietnam, he would also lose his political power at home that allowed him to get things like the Civil Rights Act of 1964 and Medicare passed. So rather than lose South Vietnam, he escalated the war and made it an American one. He kept increasing troop levels and bombing, hoping to force North Vietnam to negotiate. The scale of the war and the use of the draft resulted in a huge antiwar movement and Johnson's popularity fell. A popular chant at war protests was "Hey, hey, LBJ, how many kids did you kill today?" Eventually, Johnson lost the ability to enlarge his Great Society, which had suffered because of the huge cost of the war. In 1968, with the war going badly, he dropped his reelection plans and started peace negotiations. Johnson's war continued even after he left office – four more years of destruction in Vietnam and upheaval at home. Communism had not been stopped, a goal had not been attained, and Vietnam was in ruins. Extensive bombing had not deterred the Viet Cong but had destroyed land. After Vietnamization, the Chi Minh's troops quickly overtook weak South Vietnam and unified the country. It would take Vietnam many years to rebuild after the devastating effects of napalm and Agent Orange on the Vietnamese countryside. LBJ's decision



had a clear impact not only on the US but in Southeast Asia.

Clearly, Presidents Truman and Johnson made wartime decisions as commander in chief that strongly affected both the US and Asian countries.

---

**Anchor Level 5-A**

**The response:**

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding Harry Truman deciding to use the atomic bomb and Lyndon B. Johnson sending combat troops to Vietnam, and discussing an impact of each decision on the United States and another country
- Is more analytical than descriptive (*Harry Truman deciding to use the atomic bomb*: he could enter Japan and bombard them with American naval, land, and air capacity, undoubtedly losing American lives in the process, or he could drop the atomic bomb and save American lives; however, this would lead to the concept of mutually assured destruction, once the USSR built up its nuclear weapons and escalated the Cold War; instead of focusing on military might, Japan would develop a thriving economy; debate over self-defense forces and nuclear power plants; *Lyndon B. Johnson sending combat troops to Vietnam*: a reported attack on an American ship in the Gulf of Tonkin was all that was needed to convince Congress to authorize more action, allowing Johnson to escalate the war; antiwar movement developed; Great Society suffered; Johnson dropped reelection plans; extensive bombing had not deterred the Vietcong but had destroyed the land)
- Richly supports the theme with relevant facts, examples, and details (*Harry Truman deciding to use the atomic bomb*: Roosevelt; World War II; Europe; Manhattan Project; Oppenheimer; civilians; Bushido Code; opposition to surrendering; destroyed 200,000 Japanese; superpower; Iran and North Korea; nuclear weapons; threaten our security; terrorists; Hiroshima and Nagasaki; new constitution; *Lyndon B. Johnson sending combat troops to Vietnam*: Kennedy; advisors; pressure from Republicans; soft on communism; domino theory; draft; declined further nomination; Southeast Asia; Vietnamization; Ho Chi Minh; unified the country; napalm; Agent Orange)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes that presidential power increases in times of war and that Truman was successful in Asia while Johnson was not, and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 5. The response effectively describes the historical circumstances leading to each presidential decision. The discussion clearly conveys the impacts of both foreign policy decisions in the enormous destruction in Japan and Southeast Asia and the profound effects on the United States.

United States presidents often make foreign policy decisions in an attempt to deal with international problems. These decisions have led to an impact on both the United States in addition to other nations. Two presidential foreign policy decisions that exemplify this theme are Truman's deciding to use the Atomic Bomb and George W. Bush's decision to send troops to Iraq in 2003.

In 1945, America was at war with Japan in the Pacific. The war in Europe had already ended at this time with Hitler's suicide and the German surrender. However, war waged on between Japan and the United States. In the United States, scientists working on the top secret Manhattan Project had developed and tested the atomic bomb. To end the war quickly and save an estimated one million American soldiers, Truman warned Japan that the U.S. would use devastating power if necessary, but warlike military leaders in Japan stubbornly refused to accept unconditional surrender, so Truman ordered an atomic strike. It took two bombs on Hiroshima and Nagasaki before Japan surrendered unconditionally. This had a profound impact on the United States because now America was a superpower in the world. America was now, without a doubt, the most powerful nation on the planet. The bombs had a devastating affect on Japan. After the bombs fell, the death toll in Japan went into the hundreds of thousands. Japan was reduced to rubble in many areas and ~~re~~ rebuilding would be difficult. General Douglas MacArthur took charge of the occupation that laid the groundwork for Japan to become an

