

# 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

Wednesday, June 12, 2013 — 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 ..... 2 .....  | 13 ..... 3 ..... | 26 ..... 1 ..... | 39 ..... 3 ..... |
| 2 ..... 2 .....  | 14 ..... 2 ..... | 27 ..... 4 ..... | 40 ..... 1 ..... |
| 3 ..... 4 .....  | 15 ..... 1 ..... | 28 ..... 1 ..... | 41 ..... 4 ..... |
| 4 ..... 3 .....  | 16 ..... 4 ..... | 29 ..... 3 ..... | 42 ..... 2 ..... |
| 5 ..... 4 .....  | 17 ..... 4 ..... | 30 ..... 2 ..... | 43 ..... 1 ..... |
| 6 ..... 2 .....  | 18 ..... 3 ..... | 31 ..... 3 ..... | 44 ..... 2 ..... |
| 7 ..... 2 .....  | 19 ..... 2 ..... | 32 ..... 3 ..... | 45 ..... 2 ..... |
| 8 ..... 1 .....  | 20 ..... 1 ..... | 33 ..... 4 ..... | 46 ..... 4 ..... |
| 9 ..... 1 .....  | 21 ..... 4 ..... | 34 ..... 1 ..... | 47 ..... 3 ..... |
| 10 ..... 3 ..... | 22 ..... 4 ..... | 35 ..... 3 ..... | 48 ..... 2 ..... |
| 11 ..... 1 ..... | 23 ..... 1 ..... | 36 ..... 4 ..... | 49 ..... 3 ..... |
| 12 ..... 4 ..... | 24 ..... 2 ..... | 37 ..... 3 ..... | 50 ..... 1 ..... |
|                  | 25 ..... 2 ..... | 38 ..... 3 ..... |                  |

## Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

### Mechanics of Rating

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

### Rating the Essay Question

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

*Introduction to the task—*

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

*Introduction to the rubric and anchor papers—*

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

*Practice scoring individually—*

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

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

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

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

**United States History and Government**  
**Content-Specific Rubric**  
**Thematic Essay**  
**June 2013**

**Theme: Foreign Policy—National Interests**

Throughout the history of the United States, the primary goal of its foreign policy has been to protect the nation's interests. The United States has taken military and economic foreign policy actions to achieve that goal. These actions have resulted in varying degrees of success.

**Task:** Select *two* military *and/or* economic foreign policy actions taken by the United States to protect its national interests and for *each*

- Describe the historical circumstances that led to the action
- Discuss the extent to which this action was successful in protecting the national interests

You may use any military and/or economic foreign policy action taken by the United States to protect its national interests. Some suggestions you might wish to consider include fighting the Mexican-American War (1846-1848), declaring war on Spain (1898), implementing the Open Door Policy (1899), building the Panama Canal (1904-1914), carrying out the Marshall Plan (1947-1952), confronting the Soviets during the Cuban missile crisis (1962), fighting the Vietnam War (1964-1973), and fighting the Persian Gulf War (1990-1991).

**You are *not* limited to these suggestions.**

**Do *not* write about the Confederacy during the Civil War as one of your examples.**

**Scoring Notes:**

1. This thematic essay has a minimum of *four* components (discussing the historical circumstances that led to *each* of *two* military and/or economic actions **and** the extent to which *each* action by the United States was successful in protecting United States interests).
2. The discussion of the historical circumstances that led to the foreign policy action may include specific events that led to the action or may consider broader issues of the time period (e.g., *Mexican-American War*: discussing Polk's decision to claim the Rio Grande as the United States border or how Manifest Destiny led to expansionism in the 1840s).
3. The discussion about the extent to which the foreign policy action was successful may focus on immediate or long-term results.
4. The response may or may not specifically identify the national interest as long as it is implied in the discussion.
5. The response may or may not specifically identify the foreign policy action as military or economic as long as it is implied in the discussion.
6. If two military/economic actions with similar issues are chosen, the response must include distinct and separate information for each foreign policy action.
7. The response may discuss the extent to which the foreign policy action was successful 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 that led to **each** of **two** military and/or economic actions and by discussing the extent to which **each** action was successful in protecting United States interests
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *fighting the Mexican-American War*: connects President James K. Polk’s determination to fulfill Manifest Destiny and the killing of United States troops by Mexican soldiers in disputed territory to the war with Mexico that forced Mexico to cede California and the Southwest thus achieving continental expansion and adding valuable territory, but reopening the divisive issue of the spread of slavery; *confronting the Soviets during the Cuban missile crisis*: connects President John F. Kennedy’s Cold War defense of the United States against Soviet missile sites in nearby communist Cuba to the naval quarantine of Cuba that protected national security by turning back Soviet missile-bearing ships, prompting the dismantling of the Cuban missile sites thus averting nuclear war and reducing United States-Soviet tensions
- Richly supports the theme with relevant facts, examples, and details, e.g., *fighting the Mexican-American War*: John O’Sullivan; Oregon territory; 1845 annexation of Texas; Texas boundary issue: Nueces River vs. Rio Grande; Slidell mission; General Zachary Taylor; “American blood on American soil”; New England opposition; lopsided victory; Treaty of Guadalupe Hidalgo; Pacific ports; gold rush; admission of California as a “free” state; Compromise of 1850; *confronting the Soviets during the Cuban missile crisis*: Nikita Khrushchev; Cuban Revolution; Fidel Castro; communism; Bay of Pigs invasion; U-2 spy planes; photographs of missile silos; 90 miles from the United States; Robert Kennedy; options of invasion or air attack; naval blockade; nationally televised address; domestic fear; upholding the Monroe Doctrine; removal of NATO missiles in Turkey; hotline; Nuclear Test Ban Treaty
- 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 military and/or economic action 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., *fighting the Mexican-American War*: discusses how the belief in Manifest Destiny and President James K. Polk’s decision to send troops into disputed territory led to war with Mexico and how the United States’ victory resulted in the acquisition of California and the Southwest, fulfilling the goal of expansion to the Pacific Ocean; *confronting the Soviets during the Cuban missile crisis*: discusses how the discovery of Soviet nuclear missile sites in Cuba during the Cold War led to President John F. Kennedy’s naval blockade of the island and how United States national security was protected when the Soviets withdrew the missiles, eliminating the immediate threat of nuclear war
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

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

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

**Score of 2:**

- Minimally develops *all* aspects of the task *or* develops *at least two* 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.**

George Washington in his farewell address urged the future generations of the United States not to engage in permanent alliances and to follow an independent foreign policy focused on our own best interests. However, the United States has been inconsistent in following Washington's wisdom. The Mexican American War under the Polk presidency was a successful application of Washington's advice in the interests of achieving Manifest Destiny. However, the Vietnam War served as a digression from Washington's message as the United States attempted to protect an anticommunist ally in vain.

During the 1840s, the United States entered a period known as Manifest Destiny. After emerging from the Era of Good Feelings with a bipartisan government, the nation divided over the issue of whether Manifest Destiny was a philosophy that should be implemented into foreign policy. This is reflected through the near decade that Texas had to spend as an independent nation before Polk and the expansionist southern Jacksonian Democrats finally were able to incorporate slaveholding Texas into the Union. The issue that divided the Whigs and the Democrats was the extension of slavery, although it was agreed upon by the southerners that the United States should span from "sea to shining sea." A later disagreement with Mexico over the aforementioned annexation of Texas gave the United States an issue with which they could provoke expansion into the northern Mexican territories of California and New Mexico. The extremely Manifest Destiny minded President James K. Polk was able to station an army at the Rio Grande and provoke a war that culminated in a three pronged taking of Mexico City. Under the Treaty of Guadalupe Hidalgo, the territories of California and New Mexico were ceded to the

United States. Therefore, the United States was able to achieve the objective of expanding to the Pacific. The Mexican Cession fulfilled America's destiny for greatness by providing the nation with Pacific trading ports to Asia, rich farmland, and valuable minerals. Now, American democracy reigned from ocean to ocean and the population moved westward. In a time period where a presidential slogan could be "54° 40' or fight!" signifying expansionism, the Treaty of Guadalupe Hidalgo was a successful foreign policy initiative. 54° 40' was a rallying cry to expand into Oregon and under the Polk presidency, Manifest Destiny nearly completed the present territorial breadth of the United States (without the upcoming Gadsden Purchase). Manifest Destiny was a successful foreign policy initiative in the name of American interests.

During the Cold War, under the advisement of George Kennan and the Long Telegram, the United States followed the foreign policy of containment. This was a major departure from Washington's advice, as the United States made a series of alliances to better contain the Soviet Union and China. The interests of the nation were extremely anticommunist as reflected by the McCarthy hearings that continued into the Eisenhower presidency and infringed on personal rights in order to promote anticommunism. The United States also followed a theorem called the "domino theory" in Southeast Asia which stated that if one country like Vietnam fell to communism, the entire area would succumb to communism. The United States, as the leader of NATO and the free world, was against communism and it was the interest of the nation to stop the spread of communism. The United States had been providing aid to stop an insurrection in French

Indochina, which included Vietnam, for years. When the French failed, the United States stepped in to help create a non-communist South Vietnam. This helped lead to conflict between communist North Vietnam and the South. This war was escalated by Lyndon Baines Johnson in an effort to protect United States containment interests by keeping South Vietnam from collapsing. Just as Polk had used the occupation of the Rio Grande to declare war, Johnson used a skirmish in the Gulf of Tonkin to escalate United States involvement in Vietnam. With the passage of the Gulf of Tonkin Resolution, Johnson had the power of a "blank check" to stop the spread of communism. The United States was fighting for what the government called national interests. However, the generation gap led to a divide between generations on the issue of national interests. Especially after the Tet Offensive, public youth support was negligible. Johnson faced chants of "Hey Hey, LBJ, how many kids did you kill today?" This divergence over national interests led to the government's ultimate failure in achieving their goals in Vietnam. After fighting the war for four more years, President Nixon negotiated the Paris Peace Accords and officially ended United States involvement in Vietnam in 1973. In 1975, the North Vietnamese overran South Vietnam and Saigon. The United States had diverged from Washington's advice, spent huge amounts on war, lost the support of the public and decreased the emphasis on domestic affairs. The Great Society movement to fight poverty and oppression at home lost out to the costs of the failed goal of fighting communists abroad. The Vietnam War served as a failure in the field of Foreign Policy. The United States did not achieve its foreign policy interests and in fact created domestic defeats and



crises. The Vietnam war was a failure.

