

FOR TEACHERS ONLY

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

UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 17, 2017 — 8:30 to 11:30 a.m., only

VOLUME
1 OF **2**
MC & THEMATIC

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

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

Scoring the Part I Multiple-Choice Questions

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

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay
August 2017

Theme: Presidential Decisions and Actions

Throughout United States history, presidents have taken actions to address critical problems facing the nation. These actions have met with varying degrees of success.

Task: Select *two* presidents who took actions to address a critical problem faced by the nation and for *each*

- Describe the historical circumstances that led to the problem
- Explain an action taken by the president to address the problem
- Discuss the extent to which this action resolved the problem

You may use any United States president who took an action to solve a critical problem facing the nation from your study of United States history. Some suggestions you might wish to consider include:

George Washington—Whiskey Rebellion
Andrew Jackson—nullification crisis
Abraham Lincoln—secession of Southern states
Franklin D. Roosevelt—Great Depression
Dwight D. Eisenhower—school integration

John F. Kennedy—Cuban missile crisis
Lyndon B. Johnson—discrimination faced by minorities
George H. W. Bush—invasion of Kuwait by Iraq
George W. Bush—attacks of September 11, 2001

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (for *each* of *two* presidents, discussing the historical circumstances that led to a critical problem facing the nation, an action taken by the president to address the problem, and the extent to which *each* action resolved the problem).
2. The historical circumstances that led to the problem may describe either the narrower facts of the particular problem *or* the wider issues of the time period that led to the problem *or* a combination of both, e.g., a student might focus on the specific facts that led to the rise of the Republican Party and the election of Abraham Lincoln which sparked the secession of Southern states *or* a student might develop the long-term sectional dispute over slavery and its extension which resulted in Lincoln’s election and the secession of Southern states.
3. The description of the historical circumstances that led to each problem may be similar, but each discussion must include separate and distinct information, e.g., President Dwight D. Eisenhower and President Lyndon B. Johnson both faced the problem of segregated facilities, but Eisenhower responded to an attempt to block the Supreme Court order to integrate public schools while Johnson fought against Jim Crow policies in all public accommodations.
4. The response may discuss how two presidents addressed the same problem as long as separate and distinct information is included for each, e.g., after the stock market crash, Herbert Hoover maintained a laissez-faire attitude; facing 25 percent unemployment, Franklin D. Roosevelt initiated various public works projects.
5. The action taken to address the problem must involve the use of presidential authority and must address the problem that was described.
6. The action taken by the president to address the problem may be general, such as Roosevelt’s New Deal or Johnson’s Great Society, as long as it is supported by specific details.
7. The extent to which the action resolved the problem may be discussed as immediate or long term.
8. The extent to which the action resolved the problem may be discussed from a variety of perspectives as long as the position taken is supported with accurate historical facts and examples.
9. If more than two presidential actions are discussed, only the first two actions may be scored.

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth for **each** of **two** presidents by discussing the historical circumstances that led to a critical problem facing the nation, a specific action taken by the president to address the problem, and the extent to which the action resolved the problem
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Franklin D. Roosevelt and the Great Depression*: connects overextension of credit, reckless stock market speculation, and the prevailing belief in laissez-faire to widespread economic failure, massive unemployment, and Roosevelt’s proposal of a New Deal that included government intervention to provide relief, recovery, and reform in the economy, instilling hope while providing stabilized financial institutions and employment which improved the economy but failed to achieve full economic recovery; *Dwight D. Eisenhower and school integration*: connects the Southern tradition of Jim Crow segregation, the disparity between white and black schools, and the order to desegregate schools in *Brown v. Board of Education of Topeka* to violent resistance in Little Rock, Arkansas, and Eisenhower’s decision to send federal troops to enforce the ruling and protect the Little Rock Nine which ensured the safety of the African American students and established a strong precedent for federal action to desegregate public schools but failed to end de facto segregation in public schools
- Richly supports the theme with many relevant facts, examples, and details, e.g., *Franklin D. Roosevelt and the Great Depression*: Roaring Twenties; unequal distribution of wealth; buying on margin; bank failures; foreclosures; President Herbert Hoover; rugged individualism; bank holiday; fireside chats; bold experimentation; Civilian Conservation Corps; Securities and Exchange Commission; Works Progress Administration; Social Security; defense industries; World War II; *Dwight D. Eisenhower and school integration*: *Plessy v. Ferguson*; “separate but equal”; 14th amendment; reserved powers; Governor Faubus; mob violence against African American students; reemergence of Ku Klux Klan; television coverage; increased private school enrollment; President Kennedy’s support for James Meredith; de jure segregation; civil rights movement; controversy over busing
- 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 president more thoroughly than for the second president *or* by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., *Franklin D. Roosevelt and the Great Depression*: discusses how overspeculation in the stock market and the lack of effective federal intervention in the economy led to widespread unemployment and President Roosevelt’s New Deal with programs for relief, recovery, and reform of the economy, including public works programs which restored hope but failed to bring back full prosperity; *Dwight D. Eisenhower and school integration*: discusses how the Southern practice of Jim Crow and the decision in *Brown v. Board of Education of Topeka* caused violent resistance to school integration in Little Rock, Arkansas, which led President Eisenhower to order troops to protect African American students, allowing the Little Rock Nine to complete the school year successfully but failing to end Southern resistance to school integration
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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.

In the centuries since the United States of America was formed on the principles of liberty and democracy, many issues, both foreign and domestic, have arisen. It is the president's duty to approach these issues with both intelligence and integrity, as his actions will play a role in forging the nation's character. Two presidents in particular were faced with the question of using force against their citizens in order to preserve the Union. George Washington's actions during the Whiskey Rebellion & Andrew Jackson's decision regarding the nullification crisis both set an everlasting precedent of federal supremacy over states' rights.

As can be seen through the intense debate over the ratification of the Constitution, many Americans were unwilling to place too much power in the hands of a distant national government, fearing it would result in a situation similar to the one they had recently escaped during the Revolutionary War. Although the Constitution went into action before a promised Bill of Rights was added, the question of just how much power the government has in relation to the "necessary and proper clause" was still a source of controversy. Throughout Washington's presidency, Hamilton, a loose constructionist, struggled against Jefferson, a strict constructionist, regarding such issues as the national bank and federal revenues. Washington needed to decide which stance he would take on these issues, and which path he would consequently forge for his anxious nation. The opportunity arose to take a stance during the Whiskey Rebellion. With farmers facing poor transportation and unable to easily move their corn and wheat crops east, they naturally made whiskey, which took up less space and was far more valuable. When a group of angry farmers in

western Pennsylvania rebelled against a federal excise tax on whiskey. Washington followed Hamilton's advice and made the fateful decision to lead troops to put down the insurrection. The Whiskey Rebellion quickly dispersed without bloodshed because the rebels were awed by the stature and respect for Washington who marched into Pennsylvania with 15 thousand militiamen. It was the first challenge to the new Constitution and the president's military authority, and it sent a message loud and clear to the nation. The federal government was willing to use any means necessary to maintain peace and enforce its laws. Future presidents would follow this important precedent set by Washington to use the power of commander-in-chief to enforce federal laws over local resistance. In the 1950s, President Eisenhower sent troops to Little Rock, Arkansas to enforce the Supreme Court's order to desegregate schools with "all deliberate speed."