economic giant. Today, Japan is one of America's greatest trading partners as an exporter of cars and electronics. Furthermore, the dropping of the Atomic Bomb not only ended WWII between the U.S. and Japan, but made the United States a respected superpower. However, it did not take long for the Soviet Union to develop its own atomic weapons and the nuclear arms race began. The arms race and Cold War between the U.S. and the Soviets also led directly to domestic impacts. Fear of Communism led to loyalty oaths for government workers and McCarthyism and its witch hunts. Americans also took steps to prepare for a nuclear attack. They built bomb shelters and practiced "duck and cover" drills in schools.

Another presidential foreign policy decision that would impact both the United States and another nation would be George Bush's decision to send troops to Iraq in 2003. After 9/11, the Bush administration declared a war on terror in the Middle East. In other words, the president would use his power as commander and chief to send troops anywhere he felt necessary to eliminate terrorism. Bush believed that Iraq and specifically Iraq's dictator Saddam Hussein, were holding Weapons of Mass Destruction, which could be used against the U.S.. Without permission from the United Nations, Bush decided to invade Iraq and overthrow Saddam to end the threat he believed Iraq possessed. As the conflict dragged on, it was evident that Iraq did not possess the WMD's that Bush was looking for. However, it was still important to his administration

that Saddam was overthrown and a stable democratic government would be put in its place to protect Iraq's vast oil reserves and keep Iran from threatening other U.S. allies. When Saddam was overthrown, Iraq was thrown into a civil war between Sunnis, Shites, and Kurds for control of the nation. The al-Qaeda cell in Iraq also attacked civilians and Americans, adding to the bloodshed. The Iraq War was a long, bloody conflict that resulted in the deaths of thousands of Americans and tens of thousands of Iraqis. For Iraq, America's invasion and attempt at nation building was both a disaster and a chance at a new start. The U.S. has promised to leave, removing all troops, but leaving a divided Iraq to work out its own future. It will take a long time to know whether Bush's decisions were good or bad for both the U.S. and Iraq.

Other nations have looked down on the U.S. thinking we had no place there in the first place. Bush's decision meant that the United States would have to greatly increase its military budget and it has enlarged the national debt. Many Americans think that money spent to rebuild Iraq could have been used to improve Americans' lives.

To conclude, the presidential foreign policy decisions often have an effect on both the U.S. and other nations. Most notably, Truman's dropping of the Atomic Bomb and Bush's invasion of Iraq had a profound effect on many nations and people.

## Anchor Level 5-B

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding Harry Truman deciding to use the atomic bomb and George W. Bush sending troops to Iraq, and discussing an impact of each decision on the United States and another country
- Is more analytical than descriptive (*Harry Truman deciding to use the atomic bomb*: but unrelenting military leaders in Japan stubbornly refused to accept unconditional surrender, so Truman ordered an atomic strike; General Douglas MacArthur took charge of the occupation that laid the groundwork for Japan to become an economic giant; fear of communism led to loyalty oaths; American citizens took steps to prepare for a nuclear attack; *George W. Bush sending troops to Iraq*: however, it was still important to his administration that Saddam was overthrown and a stable democratic government would be put in its place to protect Iraq's vast oil reserves; many Americans think that money spent to rebuild Iraq could have been used to improve Americans' lives; for Iraq, America's invasion and attempt at nation building was both a disaster and a chance at a new start)
- Richly supports the theme with relevant facts, examples, and details (*Harry Truman deciding to use the atomic bomb*: Pacific; war in Europe had already ended; Hitler's suicide; German surrender; save an estimated one million American soldiers; top secret Manhattan Project; Truman warned Japan; two bombs on Hiroshima and Nagasaki; superpower; death toll; hundreds of thousands; reduced to rubble; trading partner; exporter of cars and electronics; Soviet Union; nuclear arms race; bomb shelters; duck-and-cover drills; *George W. Bush sending troops to Iraq*: 9/11; War on Terror; commander in chief; weapons of mass destruction; United Nations; military budget; enlarged the national debt; Saddam was overthrown; civil war; Sunnis; Shiites; Kurds; deaths of thousands of Americans; tens of thousands of Iraqis)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that generally restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. Analysis and well-chosen details indicate an understanding of how presidential foreign policy decisions have affected the modern world.