The idea that the United States should remain independent in its foreign commitments was proposed by George Washington in his farewell address. The Mexican American War was a successful foreign policy initiative that fulfilled its goal of American expansion. The Vietnam War was a foreign policy failure that did not fulfill its goal of containing communism and created issues such as the federal deficit that continues to affect us to this day. Washington's advice has been diverged from many times and foreign policy has come to define the United States in several ways throughout its two hundred thirty six years of existence. The United States has followed foreign policy initiatives in the name of national interest with mixed results in its role as both a rising nation and its present "policeman of the world."

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## Anchor Level 5-A

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances that led to fighting the Mexican-American War and the Vietnam War and discussing the extent to which each action was successful in protecting or failing to protect United States interests
- Is more analytical than descriptive (*fighting the Mexican-American War*: Washington in his Farewell Address urged an independent foreign policy focused on our own best interests; United States has been inconsistent in following Washington’s wisdom; a later disagreement with Mexico over the annexation of Texas gave the United States an issue with which they could provoke expansion into the Mexican territories of California and New Mexico; American democracy reigned from ocean to ocean and the population moved westward; *fighting the Vietnam War*: Cold War containment was a major departure from Washington’s advice; the United States, as the leader of NATO and the free world, was against communism and it was the interest of the nation to stop the spread of communism; the United States had diverged from Washington’s advice, spent huge amounts on war, lost the support of the public, and decreased the emphasis on domestic affairs)
- Richly supports the theme with relevant facts, examples, and details (*fighting the Mexican-American War*: Manifest Destiny; Texas; Polk; Jacksonian Democrats; Whigs and the Democrats; extension of slavery; “sea to shining sea”; army at the Rio Grande; taking of Mexico City; Treaty of Guadalupe Hidalgo; Mexican Cession; Pacific trading ports; Asia; rich farmland; valuable minerals; 54° 40' or fight; Oregon; Gadsden Purchase; *fighting the Vietnam War*: George Kennan; Long Telegram; containment; anticommunist; McCarthy; “domino theory”; Southeast Asia; insurrection in French Indochina; escalated by Lyndon Johnson; Gulf of Tonkin Resolution; generation gap; Tet Offensive; “hey, hey, LBJ, how many kids did you kill today?”; President Nixon; Paris Peace Accords; North Vietnamese overran South Vietnam; Saigon; Great Society)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that places the task into a framework provided by George Washington’s foreign policy advice

**Conclusion:** Overall, the response fits the criteria for Level 5. The response provides a strong analytical framework based on George Washington’s Farewell Address into which are interwoven the contours of Manifest Destiny and the goals of the containment policy. The numerous details provided enhance the premise of this essay.

Although American foreign policy has shifted from being based on isolationism to being based on global involvement and intervention, the primary goal of foreign policy has been to protect the nation's interests. The United States has taken a multitude of various economic and military actions, such as declaring war on Spain in 1898 and fighting the Vietnam War from 1964 to 1973, to achieve this goal. While the declaration of war on Spain led to success by bringing the nation power and respect, the military action in Vietnam was a failure because America failed to both contain communism and to win. Ultimately, the Spanish-American War is an example of an action successful in protecting the United States, whereas the Vietnam War is its antithesis, an action not successful in accomplishing its goal.

The United States of America declared war on Spain to protect its economic interests in Cuba. In the late nineteenth century, wealthy Americans had invested heavily in Cuba. A great amount of U.S. dollars were spent on improving transportation in the Caribbean island. In particular, Americans invested in the sugar business there. A problem surfaced when Cuban insurgents began to rebel against Spain. At the time, Cuba was still a colony of Spain. Seeing that tensions between Cuba and Spain were getting worse, America realized that it had to choose a side. A major factor in America's decision to support Cuba was America's economic interests. The United States felt that it would benefit the nation and the investors to side with the Cuban rebels in the conflict. Not to mention, America was all about independence, sovereignty, and anti-colonialism. Thus, America supported Cuba.

However, America did not officially declare war on Spain until the sinking of the Maine, a U.S. ship. In 1898, the Maine had been docked at a port in Cuba. While it was there, the ship exploded. Although the source of the explosion was unclear, Americans quickly blamed Spain for the disaster. Yellow journalism sensationalized the sinking of the Maine, and it helped garner hate against Spain. Thus, America declared war on Spain in 1898.

The Spanish American War was a very quick war. It did not take long for American to defeat the Spanish despite the problems of malaria and yellow fever. The Rough Riders led by Theodore Roosevelt, black soldiers, and other American forces worked together to win. Since America won, the nation benefitted from the war. From the Spanish-American War, the United States gained control of the Philippines and Guam which added Asian markets and raw materials for America's growing industries. Cuba gained its independence as a result too. America benefitted greatly from this because it retained control over Cuba. Under the Platt Amendment, the United States had the power to intervene in Cuban affairs. Thus, the nation could protect its economic interests in Cuba, which was its original goal. American economic imperialism boomed as investments in sugar, railroads, and tobacco increased. Moreover, the United States became respected as a world power after this victory. Thereafter, the other European powers had to respect America's dominance and interests in Cuba. It remained a great source of natural resources and was a major trading partner until Fidel Castro took over.

The goal of the United States in fighting in Vietnam was to prevent the spread of communism in South East Asia. The Vietnam War

occurred during the Cold War. During the Cold War, the United States was locked in a conflict with the Soviet Union, a communist nation. Fearing communism, America sought to contain it. Americans were especially determined to contain communism in Vietnam because of the domino theory, the idea that once a nation fell to communism others would follow. Many feared that the “falling dominoes” threatened the overall security of the United States. At the time, Vietnam was divided between communists in the North and non-communists in the South. Americans supported South Vietnam because they believed that another communist nation would threaten American interests and dominance in Asia.

Going into the Vietnam War, America was confident that it would win. After all, the United States was a superpower who possessed the most powerful and destructive weapons on Earth. Americans were confident in their superiority over the Vietnamese in military tactics and ability. However, the Vietnamese proved to be a worthy adversary. The Viet Cong, communist rebels in South Vietnam, and the North Vietnamese fought a guerilla war against the Americans. Because the U.S. soldiers were unfamiliar with the Asian jungle, they often lost. Americans’ arrogance blinded them.

America’s failure in Vietnam was also due to the diminishing support for the war at home. Back in America, the nation had split into two groups: hawks, those who supported American intervention, and doves, those who were against the Vietnam War. The doves often held rallies and demonstrations. After the Tet Offensive revealed that America was not in fact winning the war, the majority of Americans demanded a withdrawal of U.S. troops. Ultimately, America would

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**Anchor Paper – Thematic Essay—Level 5 – B**

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pull out of the war. Although many Americans died for the cause, Vietnam became a unified communist nation. America's military actions failed to achieve the goal of containing communism. Moreover, this failure brought humiliation to the nation and made the U.S. reevaluate its role as the world's police officer. Meanwhile, Vietnam today remains as one of only a few communist nations, but it has adopted some capitalistic practices.

The Spanish-American War and the Vietnam War show how American actions to protect the nation's self interest are not always successful. Although the nation has had some great achievements, such as the Spanish-American War, it also has had some failures, such as the Vietnam War.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances that led to declaring war on Spain and fighting the Vietnam War and discussing the extent to which each action was successful in protecting United States interests
- Is more analytical than descriptive (*declaring war on Spain*: great amount of United States dollars spent on improving transportation in the Caribbean island; the United States felt that it would benefit the nation and the investors to side with the Cuban rebels in the conflict; yellow journalism sensationalized the sinking of the *Maine* and helped garner hate against Spain; American economic imperialism boomed as investments in sugar, railroads, and tobacco increased; trading partner until Fidel Castro took over; *fighting the Vietnam War*: United States goal was to prevent the spread of communism; many feared that the “falling dominoes” threatened United States security; United States was a superpower who possessed the most powerful and destructive weapons on Earth; Americans’ arrogance blinded them; although many Americans died for the cause, Vietnam became a unified communist nation; made the United States reevaluate its role as world’s police officer)
- Richly supports the theme with relevant facts, examples, and details (*declaring war on Spain*: economic interests; Cuban insurgents rebel against Spain; sovereignty; anti-colonialism; blamed Spain; quick war; malaria; yellow fever; Rough Riders; Philippines; Guam; Asian markets; raw materials for America’s growing industries; Cuba gained its independence; Platt Amendment; world power; America’s dominance; *fighting the Vietnam War*: Southeast Asia; Cold War; conflict with Soviet Union; contain communism; communists in the North; non-communists in the South; supported South Vietnam; superpower; Viet Cong; guerilla war; Asian jungles; diminishing support; hawks and doves; rallies; Tet Offensive; humiliation)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that contrast success in the Spanish-American War with failure in the Vietnam War

**Conclusion:** Overall, the response fits the criteria for Level 5. The response uses analytical statements and historical details to demonstrate a clear understanding of the United States use of military efforts to protect its interests, arguing that these efforts do not always yield success.

Throughout the history of the United States, the purpose of the governments' foreign policy has been to protect the interests of the people in the United States as well as the world. After the world wars when the United States had attained its position as a super power, many aspects of our foreign policy were important in keeping not only Americans but other parts of the world safe. During the Cold War especially there would be many foreign policies that were successful and others that were not. These included the response to the Cuban Missile crisis and the Vietnam War.