Fastforward several decades from Washington to the election of 1828. Andrew Jackson is the Democratic candidate, and he is widely popular among the common people. He is a champion of states' rights, firmly against the favoritism shown by the federal government towards industrialists and wealthy bankers, and truly a "man of the people." When John C. Calhoun, his vice president, and the people of South Carolina claim the doctrine of nullification, Jackson must make a hard decision. Southerners were furious at the passage of the "Tariff of Abominations" because it protected the Northern industries while threatening to decrease the Southerners' cotton exports. This would raise the prices Southerners had to pay for many imports or force them to buy more manufactured goods from the North. On all counts they saw the tariff as very harmful. They therefore claimed the

right of a state to nullify a law of the federal government if they consider it unconstitutional. This followed the ideas of Madison and Jefferson in the Virginia and Kentucky Resolutions in the late 1790s. When Congress failed to reduce import duties in 1830, South Carolina voted to declare the tariff null and void within the state and even discussed the possibility of secession. Although Jackson would usually side with the states, he understood that nullification might lead to the eventual breakup of the Union. President Jackson boasted that he would “hang the nullifiers” and boldly threatened to send troops to collect the import taxes. He asked Congress to pass a Force Act allowing him to send troops to end the nullification crisis. This act was never carried out, as a compromise by Senator Henry Clay lowering the tariffs was instituted instead. Jackson managed to create a temporary thaw in the regional tensions that would eventually lead to the Civil War by forgetting his bias and taking forceful measures in order to preserve the Union. Although South Carolina seemed to back down on the tariff question, it became even more determined not to compromise on states’ rights when the issue was slavery. After Lincoln’s election, South Carolina led the South into secession and Civil War.

The issue of states’ rights vs. federal government’s rights was an extremely controversial issue that was not solved until after the Civil War, when the supremacy of the federal government was made clear. Both George Washington and Andrew Jackson were faced with the question of enforcing federal laws. Both made the hard decision of putting the preservation of the Union before individual states’ rights, laying the foundation for a strong and successful nation.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for George Washington and the Whiskey Rebellion and for Andrew Jackson and the nullification crisis
- Is more analytical than descriptive (*Washington*: as can be seen through the intense debate over the ratification of the Constitution, many Americans were unwilling to place too much power in the hands of a distant national government; Washington needed to decide which stance he would take on these issues and which path he would consequently forge for his anxious nation; unable to easily move their corn and wheat crops east, they naturally made whiskey, which took up less space and was far more valuable; when a group of angry farmers in western Pennsylvania rebelled against a federal excise tax on whiskey, Washington followed Hamilton's advice and made the fateful decision to lead troops to put down the insurrection; it was the first challenge to the new Constitution and the president's military authority and it sent a message loud and clear to the nation; future presidents would follow this important precedent set by Washington to use the power of commander in chief to enforce federal laws over local resistance; President Eisenhower sent troops to Little Rock, Arkansas, to enforce the Supreme Court's order to desegregate schools with all deliberate speed; *Jackson*: Southerners were furious at the passage of the Tariff of Abominations because it protected the Northern industries while threatening to decrease the Southerners' cotton exports; would raise the prices Southerners had to pay for many imports or force them to buy more manufactured goods from the North; when Congress failed to reduce import duties in 1830, South Carolina voted to declare the tariff null and void within the state and even discussed the possibility of secession; although Jackson would usually side with the states, he understood that nullification might lead to the eventual breakup of the Union; boasted that he would hang the nullifiers and boldly threatened to send troops to collect the import taxes; never carried out as a compromise by Senator Henry Clay lowering the tariffs was instituted instead; although South Carolina seemed to back down on the tariff question, it became even more determined not to compromise on States rights when the issue was slavery; after Lincoln's election South Carolina led the South into secession and Civil War)
- Richly supports the theme with many relevant facts, examples, and details (*Washington*: Revolutionary War; necessary and proper clause; loose constructionist; strict constructionist; National Bank; federal revenues; quickly dispersed without bloodshed; marched into Pennsylvania with 15,000 militiamen; *Jackson*: election of 1828; man of the people; John C. Calhoun; unconstitutional; Madison and Jefferson; Virginia and Kentucky Resolutions; Force Act)
- Demonstrates a logical and clear plan of organization; includes an analytical introduction that notes both George Washington and Andrew Jackson were faced with the question of using force against their citizens in order to preserve the Union and a conclusion that asserts both presidents put the preservation of the Union over individual States rights and laid the foundation for the nation's strength and success

Conclusion: Overall, the response fits the criteria for Level 5. Superior analysis and ample detail connect the theme of federal supremacy to the actions of both presidents during the early years of the republic.

Whenever there are times of crisis in the United States, the president always takes action. However, the success of these actions have varied throughout history. Abraham Lincoln and Franklin D. Roosevelt are two presidents who were very successful when they took action to address the critical problem facing the United States during their presidencies. Abraham Lincoln dealt with the secession of the southern states while Franklin D. Roosevelt dealt with the Great Depression.

By the time Lincoln was elected in 1860, the Northern and Southern States were already at each other's throats. The Southern States believed that the Northern States were threatening their way of life with disputes over the Missouri Compromise and the Kansas-Nebraska Act that dealt with the status of slavery in new western territories. They were particularly concerned that the Northern States were trying to stop the spread of slavery and that free states would gain representation in Congress and dominate the economic life of the South. Because the South knew that Abraham Lincoln was determined to stop the expansion of slavery, many of the Southern States seceded from the Union when he was elected. Lincoln never acknowledged the legality of the southern states' secession, and he realized that the existence of the Union was at stake so he had to take action. Lincoln and his generals had underestimated the will of Southerners to protect their way of life and the South's superior military leadership. The North lost all the major battles until the bloody standoff at Antietam. Lincoln used the opportunity to issue the Emancipation Proclamation. This document freed all of the slaves in the rebelling states but not in the border states like Maryland and

Missouri to keep them from seceding. The proclamation did not actually free the slaves, for slave owners in the South just ignored it. But the Emancipation Proclamation helped the North realize that they were fighting for a moral goal and it re-energized them. Europeans, who had been trading military supplies for cotton with the Confederacy, now strongly sympathized with the North. This allowed the North to turn the tides of the war. In the year following the Emancipation Proclamation, Union forces won major victories from Gettysburg to Vicksburg. African American soldiers joined the Union army and increased its already superior size. If it were not for Lincoln ordering the Emancipation Proclamation, the bloody Civil War might have gone on much longer. Since the North had more industry and railroads, they probably would have won eventually, but the Emancipation Proclamation turned the tide of war sooner and led to freedom for millions of Americans.