As the expanding world has become more globally interconnected, the United States has arisen as an extremely involved nation in the international community. The President of the United States generally creates their own identifiable foreign policy, which shapes the way the country functions on an international basis. With this kind of power, the President's decisions effects are far-reaching, affecting many of the stronger and weaker nations of the world. Within the country, direct reactions to the President's foreign policy and immediate effects drastically shape the mood of American society. Presidential foreign policy decisions of the United States have direct impacts on many foreign nations, as well as the United States itself; two examples from the twentieth century are President Truman's decision to drop the atomic bomb on Japan and President Johnson's numerous decisions to send troops to Vietnam.

In 1945, after the allies won the European front of WWII, the United States shifted its focus toward Japan in the Pacific. The failure of United States troops to force Japanese into submission, mainly due to the emphasis on loyalty and denunciation of surrender in the Japanese bushido code, had left President Truman believing that traditional fighting could not break the Japanese. With the successful testing of atomic bombs under Project Manhattan, Truman and his advisors saw a new option. In early August of 1945, Truman ordered pilots to drop the bombs on Hiroshima then Nagasaki, forcing the Japanese to surrender. Hundreds of thousands of Japanese died from the bombs, both immediately and over time from the effects of radiation. A new Japan would rise from the destruction, one determined to keep a tight rein on its military and in total opposition to the

use of nuclear weapons. The Soviet Union began development of an atomic program almost immediately and built many nuclear weapons, escalating the arms race and Cold War with the United States, because of the fear of American power. Soviet spending on its military and weapons eventually crippled its economy and became one reason for its breakup. The United States remains the only nation to drop an atomic bomb on any nation, and many still disagree with Truman's decision. Some feel it was right, and provided the necessary force to end the war, while others are still stunned by the magnitude of its destruction. Overall, the dropping of the bomb boosted American dominance but scared the Soviet Union into nuclear production. This new nuclear world, where total devastation was possible, was a very new and fearful place for Americans to live. We had gone from victors in WWII, as the only nation with atomic weapons, to potential targets of Soviet atomic bombs in a few short years. Led by politicians like McCarthy, Americans became suspicious that government officials were spying for our enemies.

During the tension of the Cold War, Vietnam fought tirelessly between the communist north and anti-communist south. Ho Chi Minh, the Vietnamese Communist leader, dreamed of a unified Vietnam under communism. The domino theory predicted that if Vietnam fell, many others would follow, which scared many Americans. After reports that United States ships had been attacked in the Gulf of Tonkin, President Johnson, with support of his advisors and Congress, sent American troops into South Vietnam to help fight against the communists. Though the United States had superior weaponry, their endless bombing was useless against the guerilla tactics of the northern communists. Johnson, however, continued to boast of

American success, though the media proved otherwise. Watching live television coverage of horrible scenes of destruction, the American public became disenchanted with Johnson's decisions to continue escalation in Vietnam and the antiwar movement grew. In the late 1960s the counterculture movement and most of the youth were fed up with war in Vietnam. Protest songs and college demonstrations showed the disgust of many young people with the war. Some burned draft cards in protest, and even defected to Canada to avoid being drafted to fight. Vietnam veterans were sometimes treated poorly, though they were simply following orders. Johnson's decisions created a war that was detested by more Americans than any other war in history. The Vietnam War crippled Johnson's presidency and left American society divided and changed. Also, since the U.S. was not successful in its fight against the Communists, the effects of escalation were increased death and destruction in Vietnam. Agent Orange destroyed Vietnamese jungles and bombing and fighting killed and displaced villages of civilians. After years of war and terrible losses on both sides, the communists won anyway and unified Vietnam.

In the 20<sup>th</sup> century, the foreign policy decisions of American presidents became more important, with huge impacts at home and abroad. A very powerful United States played a vital role in international relations. President Truman's decision to drop the atomic bomb on Japan and President Johnson's escalation of the war in Vietnam are just two of the decisions that have shaped American society and had drastic effects on foreign nations.