During the period after WWII, the United States was in a Cold War with the Soviet Union. The United States was adamant about containing the spread of communism and keeping the world safe for democracy. However, things were becoming dangerous because both the USSR and the U.S were building up their nuclear arms. This arms race left many Americans fearful that an atomic war would commence. Fears were at the highest in 1962 when the USSR placed their atomic missiles in nearby Cuba that could easily attack American cities. President John F. Kennedy responded by ordering a blockade of naval ships to quarantine Cuba and keep the Soviets from adding more missiles. This was the closest that the world has come to nuclear war. After a tense standoff, the Soviets turned around and didn't challenge the blockade. Some of Kennedy's advisors had urged him to bomb missile sites or invade the island. Either of these choices might have resulted in war with the Soviet Union. Both countries realized that they needed to take precautionary measures to reduce the risk of nuclear war from happening again. A direct phone line was set up between the president and Nikita Khrushchev, leader of USSR to



improve communication between the nations. Also the first treaty to limit nuclear testing followed shortly after the crisis and is still in effect today. Kennedy's actions were successful in protecting national security interests and Americans' worst fears were diminished.

During the Cold War there were periods of time in which "Hot Wars" or actual fighting would break out. Such an occurrence happened from 1964-1973 when the U.S. was involved in the Vietnam War. The purpose of this war was to contain communism in North Vietnam and not have it spread to South Vietnam. The Presidents during this time including LBJ were also fearful of the Domino Theory, that if one country in Southeast Asia fell to communism the rest would follow. In Vietnam elections were supposed to be held to decide who would rule the country after the defeat of the French in the 1950s. When it seemed like Ho Chi Minh and the communists would win, elections weren't held and Vietnam remained divided. The communist North then attacked the South. At first the U.S. sent economic aid and advisors but later troops were sent over to fight for the South Vietnamese. Young Americans were drafted to fight in jungles and rice paddies half way around the world for people who did not necessarily want our help. The number of troops sent over kept increasing yet little progress was being made due to guerilla warfare. Though it was supposed to be for the betterment of the world and for democracy, many Americans were opposed to and protested the war. When Nixon became president he promised to end U.S. involvement in Vietnam. Though at first he escalated the war with his bombings, his foreign policy of vietnamization which was taking out American troops and replacing them with the Vietnamese was an important part in ending U.S.

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**Anchor Paper – Thematic Essay—Level 4 – A**

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involvement. Finally the U.S. and Vietnam signed a treaty and the U.S. was no longer fighting in Vietnam. Yet without U.S. aid, South Vietnam quickly fell to the North and the country became all communist. This is seen as an unsuccessful foreign policy because we did not contain communism to North Vietnam.

When dealing with Foreign Policy, the Nation's security is always of utmost importance and the highest priority. As a super power, the United States also feels obliged to try and protect its allies as well. As seen in the Vietnam War, foreign policy is not always successful, but as seen with JFK's response to the Cuban missile crisis many times it is successful. Nevertheless, the goal in foreign policy is always the same and that is to try and protect the citizens of America and the interest of the Nation.

## Anchor Level 4-A

### **The response:**

- Develops all aspects of the task by thoroughly describing the historical circumstances that led to confronting the Soviets during the Cuban missile crisis and fighting the Vietnam War but is somewhat weaker in the discussion of the extent to which fighting the Vietnam War was successful in protecting United States interests
- Is both descriptive and analytical (*confronting the Soviets during the Cuban missile crisis*: the United States was adamant about containing the spread of communism; this was the closest that the world has come to nuclear war; Kennedy's actions were successful in protecting American national security interests; Americans' worst fears were diminished; *fighting the Vietnam War*: elections were supposed to be held which would decide who would rule Vietnam; presidents during this time including LBJ were also fearful of the domino theory; without United States aid, South Vietnam quickly fell to the North and the country became all communist)
- Supports the theme with relevant facts, examples, and details (*confronting the Soviets during the Cuban missile crisis*: Cold War; arms race; nearby Cuba; attack American cities; quarantine; tense standoff; Soviet ships turned around; bomb missile sites; invade the island; direct phone line; Nikita Khrushchev; treaty to limit nuclear testing; *fighting the Vietnam War*: "hot wars"; contain communism; North Vietnam; Southeast Asia; Ho Chi Minh; economic aid; advisors; young Americans were drafted; guerilla warfare; protested the war; Nixon; bombings; Vietnamization)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that note that as a superpower, the United States must protect the rights of Americans and others in the world

**Conclusion:** Overall, the response fits the criteria for Level 4. The response demonstrates a strong understanding of the task by providing some analytic statements and by marshalling numerous facts and details about the policy actions of the Cuban missile crisis and the Vietnam War. However, the discussion of the extent to which the Vietnam War contained communism would have benefited from further development.

The main determinant in U.S. foreign policy throughout the years has been to protect their interests. To enact foreign policy, military and economic means are most often used. Whether they have been successful or not varies. Two primary foreign policy events that typify this are the Spanish-American War and the Marshall Plan. Both succeeded in protecting American interests abroad while being achieved by different means.

Ever since the issuing of the Monroe Doctrine in 1823, the U.S. has been very protective of Latin American and South American countries. While the U.S. did not have direct control over these nations, their fate affected the wellbeing of the U.S. because these nations are located close by. Therefore, when Cubans revolted against the Spanish regime in their country, the U.S. was very interested and concerned. Rebels used guerilla methods, often burned sugar fields, and kept the Spanish guessing. Spain responded with brutal tactics, including forcing people into "reconcentration camps" where many thousands died. All of this chaos threatened U.S.-owned sugar plantations and imports of sugar. This fighting lasted several years and drew the attention of the yellow press in the U.S., which made the situation appear even worse than it was. Next, an event occurred that drove the nation to war. When the U.S.S. Maine mysteriously exploded off the coast of Cuba, killing Americans, Americans at home were convinced by the newspapers that this was the Spaniards' doing. Soon after this event, President McKinley asked Congress to declare war and a short time later the U.S. was victorious. The Spanish-American War was an attempt by the U.S. to achieve their foreign policy goal through military means. During the course of war, the U.S. succeeded

in liberating Cuba from Spanish rule and gaining control of some other Spanish territories. In this case, it can be argued that the U.S. was successful in implementing its foreign policy by protecting its neighbors and driving out European influence. One way they protected their interests was by building a naval base in Cuba. The agreements made after the war meant that the U.S. could trade freely, protect American-owned sugar plantations, and encourage business investments in Cuba.

The U.S. has also attempted to make foreign policy achievements by economic means. As a result of World War II, two major occurrences came about in Europe. First, World War II left the continent crippled economically and decimated many nations. At the same time, the USSR rose as a communist power that looked to spread its socialist ways through a weakened Europe. This was very alarming to the U.S. because they were concerned that communism would gain predominance. Freedom and personal liberties are possessions that Americans hold very dear and hope for all other peoples of the world to enjoy. The U.S. feared that Western European nations would be taken over and become Soviet satellites and free elections and personal liberties would be denied. In an attempt to deal with this communist threat, the U.S. implemented the Marshall Plan. The U.S. pumped billions of dollars into the European economy to ensure its speedy recovery. If a nation was economically well off, the U.S. thought, it would have no need to fall to communism. The plan succeeded well, as Europe was able to make their way back to economic stability and nations, such as France, were able to avoid slipping into communist style socialism. The Marshall Plan did not end communism in Europe.

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**Anchor Paper – Thematic Essay—Level 4 – B**

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but it kept it from spreading beyond Eastern Europe. This definitely must be considered a success as the U.S. was able to make Western Europe safe from communism and promote democratic interests.

The main goal in U.S. foreign policy is to protect their interests. The U.S. enacted military and economic means to do this. In the case of the Spanish-American War and the Marshall Plan, they were successful.

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

- Develops all aspects of the task for declaring war on Spain and for carrying out the Marshall Plan
- Is both descriptive and analytical (*declaring war on Spain*: while they did not have direct control over these nations, their fate affected the well-being of the United States because these nations are located close by; Americans were convinced by the newspapers the mysterious explosion of the USS *Maine* was the Spaniards' doing; in this case, it can be argued that the United States was successful in implementing its foreign policy by protecting its neighbors and driving out a European influence; *carrying out the Marshall Plan*: the USSR rose as a communist power that looked to spread its socialist ways through a weakened Europe; the United States feared that Western European nations would become Soviet satellites and free elections and personal liberties would be denied; the Marshall Plan did not end communism in Europe but kept it from spreading)
- Supports the theme with relevant facts, examples, and details (*declaring war on Spain*: Monroe Doctrine in 1823; Latin America; Cubans revolted against Spanish regime; Western Hemisphere; Cuban sugar fields; United States import of sugar; United States-owned sugar plantations; President McKinley asked Congress to declare war; United States was victorious; protected interest by building naval base; *carrying out the Marshall Plan*: World War II; crippled economically; decimated many nations; fear of Soviets spreading their socialist ways; United States pumped in billions of dollars; brought economic stability; France)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The inclusion of solid facts and details demonstrates a good understanding of the task as it relates to the Spanish-American War and the Marshall Plan. While analysis accompanies the theme development, some parts of the response are more descriptive than analytical.

Throughout history, the United States has shown again and again that it will do almost anything to protect its interests. It has taken many military steps to do so. Such steps can be seen in the Cuban Missile Crisis and the Vietnam War. These events show how willing the United States is to use military action to protect its interests.

In 1962, the U.S. was engaged in a stalemate with Russia, known as the Cold War. This was a contest between superpowers involving nuclear arms that could destroy the human race. The U.S. plan to stop its enemy was to contain communism to where it was. Cuba, an island country, just a stone's throw away from the U.S. became a communist country under Fidel Castro and formed an alliance with Russia. Cuba, which had long been dominated by American business interests, was now a potential Soviet base and a threat to American security. We sent U-2 spy planes to see what Cuba was doing, only to discover Russian silos on the island with missiles pointed right at United States cities. President Kennedy and his advisors met to consider what action to take. The world held its breath as the superpowers challenged each other. The U.S. then took military action and decided to set up a naval blockade of Cuba to prevent the Russians from bringing in more missiles. JFK also demanded the dismantling of the silos and threatened to invade Cuba if the missiles were not dismantled. The missiles were removed, and the immediate threat of nuclear war was over. The Cuban Missile Crisis is seen as a shining example of the protection of the U.S. during the Cold War. Cuba was still a communist country, but without nuclear missiles. Americans were not as panic-stricken as they had been during the crisis. Although successful, President Kennedy realized the incredibly

dangerous situation that we had escaped from. In the next few months steps were taken to improve direct communications with the Soviets. Both sides understood that they had come too close to disaster.