After the stock market crashed in 1929, the United States economy crumbled and the Great Depression had begun. During the 1920s, also known as the Roaring 20s, the government left the economy alone since economic times were so good. This laissez-faire policy allowed bad habits to form like overextension of credit and overbuying stocks on margin. This led to a horrible depression after banks failed, factories closed and unemployment skyrocketed. President Hoover continued the policy of laissez-faire and rugged individualism, wanting to protect American businesses. Franklin D. Roosevelt responded to the Great Depression with the New Deal, a series of bold new programs that fell into one of three categories: Relief, Recovery, and Reform. Relief programs gave immediate help to the

people in need of it like closing banks until they proved they could be trusted with peoples' hard earned money. Recovery programs helped people get back to their every day lives like the NIRA which set up codes for minimum wages, prices, and how much could be produced. Although it only lasted a couple of years, the ideas in the NIRA were put into other New Deal Acts. Reform programs prevented the Great Depression from ever happening again such as the SEC which prevents the wild speculation of stocks that had caused the crash. The New Deal helped end the worst conditions of the depression but only World War II ended widespread unemployment and got all factories back to work. However, Roosevelt's "three R's" had a lasting effect by changing the belief in laissez-faire to the belief that the federal government has a great responsibility for the peoples' economic welfare. Today, Social Security provides pensions for the elderly, a minimum wage protects young workers, and bank deposits are insured.

If it were not for the quick actions taken by presidents in times of crisis, the United States would not be able to recover from them so well. Abraham Lincoln and Franklin D. Roosevelt are only two great examples of how the president's actions can help change the course of history for the better. However, this does not mean that presidents have always taken the appropriate action in the past or that they will in the future.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Abraham Lincoln and the secession of Southern states and for Franklin D. Roosevelt and the Great Depression
- Is more analytical than descriptive (*Lincoln*: they were particularly concerned that the Northern states were trying to stop the spread of slavery and that free states would gain representation in Congress and dominate the economic life of the South; never acknowledged the legality of the Southern states' secession and he realized that the existence of the Union was at stake; Lincoln and his generals had underestimated the will of Southerners to protect their way of life and the South's superior military leadership; used the opportunity to issue the Emancipation Proclamation; freed all of the slaves in the rebelling states but not in the border states, like Maryland and Missouri, to keep them from seceding; Europeans who had been trading military supplies for cotton with the Confederacy now strongly sympathized with the North; African American soldiers joined the Union army and increased its already superior size; since the North had more industry and railroads they probably would have won eventually but the Emancipation Proclamation turned the tide of war sooner; *Roosevelt*: laissez-faire policy allowed bad habits to form like overextension of credit and overbuying stocks on margin; led to a horrible depression after banks failed, factories closed, and unemployment skyrocketed; Hoover continued the policy of laissez-faire and rugged individualism, wanting to protect American businesses; Roosevelt responded to the Great Depression with the New Deal, a series of bold new programs; reform programs prevented the Great Depression from ever happening again such as the Securities and Exchange Commission which prevents the wild speculation of stocks that had caused the crash; New Deal helped end the worst conditions of the Depression but only World War II ended widespread unemployment and got all factories back to work; Three Rs had a lasting effect by changing the belief in laissez-faire to the belief that the federal government has a great responsibility for the people's economic welfare; Social Security provides pensions for the elderly, a minimum wage protects young workers, and bank deposits are insured)
- Richly supports the theme with many relevant facts, examples, and details (*Lincoln*: Missouri Compromise; Kansas-Nebraska Act; western territories; standoff at Antietam; Gettysburg; Vicksburg; *Roosevelt*: Roaring Twenties; Relief, Recovery, and Reform; closing banks; NIRA; set up codes)
- Demonstrates a logical and clear plan of organization; includes an introduction that calls Abraham Lincoln and Franklin Roosevelt very successful and a conclusion that notes presidents have not always taken the appropriate action in the past, and they may not take the appropriate action in the future

Conclusion: Overall, the response fits the criteria for Level 5. The response exhibits a high degree of knowledge about each time period. The discussion of the Emancipation Proclamation and the New Deal recognizes the complexity of each problem and the extent to which each action resolved a crisis.

The job of being president includes, but is not limited to, addressing serious domestic issues. Both Abraham Lincoln and Franklin Delano Roosevelt flourished in this area, with the southern secession crisis and the Great Depression, respectively; Lincoln issued the Emancipation Proclamation and FDR implement the New Deal.

Lincoln came into the presidency with the horrific issue of slavery already having split the nation. Following his election, the Crittenden Compromise would have given the South everything it wanted, including the extension and maintenance of slavery in the South, but it was not adopted and secession continued. And while the Civil War was centered around slavery, Lincoln's main objective initially was to keep the Union together. For a time, the outcome of the war was ambiguous, with the threat that Britain, hungry for cotton, would recognize the Confederacy. After the North pushed back Southern troops at Antietam, Lincoln issued the Emancipation Proclamation to take effect on New Year's Day 1863. As commander-in-chief, he freed all slaves in rebelling states which excluded the border states, part of the reason they stayed loyal. This action was applauded by Northern abolitionists like Frederick Douglass who called the action just and humane. This encouraged African Americans to enlist in the Union army so they could fight for their own freedom. Lincoln's action helped make the war about ending slavery and helped prevent Britain from recognizing the Confederacy as a sovereign nation. Along with the strong Union blockade, this helped reduce trade between Britain and the Confederacy and deprived the South of desperately needed manufactured goods. Lincoln's Emancipation Proclamation turned the tide of war to a Union victory which accomplished his goal of

preserving the Union. The document also became the foundation of the thirteenth amendment ending the practice of slavery forever. This landmark decision that advanced human rights makes Lincoln truly the greatest of all U.S. presidents.

Harding, Coolidge, and Hoover, the presidents of the roaring 20s governed in what seemed to be the most prosperous time in United States history. Unfortunately, the overspeculation of stocks, overproduction, and the overexpansion of credit, ushered in the Great Depression. These presidents believed in laissez-faire government and rugged individualism, so when millions of Americans were unemployed, President Hoover still insisted that the economy would right itself. In 1932, Franklin Roosevelt campaigned with the promise to create a New Deal to ameliorate the damage through significant government funding and social programs. Programs such as the Works Progress Administration and the CCC provided jobs to the unemployed, as did the TVA, despite criticisms. FDR closed the banks and in the first 100 days proposed an unprecedented amount of legislation. We survived this economic disaster because of increased government deficit spending and his many programs. The New Deal also established social security and this idea led the way for LBJ's Great Society programs of Medicare and Medicaid, which are debated today because of their high cost.