## Anchor Level 4-A

### **The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances surrounding Harry Truman deciding to use the atomic bomb and an impact on the United States and the Soviet Union less thoroughly than discussing the historical circumstances surrounding Lyndon B. Johnson sending combat troops to Vietnam and an impact on the United States and Vietnam
- Is both analytical and descriptive (*Harry Truman deciding to use the atomic bomb*: with the successful testing of atomic bombs under Project Manhattan, Truman and his advisors saw a new option; Soviet spending on weapons would eventually cripple its economy and become one reason for its breakup; overall, the dropping of the bomb boosted American dominance but scared the Soviet Union into nuclear production, creating a fearful place for Americans; *Lyndon B. Johnson sending combat troops to Vietnam*: the domino theory predicted that if Vietnam fell, many others would follow, which scared many Americans; watching live television coverage of horrible scenes of death and destruction, the American public became disenchanted with Johnson's decisions to continue escalation in Vietnam; the antiwar movement grew; after terrible losses on both sides, the communists won anyway and unified Vietnam)
- Supports the theme with relevant facts, examples, and details (*Harry Truman deciding to use the atomic bomb*: allies; European front; World War II; Pacific; loyalty; Bushido Code; Hiroshima; Nagasaki; nuclear testing; arms race; Cold War; McCarthy; spying for our enemies; *Lyndon B. Johnson sending combat troops to Vietnam*: Cold War; communist north and anti-communist south; Ho Chi Minh; Gulf of Tonkin; endless bombing; guerilla tactics; counter-culture; protest songs; college demonstrations; burned draft cards; defected to Canada; Vietnam veterans; cripple Johnson's presidency; Agent Orange; killed and displaced civilians)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that convey the power of the United States in an interconnected world

**Conclusion:** Overall, the response fits the criteria for Level 4. While the greatest strength of the response lies in its discussion of the impact of the Vietnam War on American society, further discussion of how the atomic bomb affected the United States would have enhanced it.

United States Presidents often make foreign policy decisions in an attempt to deal with international problems. Harry Truman's decision to use the atomic bomb and George W. Bush's decision to send troops to Iraq both had an impact on the United States and other countries.

On December 7, 1941, the Japanese empire bombed Pearl Harbor, Hawaii. The attack destroyed much of the U.S. navy and thousands of lives were lost. Because of this, Franklin Delano Roosevelt asked for a declaration of war on Japan and her allies. And so began U.S. involvement in WWII. When Harry S. Truman took office after Roosevelt's death, the war effort in Japan was still going on. The United States seemed no closer to forcing Japan to surrender unconditionally. After a series of Pacific island battles with heavy American casualties, Truman made the decision to drop the newly developed atomic bombs on the island nation. The city of Hiroshima was bombed in August of 1945 and a few days later, Nagasaki was decimated as well. As a result, Japan surrendered. Yet even after the surrender and the US army moved in to help rebuild what they had destroyed, lasting effects of the bombing could still be felt. Thousands upon thousands lost their lives and the two cities had been heavily damaged. During MacArthur's occupation, Japan's economy was rebuilt and the country would become a leading industrial power within a few decades. This took place under an United States imposed constitution and through great effort by the Japanese themselves. In the United States, many supported Truman's

decision to drop the atomic bombs but began to fear the growing arms race after the Soviet Union tested its own device. While the US ended WWII as the world's strongest country, the Soviets got the bomb ~~so~~ quickly and shocked Americans. Also the wartime allies became bitter Cold War rivals, creating the conditions for distrust and conflict for years. This also had an impact on life at home, where anticommunism grew and people like Senator McCarthy used it for their own political advantage.