This was only one of many examples of the U.S. willingness to protect its interests by force. We would stop at nothing to protect our interests even if that meant to invade another country. The Vietnam War is such an example. After the French were driven out, Vietnam was divided into north and south. North Vietnam was communist, while southern Vietnam was pro-western and backed by the U.S. The north, spurred on by Ho Chi Minh, wanted to unite the country as one communist Vietnam. This went against the U.S. idea of containment and we were afraid that the rest of Southeast Asia would fall like dominoes into communism. So we started to send troops into Vietnam to train the South Vietnamese army. When United States ships in the Gulf of Tonkin were attacked by N. Vietnamese forces Congress passed the Gulf of Tonkin Resolution and President Johnson eventually sent hundreds of thousands of troops into South Vietnam. We fought this war for 9 years, and it was a complete failure. The jungle terrain and guerilla tactics of the Viet Cong and North Vietnamese forces weakened the effectiveness of America's best military efforts. American forces pulled out after the Paris peace talks and South Vietnam quickly fell. This was a defeat of the U.S. interests, because our containment policy did not hold back the North Vietnamese. Vietnam became one communist country and Saigon was renamed Ho Chi Minh City. The United States lost 58,000 lives and spent billions of dollars and even with that much sacrifice, we did not reach our goal of preventing the spread of communism in Southeast Asia. It



has only been recently that the United States has started trading with communist Vietnam.

The U.S. throughout history has taken many steps to protect its interests, such as in the case of the Cuban Missile Crisis & the Vietnam War. These conflicts show the U.S. willingness to use force to protect its interests.

#### Anchor Level 4-C

**The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing the Vietnam War more thoroughly than the Cuban missile crisis
- Is both descriptive and analytical (*confronting the Soviets during the Cuban missile crisis*: Cuba was now a potential Soviet base and threat to American security; this was a contest between superpowers involving nuclear arms that could destroy the human race; Cuba was still a communist country but without nuclear missiles; both sides understood that they had come too close to disaster; *fighting the Vietnam War*: this went against the United States idea of containment, and we were afraid that the rest of Southeast Asia would fall like dominoes into communism; we fought this war for 9 years, and it was a complete failure; the jungle terrain and guerilla tactics weakened the effectiveness of America's best military efforts)
- Supports the theme with relevant facts, examples, and details (*confronting the Soviets during the Cuban missile crisis*: Russia; Cold War; contain communism; island country; stone's throw away; Fidel Castro; U-2 spy planes; President Kennedy; naval blockade; threatened to invade; missiles were removed; *fighting the Vietnam War*: French; Vietnam was divided; North Vietnam was communist; Ho Chi Minh; trained the South Vietnamese; Congress passed the Gulf of Tonkin Resolution; President Johnson; hundreds of thousands of troops; Paris peace talks; one communist country; Saigon; Ho Chi Minh City; lost 58,000 lives; billions of dollars)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that emphasizes the willingness of the United States to use force to protect its interests

**Conclusion:** Overall, the response fits the criteria for Level 4. The response demonstrates a good knowledge of the Cuban missile crisis and the Vietnam War, but would be strengthened with additional information related to historical circumstances and further discussion of the extent to which the United States was successful in the Cuban missile crisis.

Throughout history, the United States have been involved in various conflicts around the world in order to protect and improve the country. In the Western Hemisphere, two major events happened in different centuries: The Mexican-American War and the Cuban Missile Crisis. The military involvement in both situations validated the power of the United States and mostly succeeded in creating peace. Overall, the Mexican-American War was more successful than the result of the Cuban Missile Crisis.

The Mexican-American War was caused primarily by the desire for land. An important idea continued during that time: Manifest Destiny. Manifest Destiny was the idea that it was the United States' role to conquer the entire continent from the Atlantic to the Pacific Ocean. More specifically, the American settlers in Texas wanted the United States to annex it after it gained its independence. But the issue of slavery made annexing Texas controversial and it took years to happen. There was also a boundary dispute between Texas and Mexico. As a result, the United States began a war with Mexico to settle this dispute. The end of the war was favorable to the United States because in the Treaty of Guadalupe-Hidalgo, it set the boundary between Texas and Mexico as the Rio Grande and transferred various territories consisting of today's New Mexico, Utah, California, and more to the United States. The United States succeeded in progressing further in the completion of Manifest Destiny. Despite the deaths and costs of the war, the United States was highly successful in accomplishing its main goal of attaining more land for the benefit of the American people.

In the mid-20th century, the Cuban missile crisis was an

important and terrifying experience for the United States and its president, John F. Kennedy. Various spies on airplanes had discovered that the Soviet Union had placed several contraptions with nuclear weapons in Cuba, pointing towards the United States. This was one of the many events of the Cold War between the United States and the Soviet Union. These countries were having both an arms race and space race in order to see who was more technologically advanced, and as a result, more powerful. The Soviet Union also posed a threat by spreading communism. But overall, Kennedy feared that the United States would be wiped out and destroyed. Kennedy decided to order the American navy to blockade the ports of Cuba to prevent any more shipments of nuclear weapons. When Soviet ships finally turned back, it was clear that they were backing down. While Soviet actions had at first threatened to cause war, both leaders came to an agreement for the Soviet Union to remove its nuclear bombs in Cuba and the United States to remove theirs from Turkey. This agreement temporarily relieved the tensions between the United States and the Soviet Union, but the Cold War would still continue. Many precautions were taken in the United States, including the building of bomb shelters and the practice of "duck and cover" drills in schools. This event heightened the fear of the American people as we had come too close to disaster. In order to ease tensions, both countries agreed to the Nuclear Test Ban Treaty within a year.

In order to protect the monetary and land interests of the United States and to protect the peace in the United States, the president tried to do all in his power to accomplish these goals. The Mexican-American war was highly successful in establishing the United States we have

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**Anchor Paper – Thematic Essay—Level 3 – A**

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today. The Cuban Missile Crisis ended peacefully, but the Cold War went on. The Mexican-American War yielded better results and protected the long-time interests of the country for economic prosperity.

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

- Develops all aspects of the task for fighting the Mexican-American War and confronting the Soviets during the Cuban missile crisis
- Is more descriptive than analytical (*fighting the Mexican-American War*: the Mexican-American War was caused primarily by the desire for land; the issue of slavery made annexing Texas controversial; the United States was highly successful in accomplishing its main goal of obtaining more land; *confronting the Soviets during the Cuban missile crisis*: these countries were having both an arms race and a space race to see who was more technologically advanced and more powerful; this agreement temporarily relieved the tensions between the United States and the Soviet Union, but the Cold War would continue)
- Includes some relevant facts, examples, and details (*fighting the Mexican-American War*: Manifest Destiny; Atlantic to Pacific; American settlers in Texas; annex; independence; boundary dispute; Treaty of Guadalupe Hidalgo; Rio Grande; *confronting the Soviets during the Cuban missile crisis*: President John F. Kennedy; nuclear ammunition; pointing towards the United States; communism; blockade; remove its nuclear bombs; Turkey; bomb shelters, “duck and cover” drills in schools)
- Demonstrates a satisfactory plan of organization; includes an introduction that recognizes that both events were in the Western Hemisphere and that both validated United States power and a conclusion that repeats the idea that the Mexican-American War was more successful than the Cuban missile crisis

**Conclusion:** Overall, the response fits the criteria for Level 3. The response relies primarily on descriptive statements to highlight the historical circumstances leading to foreign policy actions for the Mexican-American War and for the Cuban missile crisis. Brief statements indicating the success or limited success for the policy actions are provided.

Throughout history, the goal of the United States has always been to protect the interests of the people and of the nation. This applies to domestic affairs, as well as to foreign affairs. The United States always protects its national interest before anyone else. This idea is shown to be true by looking back at the time period during the Cold War. Communism was a major threat to the democratic United States during the Cold War and yet the United States found a way to stay intact with its principles. Two actions taken by the United States that sought to protect its national interest were the Cuban missile crisis and the Vietnam War.

The spread of communism and the Soviet Union were the two biggest challenges that the United States faced throughout the Cold War time period of 1945–1989. The Cuban missile crisis, which occurred in 1962, was the closest the United States ever came to facing a nuclear war. In the early 1960s, President John F. Kennedy found out that the Soviet Union had been putting missiles on the island of Cuba, which is just 90 miles off the coast of Florida. President Kennedy decided the best way to force the Soviets to remove their missiles was to “quarantine” Cuba. President Kennedy took military action and surrounded Cuba with an army. Kennedy said that if the Soviets didn’t remove the missiles, then the United States would forcibly remove the missiles. The Soviets finally decided to give in and remove their missiles. The Soviets found out that the United States was keeping missiles in Turkey. The Soviets told the U.S. that they also needed to remove their missiles from those areas. As a result of President John F. Kennedy’s military action taken, he saved the U.S. from facing a nuclear war. He protected the national interest of the

country with his actions. In order to prevent another crisis like this from occurring, John F. Kennedy and Nikita Khrushchev, of the Soviet Union established a hotline so they could directly call one another if ever reaching another crisis. The Cuban missile crisis was successful in protecting the country's national interest.