In domestic disasters, such as secession and depression, it is required that the president effectively address these issues, exemplified by Presidents Lincoln and Roosevelt (FDR).

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Abraham Lincoln and the secession of Southern states more thoroughly than Franklin D. Roosevelt and the Great Depression
- Is both descriptive and analytical (*Lincoln*: came into the presidency with the horrific issue of slavery already having split the nation; while the Civil War was centered around slavery, Lincoln's main objective initially was to keep the Union together; for a time the outcome of the war was ambiguous with the threat that Britain, hungry for cotton, would recognize the Confederacy; after the North pushed back Southern troops at Antietam, Lincoln issued the Emancipation Proclamation; as commander in chief he freed all slaves in rebelling states, which excluded the border states, part of the reason they stayed loyal; this encouraged African Americans to enlist in the Union army so they could fight for their own freedom; helped make the war about ending slavery and helped prevent Britain from recognizing the Confederacy as a sovereign nation; along with the strong Union blockade this helped reduce trade between Britain and the Confederacy and deprived the South of desperately needed manufactured goods; Emancipation Proclamation turned the tide of war to a Union victory, which accomplished his goal of preserving the Union; *Roosevelt*: presidents of the Roaring Twenties governed in what seemed to be the most prosperous time in United States history; believed in laissez-faire government and rugged individualism, so when millions of Americans were unemployed, President Hoover still insisted that the economy would right itself; Roosevelt campaigned with the promise to create a New Deal to ameliorate the damage through significant government funding and social programs; closed the banks and in the first 100 days proposed an unprecedented amount of legislation; survived this economic disaster because of increased government deficit spending and his many programs; established Social Security and this idea led the way for President Lyndon B. Johnson's Great Society programs of Medicare and Medicaid)
- Supports the theme with relevant facts, examples, and details (*Lincoln*: Crittenden Compromise not adopted; New Year's Day 1863; Northern abolitionists; Frederick Douglass; 13th amendment; ending the practice of slavery; *Roosevelt*: Harding; Coolidge; overspeculation of stocks; overproduction; credit; Works Progress Administration; Civilian Conservation Corps; Tennessee Valley Authority)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are little more than restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response uses important information and good analysis to discuss Lincoln's response to secession, especially the positive outcome of the Emancipation Proclamation. However, the discussion of Roosevelt's New Deal lacks the same depth and analysis, especially regarding the extent to which it was successful.

Throughout U.S. history, it has become quite apparent that many Americans have become critical of their past and present presidents, due to their ability or inability to solve/address problems. However, Franklin D. Roosevelt, with his New Deal plans, and Lyndon B. Johnson, with his Great Society plans, are two examples of how problems should be addressed. These two leaders had their faults but in the end, the U.S. emerged a greater nation after their leadership.

Franklin D. Roosevelt was perhaps one of the most effective presidents to ever hold office. His presidency was definitely known for his work during the Great Depression. The Great Depression came about after an extremely “profitable period.” Credit emerged as a new form of purchasing goods and the problem was that it was overextended. The stock market crashed and prices fell. Many major corporations ceased to exist. Only the wealthy elite managed to live normal lives during the Great Depression. Average Americans faced the loss of jobs, homes and life savings. Although World War II was the ultimate solution to end the depression, Franklin Roosevelt’s New Deal was a “saving grace” for the vast majority of Americans who had lost confidence in their government and in the future. Organizations like the Tennessee Valley Authority provided jobs and cheap electricity, the Civilian Conservation Corps provided jobs and revitalized cities, neighborhoods, and parks, and the Agricultural Adjustment Act tried to reduce surplus crops to raise agricultural prices. These and other “alphabet agencies” added up to provide jobs to the unemployed and to stimulate the economy. The New Deal also created major reforms to strengthen banking through insuring deposits and regulating stock markets through the SEC. In addition, FDR pushed reforms to strengthen the

rights of unions with the Wagner Act and to help old people with the creation of Social Security. Many of these reforms are still with us today. However, FDR's New Deal didn't become an overwhelming success, as it did have mixed results. Some programs became permanent parts of the economy like the TVA while others which were similar to the CCC were cancelled. However, the New Deal allowed for a grace period where many Americans could survive and feel some hope.

The presidency of Lyndon B. Johnson is, in a way, a double-edged sword. Lyndon Johnson experienced great success domestically speaking, but his foreign policy in Vietnam was, for the most part, a failure and took resources away from his social programs. During the time that LBJ was in office, the African American civil rights movement was in full force. Activists like Martin Luther King, Jr used peaceful marches, boycotts, and lobbying to end Jim Crow practices. These actions got the attention of the President. Johnson had major plans for a "Great Society." LBJ thought that the nation could overcome many basic problems of poverty through better education and health care. He went to great efforts to educate the unemployed and to train them for jobs. For Johnson, African Americans were no exception. He supported their equality, rather than opposed it. The Civil Rights Act of 1964, which passed under Johnson made segregation illegal in all public facilities. The year after, Johnson pushed through the Voting Rights Act, which finally allowed African Americans to vote (same restrictions/limits as whites). LBJ also made huge improvements for older people by creating the Medicare program to pay for health care and Medicaid to help poor people. Despite his failures in Vietnam, Johnson was still a man of action. He was definitely on the offensive

when it came to improving domestic life. In a perfect world, Lyndon B. Johnson's "Great Society" was a successful continuation of Franklin Roosevelt's New Deal. In some ways, the "Great Society" was a success. But the Civil Rights Act of 1964 and the Voting Rights Act of 1965 did not end discrimination. Segregation still exists today because of housing patterns and educational opportunities. And recently, voting rights have become restricted by state laws that make it harder for African Americans to register to vote. Again, LBJ's efforts had mixed results, but in the end, his efforts to solve problems proved who he truly was.

Franklin D. Roosevelt and Lyndon B. Johnson were effective problem solvers, when it came to economic and social recovery and civil rights advancement. Many who criticize LBJ and FDR fail to realize that given the circumstances, the work of such two men was effective in dealing with domestic problems. America emerged a better place after their presidencies.