In 2001, the U.S faced another national tragedy: the attack on the World Trade Centers by Middle Eastern radicals. What followed from that was an ongoing war against terrorism and the invasion of two Middle Eastern nations. In 2003, President Bush ordered troops to Iraq in order to ~~to~~ overthrow Saddam Hussein and locate weapons of mass destruction Iraq ~~is~~ supposedly possessed. In reality, Iraq did not have weapons of mass destruction and the war became mainly about ridding the country of a dictator and securing oil stores. Saddam Hussein was captured, tried and executed. Finally, the Iraqi people were free from a dictator's will - soon, many American people began to strongly oppose the war and the government felt a back ~~back~~ that would help to elect President Obama who had voted against the war. In Iraq, American men and women lost their lives fighting for a cause that many felt was not worth it. Saddam Hussein's army and government were quickly overcome, but Iraq turned into a bigger problem as factions fought each other and al Qaeda attacked both American troops and Iraqi

civilians. It seemed to become clear to the public that the ongoing slaughter was not what a "win" should look like.

The foreign policy decisions made by George W. Bush and Harry S. Truman had lasting effects on the United States and many other nations. The impacts of what they did during their presidencies <sup>will</sup> be felt for years to come.

#### Anchor Level 4-B

##### The response:

- Develops all aspects of the task for Harry Truman deciding to use the atomic bomb and George W. Bush sending troops to Iraq but does so somewhat unevenly by discussing the impact of the atomic bomb on the United States and the impact of the Iraq War on Iraq less thoroughly than the other aspects of the task
- Is both descriptive and analytical (*Harry Truman deciding to use the atomic bomb*: the United States seemed no closer to forcing Japan to surrender unconditionally; during MacArthur's occupation, Japan's economy was rebuilt and the country would become a leading industrial power within a few decades; in the United States many supported Truman's decision to drop the atomic bombs, but began to fear the growing arms race after the Soviet Union tested its own device; *George W. Bush sending troops to Iraq*: in reality, Iraq did not have weapons of mass destruction and the war became mainly about ridding the country of a dictator and securing oil stores; finally, the Iraqi people were free from a dictator's will)
- Supports the theme with relevant facts, examples, and details (*Harry Truman deciding to use the atomic bomb*: December 7, 1941; Pearl Harbor, Hawaii; United States Navy; thousands of lives were lost; Franklin Delano Roosevelt; declaration of war; World War II; Roosevelt's death; Pacific island battles; Hiroshima; Nagasaki; two cities had been heavily damaged; *George W. Bush sending troops to Iraq*: 2001; attack on the World Trade Center; Middle Eastern radicals; war against terrorism; invasion of two Middle Eastern nations; overthrow Saddam Hussein; elect President Obama; voted against the war)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that generally restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response includes analysis of the historical circumstances surrounding both President Truman's and President Bush's decisions and their economic impacts. However, the impact of President Truman's decision on the United States and the impact of President Bush's decision on Iraq are only briefly mentioned.

The foreign policy made by the United States presidents have an impact on both the U.S. and other countries. Two examples of this effect are Harry Truman deciding to use the atomic bomb in 1945 and George W. Bush sending Troops to Iraq in 2003.

In 1945 the U.S. was in the middle of the biggest war since the Great War. The U.S. wished to remain neutral, but after being attacked by the Japanese on December 7, 1941, the day that will live in infamy, the U.S. had to step in and defend them selves. After being defeated in one of the bloodiest battles in the Pacific front of WWII at Okinawa, Japan still refused to surrender. They were going to fight until they had no one left to fight. President Truman knew that hundreds of thousands of American lives would be lost if he did not take drastic action. He ordered the dropping of an atomic bomb on Hiroshima. The bomb took more than 100,000 Japanese civilian lives. Most died instantly, but others died slow painful deaths. Many more survivors were left crippled and disfigured. Still Japan refused to surrender, so President Truman ordered the firing of a second atomic bomb, this time in Nagasaki. Now the damage was double and two Japanese cities were destroyed. Finally Japan surrendered unconditionally. This decision greatly changed and affected Japan. It had to rebuild its cities, but the lives lost could

never be built again. It tore apart families and left most survivors wishing that they were dead. It changed Japan from a militaristic empire to a nation with only self-defense forces that renounced war. Japan also became one of the world's biggest economies by the 1980s. It had risen from the ashes of World War II through its own hard work.