Another event where military action was taken in hope of protecting the interests of the U.S. was the Vietnam War. However, the outcome of the Vietnam War was not successful, as many had hoped it would be. Since the beginning of the Cold War, the U.S. foreign policy was known as containment. George Kennan first invented this idea and the idea was to contain the spread of communism. In the early 1960s, the United States became aware of communism in Vietnam. North Vietnam was communist and South Vietnam was a weak democracy. John F. Kennedy began sending military aid into Vietnam in order to contain communism from spreading to South Vietnam. Lyndon B. Johnson continued Kennedy's policy and even got the U.S. more involved. When an event happened that Johnson viewed as a threat to the U.S. in the Gulf of Tonkin, Johnson convinced Congress to pass the Gulf of Tonkin Resolution. This gave Johnson a "blank check," which means he could do whatever was necessary in order to protect the interests of the United States. One thing that made the Vietnam War unsuccessful was the opposition it faced at home. Many people were opposed that Americans were losing lives in this undeclared war. Although the United States tried to contain communism from spreading to the democratic area of South Vietnam, it ultimately spread there. The United States did follow their primary goal of protecting national interest in fighting the Vietnam War, but

it ultimately proved to be unsuccessful.

Military action in both the Cuban missile crisis and the Vietnam War show how the United States sought to protect its national interest. In the Cuban missile crisis, John F. Kennedy eliminated the threat of the U.S. getting involved in a nuclear war. The Vietnam War was not successful, but it was still an attempt at protecting the interest of the country. Although every action taken in history may not have been successful, most were taken in order to protect the interests of the United States.

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#### Anchor Level 3-B

##### **The response:**

- Develops the task in some depth for the historical circumstances for both confronting the Soviets during the Cuban missile crisis and fighting the Vietnam War, and develops the task in little depth for the extent to which these policy actions were successful
- Is more descriptive than analytical (*confronting the Soviets during the Cuban missile crisis*: the Cuban missile crisis, which occurred in 1962, was the closest the United States ever came to facing a nuclear war; the Soviets finally decided to give in and remove their missiles; *fighting the Vietnam War*: since the beginning of the Cold War, the United States foreign policy was known as containment; although the United States tried to contain communism from spreading to South Vietnam, it ultimately spread there)
- Includes some relevant facts, examples, and details (*confronting the Soviets during the Cuban missile crisis*: spread of communism; Cold War; President John F. Kennedy; 90 miles off the coast of Florida; “quarantine” Cuba; Turkey; Nikita Khrushchev; hotline; *fighting the Vietnam War*: George Kennan; North Vietnam was communist; John F. Kennedy; military aid; Lyndon B. Johnson got the U.S. more involved; Congress; Gulf of Tonkin Resolution; opposition it faced at home; losing lives; undeclared war); includes inaccuracies (*confronting the Soviets during the Cuban missile crisis*: surrounded Cuba with an army; *fighting the Vietnam War*: in the early 1960s, the United States became aware of communism in Vietnam)
- Demonstrates a satisfactory plan of organization; includes an introduction that connects both examples to the threat of Cold War communism and a conclusion that observes that one military action was successful while the other was not

**Conclusion:** Overall, the response fits the criteria for Level 3. The response includes good details and some analytic statements that support the description of the historical circumstances of these actions. However, the lack of development for the extent to which the policy actions were successful weakens the response.

Throughout the history of the United States we have been faced with situations in which the United States had to take action in order to protect its interest. These situations have happened many times in history and by many different countries. The main action that the United States uses in order to protect its interest is the use of military force. By the use of the United States military the United States has been able to protect their interest and keep the American way of life moving.

One situation in which the United States had to take military action to resolve was the building of the Panama Canal. During the early 20th century the United States wanted to make a canal through a small portion of land in order to shorten trade times and military responses by almost a week. The only problem was the portion of land that the United States wanted to build the canal through was owned by Columbia. First the United States tried to reason with the Columbian government offering money and access to the canal but they refused. At this time our president was Theodore Roosevelt. He was known as a president that would take what he wanted by any means. So he decided to help the rebels in Columbia overthrow the government in exchange for the land where the canal would be built.

Even though the United States didn't have to use any of their military force besides putting a naval warship off the coast of Columbia they were able to get the land they needed. The actions taken by the United States can be seen as successful in the eyes of many. People view the building of the Panama Canal as successful because the United States was able to build a passage that shortened the trade and movement of naval vessels from coast to coast. That is why many



people see the building of the Panama canal as a success for the United States.

Even though the United States built the canal and paid for all the supplies for it, it was given back to the Panamanian government as a show of good will. The United States still uses the canal along with many other countries in the world making it one of the most traveled water way of the world. The United States gave up the canal in order to keep its self in check.

Another situation in which the United States had to use military force was in the Vietnam War. The Vietnam War was cause when the Northern Vietnamese attacked Southern Vietnam. This happened in a time in which the United States wanted to stop the spread of communism so the United States sent troops in to stop the advances of the Viet Kong.

This was seen as a failure for the United States. It was seen as a failure because after almost 8 years of conflict the United States had made very little inflictions to the Viet Kong. Even though huge numbers of Viet Kong were killed they were still able to continue on fighting. At home many people were getting angry at the war and were demanding an end to the war. So as a hope to be re-elected President Nixon started to build up South Vietnam's forces, while starting to withdraw some of ours. He managed to sign a peace treaty which allowed the United States to retreat from Vietnam. That is why Vietnam was seen as a failure due to the lose of many American lives just to have to retreat and still lose Southern Vietnam to the Communist.

In conclusion through the use of military action the United States

is able to gain many victories but at the same time can still lose. That is why the United States would like to be more diplomatic in order to stop the senseless killing of millions for no good reasons

**Anchor Level 3-C**

**The response:**

- Develops all aspects of the task in little depth for building the Panama Canal and fighting the Vietnam War
- Is more descriptive than analytical (*building the Panama Canal*: so he decided to help the rebels in Colombia overthrow the government in exchange for the land where the canal would be built; the United States still uses the canal along with many other countries of the world, making it one of the most traveled waterways of the world; *fighting the Vietnam War*: the United States wanted to stop the spread of communism; President Nixon started to build up South Vietnam's forces while starting to withdraw some of ours; Vietnam was seen as a failure due to the loss of many American lives just to have to retreat and still lose southern Vietnam to the communists); includes faulty analysis (*building the Panama Canal*: the United States gave up the canal in order to keep itself in check)
- Includes some relevant facts, examples, and details (*building the Panama Canal*: offering money; they refused; Theodore Roosevelt; naval warship; coast of Colombia; shortened the trade and movement of naval vessels; paid for all the supplies; given back to Panamanian government; show of goodwill; *fighting in Vietnam*: North Vietnamese attacked South Vietnam; Viet Cong; angry at war; President Nixon); includes an inaccuracy (*building the Panama Canal*: shortened trade times and military responses by almost a week)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that overstate the role of military action in promoting national interest

**Conclusion:** Overall, the response fits the criteria for Level 3. The discussion of the Panama Canal is more fully developed than that of the Vietnam War, which is shallow. More depth in the historical circumstances and the discussion of the extent of success would have strengthened the effort.

Throughout United States history, the primary goal of United States foreign policy has been to protect the nation's interest. The United States has taken economic and military actions to achieve that goal. These actions have resulted in various degrees of success. Two actions taken by the U.S. attempting to protect its national interests were the Vietnam War and the Cuban Missile Crisis.

Tensions between communist and non communist nations heightened after World War II. Pressure from communist revolutionaries caused North Vietnam to fall to communism. When these revolutionaries began to infiltrate the South, the United States believed it would be best to prevent South Vietnam from becoming communist as well, even though the government in place in South Vietnam was not democratic and not entirely supported by the U.S. Wanting to protect U.S. economic interests overseas, the U.S. supported Diem in the war. This conflict proved to be a failure for the U.S. The Tet offensive proved that the Viet Cong, or communist revolutionaries, would not be easily defeated. U.S. atrocities like the Mi Lai massacre and Operation Rolling Thunder created anti-war movements at home and caused many American troops to return with Post Traumatic Stress Disorder. After spending millions of dollars and losing thousands of American lives, the U.S. withdrew from Vietnam. Shortly after, South Vietnam fell to communism.

Also resulting from Cold War tensions was the Cuban Missile Crisis. The U.S. wanted to protect military interests by not allowing a communist nation 90 miles away to have nuclear weapons. By blocking the Soviet Union from giving missiles to Cuba, the U.S. was protecting its military, economy, and people. This even proved

successful when the Soviets did not put missiles in Cuba.

The United States has taken measures to protect its economic and military interests overseas. Some events proved to be successful, such as the Cuban Missile Crisis, and others resulted in failure, such as the Vietnam War. Overall, the United States has always taken actions that were believed to be in the country's best interest.

### Anchor Level 2-A

**The response:**

- Develops some aspects of the task in some depth for fighting the Vietnam War and mentions historical circumstances for confronting the Soviets during the Cuban missile crisis
- Is primarily descriptive (*fighting the Vietnam War*: tensions between communists and non-communist nations heightened after World War II; shortly after, South Vietnam fell to communism; *confronting the Soviets during the Cuban missile crisis*: the United States wanted to protect military interests by not allowing a communist nation 90 miles away to have nuclear weapons); includes weak application and faulty analysis (*fighting the Vietnam War*: wanting to protect United States economic interests overseas; *confronting the Soviets during the Cuban missile crisis*: by blocking the Soviet Union from giving missiles to Cuba; this event proved successful when the Soviets did not put missiles in Cuba)
- Includes some relevant facts, examples, and details (*fighting the Vietnam War*: North Vietnam; infiltrate the South; South Vietnam was not democratic; Diem; Tet Offensive; Viet Cong; My Lai massacre; antiwar movements at home; Post Traumatic Stress Disorder; losing thousands of American lives; withdrew from Vietnam; *confronting the Soviets during the Cuban missile crisis*: Cold War tensions)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that labels the Vietnam War a failure and the Cuban missile crisis a success

**Conclusion:** Overall, the response fits the criteria for Level 2. The response includes some details showing a basic understanding of the Vietnam War but lacks a similar understanding of the Cuban missile crisis.

Throughout history, the United States has endured many confrontations and attempts for the purpose of foreign policy. Some examples included the Bay of Pigs invasion and the Mexican American War. The Bay of Pigs invasion was a militaristic confrontation for the purpose of stopping communism. The Mexican-American War was started because of the American interest of land. One was successful, but the other wasn't.