Anchor Level 4-B

The response:

- Develops all aspects of the task for Franklin D. Roosevelt and the Great Depression and for Lyndon B. Johnson and discrimination faced by minorities
- Is both descriptive and analytical (*Roosevelt*: Depression came about after an extremely profitable period; credit emerged as a new form of purchasing goods and the problem was that it was overextended; average Americans faced the loss of jobs, homes, and life savings; World War II was the ultimate solution to end the Depression; New Deal was a saving grace for the vast majority of Americans who had lost confidence in their government; alphabet agencies added up to provide jobs to the unemployed and to stimulate the economy; created major reforms to strengthen banking through insuring deposits and regulating stock markets through the SEC; many of these reforms are still with us today; some programs became permanent parts of the economy, like the Tennessee Valley Authority, while others, which were similar to the Civilian Conservation Corps, were canceled; New Deal allowed for a grace period where many Americans could survive and feel some hope; *Johnson*: foreign policy in Vietnam was for the most part a failure and took resources away from his social programs; during the time that Johnson was in office the African American civil rights movement was in full force; Johnson had major plans for a Great Society; thought that the nation could overcome many basic problems of poverty through better education and health care; Civil Rights Act of 1964, which passed under Johnson, made segregation illegal in all public facilities; the year after, Johnson pushed through the Voting Rights Act, which finally allowed African Americans to vote; segregation still exists today because of housing patterns and educational opportunities; voting rights have become restricted by state laws that make it harder for African Americans to register to vote)
- Supports the theme with relevant facts, examples, and details (*Roosevelt*: stock market crashed; major corporations ceased to exist; cheap electricity; revitalized cities, neighborhoods, and parks; Agricultural Adjustment Act; Wagner Act; Social Security; *Johnson*: activists like Martin Luther King Jr.; peaceful marches, boycotts, and lobbying; Jim Crow practices; educate the unemployed; Medicare; Medicaid; continuation of Franklin Roosevelt's New Deal)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that state the actions of both presidents were effective in dealing with domestic problems and America was a better place after their presidencies

Conclusion: Overall, the response fits the criteria for Level 4. The response includes some good analysis to demonstrate understanding of both the New Deal and Great Society programs.

Throughout history, leaders have had to make decisions and resolve critical problems faced by their people. There have been many such instances in United States history, and the presidents who dealt with these events have had different levels of success. Two presidents who have taken action to resolve critical issues in United States history are Abraham Lincoln, who was President in times prior to and during the American Civil War after the Southern states seceded, and John F. Kennedy, who averted a potential nuclear crisis at the height of the Cold War.

Even before President Abraham Lincoln's term, unrest over the expansion of slavery and other sectional issues was growing rapidly. In 1860, four candidates ran for President. Lincoln was not even on the ballot in the Southern states because of his position against the expansion of slavery. When Lincoln won a majority of the electoral votes anyway, the Southern states declared their intentions to secede from the United States and formed the Confederate States of America. Lincoln would not recognize the new nation in the South, and attempted to convince the Confederate states that he would not interfere with slavery where it already existed. When it seemed that negotiation was failing, though, Lincoln attempted to resupply Fort Sumter, a key fort in the South that he believed should still be under federal control. When South Carolina fired on the Fort, the North was enraged and Lincoln called for 75,000 volunteers to defend the Union. As the war dragged on, Lincoln enacted the first ever mandatory draft to fill the ranks of the Union army. A bloody Civil War ravaged America for 4 long years. In the end, Confederate troops were forced to surrender and the Union was victorious under President Lincoln, but at a high price:

many lives were lost in the war. Over a million were killed or seriously wounded. A generation of young men was lost, especially in the South. The South was physically and economically devastated. The nation would also never be the same, and a lasting legacy of resentment remained. Thus, while Lincoln's effort to preserve the union by raising a strong army was a success, it left the United States irrevocably changed, with hard feelings and sectional tensions that still exist today.

John F. Kennedy was elected President in the midst of the Cold War. Alarming during his time as President, Cuba and the Soviet Union grew close as communist allies. This came to a peak when the Soviet Union began construction of nuclear sites in Cuba which were photographed by U-2 spy planes. This was seen as a direct threat to the United States due to Cuba's proximity to American shores. In response to the threatening move by the Soviets, President Kennedy ordered a risky naval blockade of Cuba, which was a milder option than bombing or invading. He then turned to negotiating with Russia. Kennedy demanded removal of Russian nuclear resources from Cuba, and threatened retaliation on the USSR if any missiles were launched from Cuba. Fortunately, the Russian Premier Nikita Khrushchev ordered the Soviet ships to turn around and agreed to remove the missiles from Cuba—so long as the United States would remove its missiles from Turkey and not invade Cuba. Kennedy secretly agreed to this, and a potential nuclear war was narrowly avoided. President Kennedy's skillful and decisive action effectively resolved the Cuba Missile Crisis.

Both Lincoln and Kennedy are extremely renowned former

presidents who guided the nation through times of critical danger. While the degree to which the two were successful may vary, the United States was preserved thanks to their efforts.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Abraham Lincoln and the secession of Southern states more thoroughly than John F. Kennedy and the Cuban missile crisis
- Is both descriptive and analytical (*Lincoln*: even before President Abraham Lincoln's term, unrest over the expansion of slavery and other sectional issues was growing rapidly; not even on the ballot in the Southern states because of his position against the expansion of slavery; would not recognize the new nation in the South and attempted to convince the Confederate states that he would not interfere with slavery where it already existed; attempted to resupply Fort Sumter, a key fort in the South that he believed should still be under federal control; as the war dragged on, Lincoln enacted the first-ever mandatory draft to fill the ranks of the Union army; generation of young men was lost, especially in the South; the South was physically and economically devastated; while Lincoln's effort to preserve the Union by raising a strong army was a success it left the United States irrevocably changed, with hard feelings and sectional tensions that still exist today; *Kennedy*: during his time as president, Cuba and the Soviet Union grew close as communist allies; this came to a peak when the Soviet Union began construction of nuclear sites in Cuba which were photographed by U-2 spy planes; seen as a direct threat to the United States due to Cuba's proximity to American shores; Kennedy ordered a risky naval blockade of Cuba, which was a milder option than bombing or invading; demanded removal of Russian nuclear resources from Cuba and threatened retaliation on the USSR if any missiles were launched from Cuba; Russian premier Nikita Khrushchev ordered the Soviet ships to turn around and agreed to remove the missiles from Cuba; a potential nuclear war narrowly avoided)
- Supports the theme with relevant facts, examples, and details (*Lincoln*: 1860; four candidates; majority of the electoral votes; Confederate States of America; South Carolina fired on the fort; called for 75,000 volunteers; bloody Civil War; four long years; Union was victorious; over a million were killed or seriously wounded; *Kennedy*: Cold War; remove its missiles from Turkey; not invade Cuba)
- Demonstrates a satisfactory plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a conclusion that observes the United States was preserved during each president's term

Conclusion: Overall, the response fits the criteria for Level 4. The response connects Lincoln's creation of a strong military with the preservation of the Union and a legacy of resentment. The discussion of Kennedy and the Cuban missile crisis would be strengthened by additional historical circumstances and further development of the extent to which the problem was resolved.