On the morning of September 11, 2001, two planes were hijacked and crashed into the twin towers. A third was crashed into the Pentagon, and a fourth went down in a Pennsylvania field. This attack showed Americans just how vulnerable they really were. President George W. Bush knew that he had to take action against radical Islamic terrorists, or another attack would be imminent. He launched the "War on Terror" and sent U.S. troops into Afghanistan. This effort used bombing and troops, with the help of Afghan tribes, to remove the Taliban from power and chase Bin Laden out of the country. While victory was not complete, Bush then decided to invade Iraq claiming that Iraq had weapons of mass destruction and was helping al Qaeda. This impacted Iraq positively and negatively. Throughout the war, thousands upon thousands of innocent civilians have been killed by suicide bombing and other acts of violence. Mothers, Fathers, Siblings, and Friends all taken away from

their families. After Saddam Hussein was captured and killed, the U.S. set up a plan for a democratic Iraq. A new constitution was written and elections were held. Now the people of Iraq have a say in government; but there is a continuing struggle for power between the different religious groups. After United States troops pull out there may be a greater threat of Civil War.

The United States was also affected by these decisions. Truman's decision stopped American bloodshed, while Bush's began the vicious cycle again. Both the decisions however regained American confidence. Truman's use of the atomic bombs established America's military superiority as the world's only nuclear power at the time. Bush's war on Iraq showed that America was willing to fight to keep weapons of mass destruction away from evil dictators. But Bush's war in Iraq also showed that it is easier to defeat a country than it is to control it after the initial victory. This lesson took a long time to learn and cost thousands of American soldiers their lives. The American people knew that their freedom and rights would be protected and preserved by these bold presidential decisions. We didn't just sit around while we were attacked, we stood up for ourselves and pushed back twice as hard.

The decisions made by Presidents Truman and Bush have affected us here at home and abroad. The same can be said for any American foreign policy.

**Anchor Level 4-C**

**The response:**

- Develops all aspects of the task but does so somewhat unevenly by describing the historical circumstances surrounding Harry Truman deciding to use the atomic bomb and George W. Bush sending troops to Iraq and discussing the impact of these decisions on Japan and Iraq more thoroughly than the impact of the decisions on the United States
- Is both descriptive and analytical (*Harry Truman deciding to use the atomic bomb*: after being defeated in one of the bloodiest battles in the Pacific front of World War II at Okinawa, Japan still refused to surrender; it changed Japan from a militaristic empire to a nation with only self-defense forces that renounced war; Truman’s use of the atomic bombs established America’s military superiority as the world’s only nuclear power at the time; *George W. Bush sending troops into Iraq*: this attack showed Americans how vulnerable they really were; now the people of Iraq have a say in government but there is a continuing struggle between religious groups; after United States troops pull out, there may be a greater threat of civil war; Bush’s war on Iraq showed that America was willing to fight to keep weapons of mass destruction away from evil dictators)
- Supports the theme with relevant facts, examples, and details (*Harry Truman deciding to use the atomic bomb*: Great War; attacked by Japanese; December 7, 1941; day that will live in infamy; hundreds of thousands of American lives; Hiroshima; more than 100,000 civilians; crippled; disfigured; Nagasaki; surrendered unconditionally; *George W. Bush sending troops to Iraq*: September 11, 2001; two planes; Twin Towers; Pentagon; Pennsylvania field; radical Islamic terrorists; War on Terror; Afghanistan; al Qaeda; suicide bombings; Saddam Hussein captured and killed; democratic Iraq; new constitution; elections were held)
- Demonstrates a logical and clear plan of organization; includes a brief introduction and conclusion that generally restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. While the impacts of the presidential decisions on civilian populations in other countries are explored, the impacts of the decisions on the United States are less thoroughly developed.



Throughout the History of the United States, Presidents have used foreign policy to combat international issues. Whether through diplomacy or force, these situations always directly impact the United States & the foreign nations involved. Two specific examples of these policy decisions are President Harry S. Truman's decision to use atomic weapons against Japan in 1945 and President George W. Bush's ~~the~~ sending of troops to Iraq in 2003. Both these decisions had tremendous effects on America & the foreign countries involved.