The Bay of Pigs invasion of Cuba occurred during the election of John F. Kennedy during the 60's. The CIA organization within America attempted to overthrow Fidel Castro who they believed was a potential communist threat after his overthrow of the Cuban government. Basically, this gathered people from Cuba, rebels, and trained them for the purpose of invading Cuba and overthrowing the government. This was similar to past American tactics, for example, the overthrow of Hawaii leadership, but the purpose was different and American soldiers weren't too involved.

The Mexican-American war was one of the first wars that America participated in, following the start of the country. During this time period, Americans secured expansion westward passed the territories part of the Louisiana purchase. These territories in the far west were mostly owned by Mexico, but America wanted the land for itself. These lands were not necessary to obtain but citizens in America especially Southerners felt a sense of Manifest Destiny and slight greed. Mexico and America then participated in a two year war for ownership of areas between Texas and California.

The Mexican American War was successful because America had won the war and expanded westward. America also benefited from this because it had more territories to build its railroads on later in the

future and there was more land to sell and settle in. The Bay of Pigs invasion was unsuccessful. Fidel Castro continued his rule, and it seemed like a big blunder. John F. Kennedy took the blame for this invasion. He had to make up for it by attempting to prevent a Cuban Missile Crisis later in the future.

Both of these examples show how America associates itself with other countries for various reasons. Most reasons are because of economics and exports, military, and communism. Unlike other countries America, though, has involved itself with others for moral reasons, but that is not always the only reason. These actions have resulted in expansion, an improved economy, and more beneficial things, but has also resulted in many setbacks. This shows how foreign policy affects a nation.

## Anchor Level 2-B

### **The response:**

- Minimally develops all aspects of the task for the Bay of Pigs invasion and fighting the Mexican-American War
- Is primarily descriptive (*Bay of Pigs invasion*: Fidel Castro who they believed was a potential communist threat; they gathered people from Cuba, rebels, and trained them for the purpose of invading Cuba and overthrowing the government; Fidel Castro continued his rule, and it seemed like a big blunder; *fighting the Mexican-American War*: citizens in America, especially southerners, felt a sense of Manifest Destiny and slight greed; the Mexican-American War was successful because America had won the war and expanded westward); includes faulty application (*Bay of Pigs invasion*: this was similar to past American tactics, for example, the overthrow of Hawaii leadership)
- Includes few relevant facts, examples, and details (*Bay of Pigs invasion*: John F. Kennedy; during the 1960s; CIA; Cuban missile crisis; *fighting the Mexican-American War*: Louisiana Purchase; far west; owned by Mexico; railroads; land to sell and settle in); includes an inaccuracy (*Bay of Pigs invasion*: invasion occurred during the election of John F. Kennedy during the 1960s)
- Demonstrates a general plan of organization; includes an introduction that previews the goals of the two foreign policy actions and a conclusion that states that morality is one aspect of United States foreign policy

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates a basic understanding of the historical circumstances for the Bay of Pigs invasion and a more limited understanding of the historical circumstances for the Mexican-American War and the role Manifest Destiny played. The extent to which these actions were successful is mentioned but not developed.

Regardless of what the media has said about the wars the United States has gotten into, the U.S. has always had only the country's benefits in mind. The government may say that the U.S. is taking military action to protect less prosperous countries rights, but in reality winning the war would just give the United States an advantage. For example the Mexican War in 1846 was the result of the U.S. need to expand its territory. Another example includes the Vietnam War in 1964 where its goal was to stop the spread of communism. The United States took economic and military actions to achieve these goals.

The Mexican American War took place between the years 1846 to 1848. It was a generally quick war where the United States Superior Military achieved its victory without much struggle. The main cause of the war was because Southern Americans were increasing in population and began moving westward to settle. Eventually, a very large majority of present day Texas was American. This was an issue because the territory was claimed under Mexico. Slavery was also a big issue that resulted in war. The Mexican government banned slavery in its territories which deeply angered U.S. Southern plantation owners. The plantation owners did not abide by the Mexican government's laws. The Mexican government also passed laws forbidding the settlement of any more Americans. The wars result ended with the loss of Mexican territories of Texas and California. The United States took strong military action to conquer and acquire more land for the country.

The Vietnam War took place between the years of 1964 and 1973. At this time the U.S. had a foreign policy of containment. This policy



meant that the U.S. would do what was necessary to stop the spread of communism. The public was told that the U.S. was being a “police officer” to aid the third world countries that could be weak and fall to communism. Since television was a large part of this era, the public saw the true horrors of warfare. As a result the American public strongly opposed this war. Even though the public disagreed with the government’s military action, the war struggled on because if Vietnam fell to communism, the Soviet Union would gain more power. The U.S. had a series of drafts that took very young men from their families to fight in a war where it was very unlikely they would make it out alive. It was very unlikely of survival because of the guerrilla warfare of the Vietcon. The result of the war ended in the loss of many U.S. soldiers and but communism was contained.

The United States goes through any extent in order to prove themselves as a “superpower” or for economic benefit. Although the means of acquiring these victories are not always moral, it is effectual, because the United States is still very prosperous and wealthy compared to other countries throughout the world today.

## Anchor Level 2-C

### **The response:**

- Develops some aspects of the task in little depth for fighting the Mexican-American War and the Vietnam War
- Is primarily descriptive (*fighting the Mexican-American War*: it was a generally quick war where the United States superior military achieved its victory without much struggle; the United States took strong military action to conquer and acquire more land for the country; *fighting the Vietnam War*: the public was told that the United States was being a “police officer” to aid the third world countries that could be weak and fall to communism); includes weak application and faulty analysis (*fighting the Mexican-American War*: the main cause of the war was because southern Americans were increasing in population and began moving westward to settle; the Mexican government banned slavery in its territories which deeply angered United States southern plantation owners; *fighting the Vietnam War*: it was very unlikely they would make it out alive; the result of the war ended in the loss of many United States soldiers but communism was contained)
- Includes few relevant facts, examples, and details (*fighting the Mexican-American War*: moving westward; California; *fighting the Vietnam War*: containment; television; horrors of warfare; Soviet Union; drafts; guerilla warfare)
- Demonstrates a general plan of organization; includes an introduction and an unsupported conclusion about the United States use of military actions for its own benefit

**Conclusion:** Overall, the response fits the criteria for Level 2. The response demonstrates a limited understanding of the task and fails to connect clearly the role of Texas to the historical circumstances that led to the Mexican-American War. The response also erroneously concludes that communism was contained by the Vietnam War.

Foreign policies are created in order to protect the interests of the nation that put them in place. Over the years the United States has put in place many foreign policies in an attempt to help the country. They are not always a success but it's an attempt to protect our interests. Events such as the building of the Panama Canal and fighting in Vietnam were both attempts to protect national interests.

The Vietnam War was a huge foreign policy. It was an attempt to stop the spread of communism because we were afraid it would create the domino effect. Communism was a huge threat to the United States. We want to protect our interest in other countries around Vietnam so they would not fall to communism.

The creation of the Panama Canal was another big step in protecting our foreign interests. By building the canal we helped bring trade through Latin America and we also increased trade all around the world. This was helping our interest in trading with other countries. We later gave control of the canal to Panama which made us have stronger ties with Latin America.

Steps have been taken to protect our nation's interests. Foreign policies created to stop the spread of a government and increase the spread of a product. The United States has been doing this for a long time because they are always trying to protect our interests.

## Anchor Level 1-A

### **The response:**

- Minimally develops some aspects of the task for fighting the Vietnam War and building the Panama Canal
- Is descriptive (*fighting the Vietnam War*: it was an attempt to stop the spread of communism because we were afraid it would create the domino effect; *building the Panama Canal*: by building the canal we helped bring trade through Latin America and we also increased trade all around the world)
- Includes few relevant facts, examples, or details (*building the Panama Canal*: this helped our interest in trading with other countries; later gave control of the canal to Panama)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The response states a goal of the Vietnam War and some facts about the success of building the Panama Canal with little elaboration.

The United States foreign Policy, after WWII, was to get involved in other nations conflicts. The U.S wanted to contain the spread of communism after WWII. The fear of communism was a huge fear in the U.S. The U.S sent their troops to foreign nations, to stop communism from spreading. After WWII, in order to help contain the spread of communism, the U.S confronted the Soviet Union during the Cuban missile crisis, and sent troops to Vietnam, to fight a war.

During the Cuban missile crisis, the U.S tried to stop communism from spreading to Cuba. The U.S. was about to send troops down to Cuba. That would have angered the Soviet Union. There was almost a nuclear war between the two nations. The two nations were able to settle their differences, and Cuba became communist. The U.S got involved in Cubas problems to try to stop communism.

The U.S got involved in the Vietnam War, to help stop the spread of communism in Vietnam. The U.S. believed that one nation becoming communism in Asia, would lead to a domino affect, and other nations in Asia would become communist. The U.S fought in Vietnam for about ten years. The U.S lost the war, and Vietnam fell to communism. The U.S got involved in Vietnams conflicts to help prevent communism in that nation.

The U.S tried to stop the spread of communism in Cuba, during the Cuban missile crisis, and in Vietnam during the Vietnam war, by getting involved in those countries problems. The U.S tried to stop Cuba from becoming communist, by wanting to send troops down to Cuba. The U.S sent troops to Vietnam, to stop communism from spreading in that country. The U.S foreign policy, was to get involved in other nations business, to stop communism, after WWII.

## Anchor Level 1-B

### **The response:**

- Minimally develops some aspects of the task for confronting the Soviets during the Cuban missile crisis and fighting the Vietnam War
- Is descriptive (*confronting the Soviets during the Cuban missile crisis*: there was almost a nuclear war between the two nations; *fighting the Vietnam War*: the United States believed that one nation becoming communist in Asia would lead to a domino effect and the other nations in Asia would become communist; the United States lost the war and Vietnam fell to communism); lacks understanding (*confronting the Soviets during the Cuban missile crisis*: the United States was about to send troops down to Cuba; the two nations were able to settle their differences and Cuba became communist)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes an introduction and a conclusion that highlight the United States fear of communism and the goal of containment after World War II

**Conclusion:** Overall, the response fits the criteria for Level 1. The response includes only brief generalizations about containment in Vietnam and demonstrates almost no comprehension of the Cuban missile crisis.