Presidents throughout the history of the United States have faced periods of crisis in the United States. Abraham Lincoln and Franklin D. Roosevelt were elected into office with critical problems looming over the nation. Abraham Lincoln was president during the Civil War, while Franklin D. Roosevelt had to save the nation from the Great Depression. Both presidents successfully attempted to solve the crisis during their terms in office, labeling them as two of the best presidents in United States history.

Abraham Lincoln began the process of reuniting America after years of constant violence and bloodshed during the Civil War. Lincoln's election was the initial catalyst that caused South Carolina to secede, followed by many other southern states. The secession of the southern states resulted from the long standing conflict about slavery during the 19th century. As commander-in-chief of the Union, Lincoln was successfully able to accomplish his original goal of preserving the Union while also abolishing slavery after the Emancipation Proclamation. After his announcement of the Proclamation, thousands of African Americans enlisted in the Union army. Under his command, the Confederate States were defeated and had to obey Lincoln's 10 percent plan to be readmitted to the Union, by having a certain percentage of voters swear their loyalty to the United States and abolishing slavery. Lincoln was able to reunite the U.S. after secession, which could have harmed the nation permanently.

Franklin D. Roosevelt's economic New Deal programs provided temporary economic relief which would save the United States from the devastating effects of the Great Depression. After the Stock Market Crash of 1929, America's stock market rapidly declined, leaving

middle class citizens and large corporations with no hard money and currency. One out of four Americans became unemployed and countless people lost their life savings when banks closed. America was facing its largest economic recession in history. However Roosevelt, who was elected during the midst of the Great Depression implemented various programs such as public work projects, agencies and economic reforms. The WPA and CCC provided economic assistance to poor citizens who were homeless and poor, by giving them jobs on public, government funded projects. In addition, Roosevelt closed all banks, known as the "Bank Holiday" to reform and provide federal guidance to all banks in United States to recover from the crash. Social Security and the Wagner Acts further provided old age pensions and labor regulations. Although Roosevelt was not able to fully pull the nation out of the Depression, he significantly improved America's economic stance during the 1930's until World War II, which would end the Depression.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for Abraham Lincoln and the secession of Southern states and for Franklin D. Roosevelt and the Great Depression
- Is more descriptive than analytical (*Lincoln*: election was the initial catalyst that caused South Carolina to secede; secession of the Southern states resulted from the long-standing conflict about slavery during the 19th century; as commander in chief of the Union, Lincoln was successfully able to accomplish his original goal of preserving the Union; after his announcement of the proclamation thousands of African Americans enlisted in the Union army; under his command the Confederate states were defeated; able to reunite the United States after secession, which could have harmed the nation permanently; *Roosevelt*: after the stock market crash of 1929, America's stock market rapidly declined; Roosevelt, who was elected during the midst of the Great Depression, implemented various programs such as public works projects, agencies, and economic reforms; Works Progress Administration and Civilian Conservation Corps provided economic assistance to poor citizens who were homeless; closed all banks, known as the Bank Holiday, to reform and provide federal guidance; although Roosevelt was not able to fully pull the nation out of the Depression he significantly improved America's economic stance during the 1930s until World War II, which would end the Depression); includes faulty analysis (*Lincoln*: while also abolishing slavery after the Emancipation Proclamation; had to obey Lincoln's 10 percent plan)
- Includes some relevant facts, examples, and details (*Lincoln*: Civil War; *Roosevelt*: one out of four Americans became unemployed; lost their life savings; jobs on public government-funded projects; Social Security; Wagner Act; old-age pensions; labor regulations)
- Demonstrates a satisfactory plan of organization; includes an introduction that calls Abraham Lincoln and Franklin D. Roosevelt two of the best presidents for saving the nation and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response provides a concise but accurate overview of Roosevelt and the Great Depression. However, the discussion of Lincoln and the secession of Southern states provides weak historical circumstances and would have been strengthened by additional details.

From the founding of the United States, the President has always been the central figure in the resolution of national crises. During the first century of this country's history in particular, domestic tensions and instability were severe enough to spark rebellion: the Whiskey Rebellion and Civil War come to mind as the opening and closing conflicts of this era. George Washington and Abraham Lincoln, two of the greatest American presidents, successfully resolved national crises during their presidencies through the application of Federal force and authority.

George Washington brought an end to the Whiskey Rebellion through the direct action of federal militia. During the early years of the Republic, Washington implemented Alexander Hamilton's economic plan for the United States in order to establish American economic strength and solvency. One component of that plan was an excise tax on whiskey. Angered by this tax, a large number of farmers in Western Pennsylvania rose up in open rebellion against the new national government. To resolve this crisis, Washington personally marshalled a large federal militia and suppressed the rebellion through threat of force. This action resolved the problem of legitimacy and sovereignty of the federal government by demonstrating that it would act decisively to restore peace and order in response to domestic disturbances such as rebellion.

Abraham Lincoln greatly expanded wartime presidential authority beyond any previous president in order to resolve the crisis of secession. The Southern states announced secession immediately after his election and opened hostilities with the Union. Soon after, Lincoln took the drastic measures of suspending Habeas Corpus and jailing

Anchor Paper – Thematic Essay—Level 3 – B

journalists who criticized the war effort. These actions succeeded in stabilizing the Border States—through the suppression of pro-Confederate elements—and helping the Union to fight the Confederacy. Thus, these actions did not directly resolve the larger crisis—the secession of the South—they ameliorated the pressing immediate crises of solidarity and loyalty in the slave states still in the Union. Thus, through firmly exercising federal power, Lincoln and Washington, two of the greatest American presidents, successfully resolved national crises during their eras.

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

- Develops most aspects of the task with some depth for George Washington and the Whiskey Rebellion and with little depth for Abraham Lincoln and the secession of Southern states
- Is both descriptive and analytical (*Washington*: during the early years of the republic Washington implemented Alexander Hamilton’s economic plan for the United States in order to establish American economic strength and solvency; angered by this tax a large number of farmers in western Pennsylvania rose up in open rebellion against the new national government; Washington personally marshaled a large federal militia and suppressed the rebellion through threat of force; resolved the problem of legitimacy and sovereignty of the federal government by demonstrating that it would act decisively to restore peace and order in response to domestic disturbances; *Lincoln*: greatly expanded wartime presidential authority beyond any previous president in order to resolve the crisis of secession; Southern states announced secession immediately after his election and opened hostilities with the Union; Lincoln took the drastic measures of suspending habeas corpus and jailing journalists who criticized the war effort; succeeded in stabilizing the border states—through the suppression of pro-Confederate elements—and helping to support the Union to fight the Confederacy)
- Includes few relevant facts, examples, and details (*Washington*: excise tax; *Lincoln*: slave states still in the Union)
- Demonstrates a satisfactory plan of organization; includes a strong introduction and a conclusion that link two of the greatest presidents to the application of federal force and authority

Conclusion: Overall, the response fits the criteria for Level 3. While the response includes good analysis, it fails to provide adequate development of the task, especially in its discussion of Lincoln and the secession of Southern states. The addition of historical circumstances for Lincoln and a broader approach to the problem of secession would have strengthened the response.