Truman's decision to drop the atomic bomb on Japan in 1945 came about as a result of the ongoing stressors created in America as a result of WWII. Having originally joined the War after Japan's Pearl Harbor Attacks, the American people almost universally distained the Japanese. However, it wasn't until the Allied Forces (US, Britain, & Russia) began pushing back German Forces into Germany that the focus shifted onto Japan. With Italy & Germany defeated by 1944, Japan was the only major axis power left to deal with. Truman, faced with the choice of another ground invasion or the use of the newly developed atomic Bomb, chose the latter. Believing that the number of lives lost by the bomb would be less

than those in a full ground invasion, Truman opted to drop the first atomic bomb on Hiroshima in 1945, and the second on ~~August~~ Nagasaki days later. With Japan's surrender, not only was the war completed, but it cemented America's position as a super power on the international level. In Japan, the devastation wrought by the bombs continued to affect those Japanese who survived for many years after (The nuclear fallout caused many more Japanese their lives). In addition, the Emperor of Japan lost power and status. After the war, a new democratic government was formed under United States supervision. Clearly, the decision to drop the atomic bomb had tremendous effects on both America & Japan.

Another foreign policy decision which affected both America & the world was President George W. Bush's sending of US troops to Iraq in 2003. US involvement in Iraq spanned back to President George Bush Sr.'s Persian Gulf War in the early 1990s. However, it was the 2001 September 11<sup>th</sup> attacks on America by the terrorist group Al-Qaeda which began the recent US involvement in Iraq. President Bush's proposal for war stemmed from his desire to make sure that terrorists did not gain access to weapons of mass

destruction. This desire was publicly supported based on the alleged weapons of mass destruction present in Iraq. Troops were initially sent to Iraq in 2003, but the need to leave them for years continued to generate controversy. In Iraq, American troops focused on stopping then dictator Saddam Hussein (who was left in power after the Persian Gulf War). With Hussein's capture, the American forces attempted to create an Iraqi democracy but were met with limited & shaky success. In America, the war was one of significant controversy. Americans were angered by the discovery that there were no WMD's in Iraq, as well as the growing death toll of the war. As a result, President Bush's public support steadily declined throughout both his terms, and the world's opinion of America seemed to lessen. Unlike the first Persian Gulf War, few nations supported the 2003 invasion of Iraq. The Iraq War, as well as the controversy it generates, continue to this day. Critics claim that terrorist groups gained recruits because of hatred of America invading an Islamic country. The decision to send troops to Iraq in 2003 had incredible lasting effects on both America & Iraq.

American foreign policy decisions are often used

to deal with international problems. Some of the decisions involve force, such as the dropping of atomic bombs or the sending of troops to Iraq, but many others involve diplomacy. Foreign policy is the cornerstone of international relations.

---

**Anchor Level 3-A**

**The response:**

- Develops some aspects of the task in some depth
- Is both descriptive and analytical (*Harry Truman deciding to use the atomic bomb*: Truman, faced with the choice of another ground invasion or the use of the newly developed atomic bomb, chose the latter; in Japan, the devastation wrought by the bombs continued to affect those Japanese who survived for many years after; *George W. Bush sending troops to Iraq*: this desire was publicly supported based on the alleged weapons of mass destruction present in Iraq; few nations supported the 2003 invasion; critics claim that terrorists groups gained recruits because of hatred over American meddling in an Islamic country)
- Includes some relevant facts, examples, and details (*Harry Truman deciding to use the atomic bomb*: World War II; Pearl Harbor; Allied forces; United States, Britain, and Russia; pushing back German forces; Italy and Germany defeated; Axis power; Hiroshima; Nagasaki; Japan's surrender; superpower; nuclear fallout; emperor of Japan lost power and status; new democratic government; United States supervision; *George W. Bush sending troops to Iraq*: George W. Bush Sr.'s Persian Gulf War; early 1990s; September 11, 2001 attacks; terrorist group; Al Qaeda; dictator Saddam Hussein; create an Iraqi democracy; no weapons of mass destruction; death toll; includes inaccuracies (*Harry Truman deciding to use the atomic bomb*: it wasn't until the Allied forces began pushing German forces into Germany that the focus shifted onto Japan; Italy and Germany defeated by 1944))
- Demonstrates a logical plan of organization; includes an introduction and conclusion that state that presidential decisions may involve force or diplomacy

**Conclusion:** Overall, the response fits the criteria for Level 3. The response uses analysis and detail to establish historical circumstances surrounding each presidential decision. However, the response lacks sufficient attention to the impacts of the decisions.