George Washington's farewell address advocated American involvement in foreign affairs, but within limits. Washington warned against military alliances that might drag us into other countries' wars. He urged good relations and trade with all who were willing. He wanted us to protect our interests in all cases. However, his message would not remain influential once the U.S. became more powerful. Rather than remain neutral, the U.S. actively intervened internationally, in a wide variety of regions. Early examples of U.S. involvement in international affairs include establishing the open door policy in China and wars fought in Latin America, such as the Mexican-American war. Later, America took economic and military actions for its own interests, as shown by the Marshall Plan and participation in the Vietnam War.

The Marshall Plan (1947–1952) was established during the Cold War to contain communism and prevent a postwar depression, aiding the U.S. Under President Truman the Marshall Plan granted over 13 billion dollars in economic aid to European countries shattered by WWII, regardless of whether or not they were Soviet-allied. The intended outcome of this policy was that the economic restoration of the European countries would favor support for the U.S., especially its democratic ideals. Thus, this would aid containment, the prevention of spreading communism. Soviet-allied countries were suffering economically but they rejected the U.S. offer. The Marshall Plan's aid potentially showed that communist economics didn't work as well as America's capitalist system. The U.S. adopted the Marshall Plan to protect its investment in Europe's freedom and to maintain it in Western Europe.

The U.S. ideals of democracy were promoted in reality, as an outcome of the Marshall Plan. The U.S. was able to appropriate sufficient funds for the European countries, resulting in post-WWII economic growth. Europe's successful use of the financial aid resulted in economic improvements and political stability. The European countries were tremendously grateful to the U.S. for their support which protected their democracies. The Marshall Plan has been considered the most effective use of foreign aid in U.S. history. This aid, and the creation of NATO, served to preserve the freedom of European allies and better protect American interests in the world.

The Vietnam War was one of the most involved military interventions by the U.S. In the late 19th century Vietnam was colonized by France. Following WWII, fighting broke out between Vietnamese looking for independence and the French looking to reclaim their colony. However, the French withdrew after losing at Dien Bien Phu, so the U.S. took responsibility for Vietnam. The U.S. chose to stay involved with Vietnam, due to rising support for Ho Chi Minh, a communist leader. At this time, the U.S. believed in the domino theory, in which if one country fell to communism, all surrounding countries would do the same. Therefore, the U.S. desired to follow its policy of containment, especially to prevent not one, but many Indochinese countries from falling to communism. The causes of Vietnam were motivated mostly by the anti-communist beliefs of the U.S. The U.S. policy was meant to protect our own interests by influencing events in Southeast Asia.

The Vietnam War was the worst U.S. military failure during the Cold War. The North Vietnamese war effort prevailed over that of the



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**Thematic Essay—Practice Paper – A**

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U.S. Despite the U.S. forces destroying much of Vietnam, the communists still fought on. The Viet Cong's civilian guerilla tactics made the war difficult for the U.S., since the U.S. was hesitant to kill civilians. Aside from North Vietnam's military strength, the U.S. faced growing domestic opposition to the war. After the Americans learned of the My Lai massacre of innocent civilians by U.S. troops, opposition sentiment peaked. Many people also felt that the U.S. needed to stop spending so much money on a war that wasn't going well for the U.S., and that the U.S. never had a right to intervene in Vietnam. The lack of success, domestic opposition, and the fact that fighting the war no longer seemed to be really in America's best interest all helped lead to negotiations. These finally ended the war in 1973. Two years later, South Vietnam fell to the communist North.

The Marshall Plan and Vietnam War were brought about to protect U.S. ideals of democracy. The Marshall Plan helped to prevent European countries from turning to communism by providing economic aid. The Vietnam War, though unsuccessful, aimed to promote containment with military action. Throughout history, countries intervene with each other to best serve their own interests.

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## Thematic Essay—Practice Paper – B

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Through out America's History are government has use many policeis to protect the nations intereasts. To achive these goals America used both military and economic actions. Some goels were to expand America's Boarders other were to protect their people and economicale centers. Two good examples of foreign policy are the panama canale and cuban missile crisis.

The Panama canale was built to make it easier to move sapplines from the east coast to the west coast. Before the Panama canale was built the French tryed to build a similer canale canale but failed. Years later while Panama was in the mist of civil war, President Theerodor Roosevelt help the rebiles in exchange for land to build the Panama canale. After ten years building the Panama canale it was complete and ship can now go from one coast to the other much faster.

Another exemple of U.S. forign policy was confronting the soviet during the cuban missile crisis. After world war two U.S and soviet Russia had a unfriendly relation ship. Both country built up there military, armys, nuclear wepones and air force. When America's spy planes spotted Russian missile sites on cuba, which had reacitly had a communiste take over, America was shocked. Kennedy order an blockade around cuba to force back any sovit ships, Russia eventuly yeild and removed it nuclear missiles from cuba, America was safe once more.

In are history the U.S used many Polices in forigen Policy. Some were use in economical exspansion other to protect it people. There is bound to be many more in the future.

Since the beginning of American history, the United States has been involved with foreign countries and often taken economic and military steps to protect itself. Despite George Washington's advice in his farewell address that the United States should avoid forming alliances or get involved in other countries' affairs, the United States' government has and continues to do just that. Usually in efforts to protect the own interests of the United States, the government has often take action. Two key events in American foreign policy that show this concept are the Mexican-American War of the mid 19th century and the Marshall Plan of the Cold War era. These two actions taken by the American government show how the United States often uses its foreign policy to protect and promote its own interests.

The Mexican-American War can be described as one of the most successful and controversial wars in United States history. The war added thousands upon thousands of acres to the U.S while stimulating questions and disagreements over slavery. The events leading up to the war most certainly show U.S economic interests and territorial interests. During the first half of the 1800s, United States citizens had began to travel westward to areas in the Southwest in hopes of economic opportunity. The Mexican government had forbidden slavery in these territories but the slave holding planters brought slaves anyway. They, like most Americans, believed in the concept of Manifest Destiny, or the god-given right of America to expand westward. As many people began to settle land in Texas owned by Mexico and start using the land, Mexico began to grow anxious that the U.S would expand into Mexico or at least take away economic opportunity for many Mexicans. Eventually, Texas won its

independence, but Mexico refused to accept it. Because of U.S. economic interest and territorial claims in the area, war was provoked after Texas became part of the U.S. After a long and tough war, the United States came out on top. The Treaty of Guadalupe-Hidalgo gave the United States the Mexican Cession. Through the war, the United States had managed to gain an extensive area in the Southwest and show its presence as an international power. Because of the war, the economic interests in the Southwest were preserved and the U.S. could continue to settle in these areas of economic opportunity.

Another influential example of the use of United States military or economic resources to protect its national interests is that of the Marshall Plan. There were many factors that led up to the implementation of this economic plan. After the end of World War II, the United States began to assert itself internationally. The war had left many Western European nations in economic ruin and in dire need of help, lest they succumb to communist influence. With this in mind, the United States government agreed to a foreign policy called the Marshall Plan in attempts to contain the spread of communism. At this beginning of the Cold War, the U.S. feared the conditions of rundown European nations would allow them to be overtaken by communism. Because of this and the domino theory, the Marshall Plan was implemented to give economic aid to any European country that was at risk of being overtaken by communists. The Marshall Plan did end up succeeding because no nations west of the Soviets' "iron curtain" fell to communism. The economic help kept them away from resorting to communism.

All in all, it is evident that U.S. foreign policy has been made in

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**Thematic Essay—Practice Paper – C**

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efforts to protect its national interest. America is often willing to use economic and military resources to protect its own foreign interests. The Mexican-American War shows how the U.S. went to war to seek territory and protect its economic interests in the mid-1800s. Also, the carrying out of the Marshall Plan immediately after the end of World War II shows how the U.S. was willing to give time and money to stop the spread of communism and prevent the rise of more dictatorships. That all stated, it is shown that these actions in foreign policy effectively helped promote the welfare of America at large.

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**Thematic Essay—Practice Paper – D**

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The purpose of the foreign policy in the United States is protect the nations interest. Many situations throughout history Foreign policy is used. Foreign policy was used in WWI, after the U.S. decided to remain neutral for a while as the war was already begun, but eventually the U.S. got in the war. The foreign policy we had, had helped protect the U.S. from the other countrys, and allowed the U.S. to be able to help other countries. It helped protect the U.S. from attacks and invasion. Implementing the open door policy of 1899, helped our nation by allowing others to be able to come to the United States and be free. In conclusion, foreign policy impacts many different situations in the U.S. and protects U.S, helps us, and helps others.

In United States history, going to war has always been a decision made in order to protect our foreign interests. A commitment to give aid or go to war has not been given to protect a few individuals but to protect our nation's interests from going up in flames. Two important examples of this are the Mexican war which let America take territory it wanted for expansion to the west and using a naval blockade in order to protect its interests during the Cuban Missile crisis. These two events ended with agreements that were major advantages for the United States.

The Mexican-American war was a good example of offense under the pretense of defense in order to gain territory. Western expansion appealed to American nationalists anxious to spread democracy. While tensions over the area that would eventually become the Mexican Cession were rising, the United States was rebuked for trying to buy the territory off the Mexican government. After the annexation of Texas by the U.S., there were border disputes over where the southern border of Texas lay. When Texas had seceded from Mexico, it had taken territories that were originally not in Texas when it had been a province. Mexico insisted that only Texas was independent and that the border was North of the Río Grande river. The United States maintained that the border was the Río Grande itself. The determined President Polk, an ardent expansionist, ordered troops under Zachary Taylor to patrol into the disputed territory. When the Mexicans shot at the patrols within the disputed area, the United States went to war.