Ever since President Washington, the presidents of the United States have had to deal with many crises. Both President Franklin D. Roosevelt and President Eisenhower had to make huge decisions on problems that the country was facing at the time.

Franklin D. Roosevelt was sworn into office in 1933 promising big changes that would help fix the economy during the Great Depression. His promise came in the form of the New Deal, which would help springboard the country back into prosperity. The Great Depression came as a result of overspeculation of the stock market, buying on credit, and banks crashing. The results were massive unemployment and poverty. During the New Deal, FDR started many programs to fix these problems. He began many public works projects. Social Security was created, which allowed older people to retire with monthly payments. The FDIC helped re-establish banks and the people's faith in banks. The stock market became a bit more regulated. While FDR didn't solve nearly all of the problems of the Great Depression, he helped re-stabilize the country and the people's faith in the government.

Eisenhower became president in the early 50's, which would prove to be a big time for civil rights. In 1954, the Brown v. Board of Education case came to the Supreme Court. The court declared that the idea of "separate but equal" was inherently wrong, especially in public schooling. So, public schools began to de-segregate. One of the most notorious schools to desegregate was in Little Rock, Arkansas. There, 9 black students were attacked while trying to go in a previously all-white school. To stop the attacks, Eisenhower sent in troops to protect the 9 students. While racial discrimination was far from over for both

Anchor Paper – Thematic Essay—Level 3 – C

the Little Rock students and all others, Eisenhower's actions showed that the president would defend their civil rights.

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

- Develops all aspects of the task with little depth for Franklin D. Roosevelt and the Great Depression and for Dwight D. Eisenhower and school integration
- Is more descriptive than analytical (*Roosevelt*: Depression came as a result of overspeculation of the stock market, buying on credit, and banks crashing; results were massive unemployment and poverty; during the New Deal, Roosevelt started many programs to fix these problems; began many public works projects; Social Security was created which allowed older people to retire with monthly payments; stock market became a bit more regulated; while Roosevelt did not solve nearly all of the problems of the Great Depression he helped restabilize the country and the people's faith in the government; *Eisenhower*: the court declared that the idea of "separate but equal" was inherently wrong, especially in public schooling; one of the most notorious schools to desegregate was in Little Rock, Arkansas; nine black students were attacked while trying to go in a previously all-white school; Eisenhower sent in troops to protect the nine students; while racial discrimination was far from over for both the Little Rock students and all others, Eisenhower's actions showed that the president would defend their civil rights)
- Includes some relevant facts, examples, and details (*Roosevelt*: sworn into office in 1933; Federal Deposit Insurance Corporation; *Eisenhower*: became president in the early 1950s; *Brown v. Board of Education*; Supreme Court)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response shows understanding of the task and the problem facing each president. Although it addresses each task, it does so without depth or elaboration.

Throughout United States History, presidents have taken action to address critical problems facing the Nation. These actions have met with varying degrees of success. Franklin D. Roosevelt was the president that had to deal with the Great Depression, and John F. Kennedy was the president that had to deal with the Cuban Missile Crisis. Both of these problems were dealt with and allowed the USA to become a stronger country as a whole.

The Great Depression was caused by people's overuse of credit. They were buying things they couldn't pay back. After WWI many soldiers needed jobs but there weren't any and then the stock market crashed causing people to lose all of their money. Now with the unemployment rate rising and the prices of goods rising people couldn't afford to buy items causing everyday businesses to go under. President Hoover was in charge at the time of the stock market crash and the beginning of The Great Depression. He didn't do anything to help the economy become rich again and many places were there were homeless and jobless people were soon known as Hoovervilles. President FDR came along and proposed his New Deal Plan in the 1930s. He went to create jobs for people and give money to banks so they could reopen. His plan was successful and it allowed Americans to get back on their feet. Eventually the US was about to enter WWII so more supply was in demand causing many jobs to open up and allowing people to work again.

During the Cuban Missile Crisis, President JFK had to deal with the Soviet Union putting nuclear warheads in Cuba, only 90 miles from the US. He couldn't allow this so he told the Soviet Union they needed to take out their missiles from Cuba. The Soviets put their missiles in

Anchor Paper – Thematic Essay—Level 2 – A

Cuba because the US had missiles in Turkey, which was right out side of the Soviet Union. Kennedy made a proposal that they would take their missiles out of Turkey if the Soviets took theirs out of Cuba, but then Cuba wanted the US not to attack Cuba as well. Kennedy ended up setting up a naval blockade that prevented the Soviets from entering Cuba. This action Kennedy took showed the strength the US had and that they weren't will to negotiate with the Soviets. This was the closest the US was almost involved in a nuclear war with the Soviet Union.

Both Presidents, FDR and JFK proved that they could deal with critical problems that faced the nation and be successful. The New Deal plan allowed for the economy to become prosperous again after the Great Depression and Kennedy was able to prevent a nuclear war with the Soviet Union after the Cuban missile crisis. Today there has not been any threats to use nuclear weapons and the economy is stable because we don't allow Americans to overuse credit.

Anchor Level 2-A

The response:

- Minimally develops most aspects of the task for Franklin D. Roosevelt and the Great Depression and for John F. Kennedy and the Cuban missile crisis
- Is primarily descriptive (*Roosevelt*: stock market crashed causing people to lose all of their money; people could not afford to buy items causing everyday businesses to go under; did not do anything to help the economy become rich again and many places where there were homeless and jobless people were soon known as Hooverilles; Roosevelt came along and proposed his New Deal Plan in the 1930s; plan was successful and it allowed Americans to get back on their feet; the United States was about to enter World War II so more supply was in demand causing many jobs to open up and allowing people to work again; *Kennedy*: had to deal with the Soviet Union putting nuclear warheads in Cuba, only 90 miles from the United States; ended up setting up a naval blockade; showed the strength the United States had; closest the United States was almost involved in a nuclear war with the Soviet Union); includes faulty and weak analysis (*Roosevelt*: many soldiers needed jobs but there weren't any; the prices of goods rising; give money to banks so they could reopen)
- Includes few relevant facts, examples, and details (*Roosevelt*: overuse of credit; unemployment rate rising; President Hoover; create jobs; *Kennedy*: missiles in Turkey)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that incorrectly states today there have not been any threats of nuclear weapons and the economy is stable because Americans are not allowed to overuse credit

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of the historical circumstances that led to the Great Depression includes some good information; however, the remainder of the response is overgeneralized and lacks depth and detail.