When the war was won, America's interests in the territories was achieved when they gained both the disputed area and the Mexican Cession for a relatively small amount of money. This was the favorite

type of war of the U.S. Short, glorious, successful, and won by the U.S. This deliberate baiting of the Mexican Government allowed the American colossus to expand into Mexican territory and make it an important part of the United States. It was not completely clear if Polk really wanted war or actually thought that Mexico would just back down if met with strong action. Polk's dream of fulfilling Manifest Destiny was achieved with little sacrifice by the United States. California and the entire Southwest were now open to American adventurers and settlers. But nationalism was challenged by sectionalism because southerners insisted that they could take their human "property" into the West. The war's outcome strengthened the United States, weakened Mexico, and had unintended consequences. Northern-southern sectionalism was inflamed. Some in Congress had tried to make sure that slavery would not be allowed in any territory taken from Mexico. The issue of slavery was finally solved by a civil war.

The Cuban Missile crisis was less successful than commonly believed. When a U.S. spy plane flew over Fidel Castro's Cuba after the failed Bay of Pigs invasion to overthrow communist-leaning Castro, it saw construction that looked like nuclear missile sites pointed directly at the U.S. At only 90 miles from the coast of Florida, this was a major threat to the U.S. national security. These missiles were linked to the Soviets and it looked like the brink of war through mutually assured destruction. This crisis was the most dangerous point in the cold war between the United States and the Soviet Union. To deal with this crisis, many solutions were thrown around the Kennedy Administration including invading Cuba and bombing the

missile sites which would risk war with the Soviet Union. After tense deliberations, President Kennedy ordered a naval blockade around Cuba. This crisis lasted for many days and it looked like nuclear war was on the horizon when the U.S. made an agreement with the Soviet Union. The Soviets agreed to withdraw the missiles in order to prevent war while the U.S. promised not to invade Cuba or try to overthrow the Castro Regime, unbeknownst to the general public, part of the deal was also having the U.S. withdraw missiles from Turkey. This was both a victory and a defeat for the U.S. It was a victory in the interest of national security in that there would be no missiles in Cuba pointing at Washington, but it was also a national security defeat in that we would always have a belligerent communist Cuba only 90 miles from U.S. shores. Also we would not have the advantage of the missiles in Turkey pointed at the Soviet Union. However, even though the missiles in Turkey were removed, they were mostly outdated so Kennedy's decision was an overall victory for national security interests in the U.S. The fear of nuclear war led both sides to realize that they had to take some action to prevent war, so the following year a "hotline" was installed to make direct contact possible. Later the countries agreed to the Nuclear Test Ban Treaty.

The Cuban Missile crisis and the Mexican American war were incidents where important national interests were at stake. The Mexican war was a complete and utter victory for the U.S. while the missile crisis was resolved in order to avert a war which they thought would mean the destruction of the entire world. The Cuban missile crisis was defined within a period of cold war tensions while the Mexican American war was a jubilant example of victory for the U.S.



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**Thematic Essay—Practice Paper – E**

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expansionists, but not without a cost. Through both, the U.S. was seeking to protect its interests.

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**Practice Paper A—Score Level 4****The response:**

- Develops all aspects of the task for carrying out the Marshall Plan and fighting the Vietnam War
- Is both descriptive and analytical (*carrying out the Marshall Plan*: the intended outcome of this policy was that the economic restoration of the European countries would promote support for the United States, especially its democratic ideals; the United States adopted the Marshall Plan to protect its investment in Europe's freedom; the Marshall Plan has been considered the most effective use of foreign aid in United States history; *fighting the Vietnam War*: the United States desired to follow its policy of containment, especially to prevent not one, but many Indochinese countries from falling to communism; the United States policy was meant to protect our interests by influencing events in Southeast Asia; lack of success, domestic opposition, and the fact that the war no longer seemed to be in America's best interest led to negotiations; the Vietnam War was the worst United States military failure during the Cold War)
- Supports the theme with relevant facts, examples, and details (*carrying out the Marshall Plan*: Cold War; contain communism; prevent a postwar depression; President Truman; over 13 billion dollars; World War II; Soviet allies rejected the United States offer; Western Europe; economic growth; political stability; *fighting the Vietnam War*: rebellion against France; Dien Bien Phu; Ho Chi Minh; domino theory; guerilla tactics; domestic opposition; My Lai massacre; troops withdrew; containment failed)
- Demonstrates a logical and clear plan of organization; includes an introduction that states that despite George Washington's Farewell Address, the United States has intervened in many regions and a conclusion that notes that both economic and military tactics have been used to contain communism

**Conclusion:** Overall, the response fits the criteria for Level 4. The response combines analytical statements and good details in discussing the historical circumstances for the Marshall Plan and the Vietnam War, and argues for the success of the Marshall Plan and the failure of United States intervention in Vietnam in protecting national interests. The response would be strengthened by further development of the introductory references to the Farewell Address and the inclusion of additional supporting details.

## Practice Paper B—Score Level 2

### **The response:**

- Develops some aspects of the task in little depth for building the Panama Canal and confronting the Soviets during the Cuban missile crisis
- Is primarily descriptive (*building the Panama Canal*: the Panama Canal was built to make it easier to move supplies from the east coast to the west coast; after ten years it was complete and ships can now go from one coast to the other much faster; *confronting the Soviets during the Cuban missile crisis*: after World War II the United States and Soviet Russia had an unfriendly relationship; Russia eventually yielded and removed its nuclear missiles from Cuba)
- Includes few relevant facts, examples, and details (*building the Panama Canal*: French; civil war; President Theodore Roosevelt; helped the rebels; *confronting the Soviet during the Cuban missile crisis*: spy planes; Russian missile sites; communist takeover; Kennedy; blockade around Cuba; Soviet ships)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that generally restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response shows a general understanding of the historical circumstances that led to the two foreign policy actions but makes only a simple statement about the success of each action.

### Practice Paper C—Score Level 3

**The response:**

- Develops all aspects of the task in some depth for fighting the Mexican-American War and in little depth for carrying out the Marshall Plan
- Is more descriptive than analytical (*fighting the Mexican-American War*: they, like most Americans, believed in the concept of Manifest Destiny; eventually Texas won its independence but Mexico refused to accept it; the war added thousands and thousands of acres to the United States while stimulating disagreements over slavery; *carrying out the Marshall Plan*: after the end of World War II, the United States began to assert itself internationally; the economic help kept them away from resorting to communism); includes faulty analysis and weak application (*fighting the Mexican-American War*: show its presence as an international power; *carrying out the Marshall Plan*: because of this and the domino theory, the Marshall Plan was implemented)
- Includes some relevant facts, examples, and details (*fighting the Mexican-American War*: controversial war; territorial interests; Southwest; economic opportunity; forbade slavery; slaveholding planters; Texas became part of the United States; Treaty of Guadalupe Hidalgo; Mexican Cession; *carrying out the Marshall Plan*: Western European nations; economic ruin; contain the spread of communism; Cold War; Soviets; “iron curtain”)
- Demonstrates a satisfactory plan of organization; includes an introduction that states that despite Washington’s advice the United States often became involved in other countries’ affairs and a conclusion that summarizes the previous ideas

**Conclusion:** Overall, the response fits the criteria for Level 3. The response demonstrates a general understanding of the task by including some relevant generalizations and analysis. The inclusion of more specific historical details about the Marshall Plan would have strengthened both the section on historical circumstances and on the extent to which this policy action was successful.

### Practice Paper D—Score Level 0

**The response:**

Fails to develop the task by including no relevant or correct information about a specific foreign policy action.

**Conclusion:** The response fits the criteria for Level 0 because no specific military or economic action is identified for World War I and the Open Door Policy is incorrectly described as an immigration issue.

## Practice Paper E—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances that led to fighting the Mexican-American War and confronting the Soviets during the Cuban missile crisis and discussing the extent to which each action was successful in protecting United States interests
- Is more analytical than descriptive (*fighting the Mexican-American War*: the Mexican-American War was a grand example of offense under the pretense of defense in order to gain more territory; this deliberate baiting of the Mexican government allowed the American colossus to expand into Mexican territory and make it an important part of the United States; the war's outcome strengthened the United States, weakened Mexico, and had unintended consequences; *confronting the Soviets during the Cuban missile crisis*: the missiles were linked to the Soviets and it looked like the brink of war through mutually assured destruction; it was a victory in the interests of national security in that there would be no missiles in Cuba pointed at Washington, but it was also a national security defeat in that we would always have a belligerent communist Cuba only 90 miles from United States shores; this crisis was the most dangerous point in the Cold War between the United States and the Soviet Union)
- Richly supports the theme with relevant facts, examples, and details (*fighting the Mexican-American War*: Mexican Cession; trying to buy the territory; annexation of Texas; border disputes; Texas was independent; Rio Grande; President Polk; troops under Zachary Taylor; Mexicans shot at the patrols; Manifest Destiny; California; Southwest; nationalism; sectionalism; slavery; *confronting the Soviets during the Cuban missile crisis*: U-2 spy plane; Fidel Castro's Cuba; failed Bay of Pigs invasion; nuclear missile sites; Florida; invading Cuba; bombing the missile sites; tense deliberations; President Kennedy; naval blockade; United States withdrew missiles from Turkey; promise to not invade Cuba; "hotline" installed; Nuclear Test Ban Treaty)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that show how the United States used war to achieve national interests in one example but avoided war in the other

**Conclusion:** Overall, the response fits the criteria for Level 5. Interpretive statements are well supported by substantial factual depth, providing for strong analysis of the positive and negative results of both foreign policy actions.

# United States History and Government Specifications June 2013

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

|                      | Theme                                                                                                                                     | STANDARDS                                                                                                                                 |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Thematic Essay       | Foreign Policy; Presidential Decisions and Actions; Places and Regions                                                                    | Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government |
| Document-based Essay | Citizenship; Civic Values; Constitutional Principles; Diversity; Change; Government; Presidential Decisions and Actions; Reform Movements | Standards 1, 3, 4, and 5: United States and New York 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 June 2013 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.