Presidents, when faced with critical, game-changing situations, must make decisions and take action in order to maintain stability in the Nation. Woodrow Wilson is one such president who had to make the decision to pull the United States out of its state of neutrality and enter his citizens into war. Franklin D. Roosevelt was another who reformed the nation in order to pull the U.S. up out of the Great Depression.

After the War to End all War broke out in 1914, Wilson had been able to prevent U.S. involvement. However, Germany was pulling the U.S. into war with their actions of the U-boats on passenger ships and with the Zimmerman Telegram. Wilson then was confronted with the decision of whether or not to risk the lives of the young men by engaging in war, or remain a neutral nation. Wilson came forth to the Congress and confronted them about the possibility of a Declaration of War. He decided to bring the U.S. into the war because he wanted “to make the world safe for democracy.” The brutality expressed by the Central Powers had to come to a halt. To increase the motivation of engaging in war, he preached how the United States could bring an end to this conflict, and with it, bring peace and democracy. The involvement of the United States proved to be an excellent decision. They brought aid and support to the ailing and tired Allied forces. The U.S. entered in 1917, and just a few short months later in 1918, Europe would reach an armistice. Through the tasking and trying decision of Wilson, he was able to draw the world back to somewhat of a peace.

Franklin D. Roosevelt was another president who was able, through his actions, to bring the nation back from the brink of despair. The sharp increase in consumerism and overusage of credit in the 1920s

Anchor Paper – Thematic Essay—Level 2 – B

led to great economic hardship in the country. The Great Depression, as it soon would be called, in the 1930s left many jobless, homeless, and hopeless. Roosevelt knew there was a great need for governmental intervention. Through the implementation of his New Deal, Roosevelt began programs that would help the nation. His first few, such as the WPA and CCC, were aimed at employing the unemployed with small jobs that created no material goods. Money would thus be saved by the individual and would eventually be spent, in consequence helping another. As money began to recirculate, more programs could be created.

Anchor Level 2-B**The response:**

- Minimally develops all aspects of the task for Woodrow Wilson and World War I and for Franklin D. Roosevelt and the Great Depression
- Is primarily descriptive (*Wilson*: Germany was pulling the United States into war with their actions of the U-boats on passenger ships and with the Zimmermann telegram; Wilson was then confronted with the decision of whether or not to risk the lives of the young men by engaging in war or remain a neutral nation; came forth to the Congress and confronted them about the possibility of a declaration of war; decided to bring the United States into the war because he wanted to make the world safe for democracy; to increase the motivation of engaging in war he preached how the United States could bring an end to this conflict and with it bring peace and democracy; they brought aid and support to the ailing and tired Allied forces; the United States entered in 1917 and just a few short months later, in 1918, Europe would reach an armistice; *Roosevelt*: sharp increase in consumerism and overusage of credit in the 1920s led to great economic hardship in the country; the 1930s left many jobless, homeless, and hopeless; through the implementation of his New Deal, Roosevelt began programs that would help the nation; the Works Progress Administration and Civilian Conservation Corps were aimed at employing the unemployed); includes faulty and weak analysis (*Roosevelt*: with small jobs that created no material goods; money would thus be saved by the individual)
- Includes few relevant facts, examples, and details (*Wilson*: war to end all war; Central Powers; *Roosevelt*: governmental intervention)
- Demonstrates a general plan of organization; includes an introduction that states both presidents took action to maintain stability in the nation and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response shows good knowledge of Wilson's decision to enter World War I. The discussion of Roosevelt and the Great Depression is limited, lacking explanation and analysis.

Throughout the history of the United States, there has been a long line of Presidents who have taken actions that impacted America both negatively and positively. These actions as a result of problems the Nation was facing. Two Presidents that had to take action were Abraham Lincoln and Dwight D. Eisenhower. Abraham Lincoln faced the secession of the Southern States, while Dwight D. Eisenhower faced the violence of nativists and racists against black students. Both Lincoln and Eisenhower take actions that help the Nation in the long term.

Abraham Lincoln was facing a major crisis when the Southern States wanted to secede from the Union. This came as a result of slavery. The Southerners wanted to keep slavery while many northerners wanted to abolish slavery. The Southern States eventually seceded forming the Confederate States. This led to the American Civil War.

As President, Abraham Lincoln had to make quick yet effective decisions. He said the Union could not be broken. When the South started fighting, Lincoln and the North fought back. Then he passed the Emancipation Proclamation, which declared all slaves in the Confederate states free. Clearly Lincoln did this to get the Southern States to surrender and unite with the Union as one Nation again. After the Civil War ended, Lincoln made the Southern States take a loyalty oath to never secede again and to pass the 13th, 14th, and 15th Amendment which would abolish slavery and give former slaves voting rights. This period was known as Reconstruction.

President Dwight D. Eisenhower was facing a major problem. Schools were not integrated which means that there were schools for

Anchor Paper – Thematic Essay—Level 2 – C

whites only and for blacks only (non-mixed). Then came the major case *Brown vs Board of Education*. Brown was a young African-American girl who needed to walk miles in order to get to school. This led to the integration of schools.

Little Rock High School in Arkansas was now integrated which means that African Americans were allowed to attend. There was an incident where President Eisenhower had to take action. Nine African American students were supposed to attend Little Rock High School, but faced the dangers of angry white mobs who were willing to lynch them. President Eisenhower sent troops to help the Little Rock 9, as they became known.

Anchor Level 2-C

The response:

- Minimally develops some aspects of the task for Abraham Lincoln and the secession of Southern states and for Dwight D. Eisenhower and school integration
- Is primarily descriptive (*Lincoln*: Southerners wanted to keep slavery while many Northerners wanted to abolish slavery; Southern states eventually seceded forming the Confederate states; said the Union could not be broken; when the South started fighting, Lincoln and the North fought back; Emancipation Proclamation, which declared all slaves in the Confederate states free; 13th amendment, which would abolish slavery; *Eisenhower*: there were schools for whites only and for blacks only; then came the major case *Brown v. Board of Education*; led to the integration of schools; nine African American students were supposed to attend Little Rock High School but faced the dangers of angry white mobs who were willing to lynch them; Eisenhower sent troops to help the Little Rock Nine, as they became known); includes weak analysis (*Lincoln*: after the Civil War ended, Lincoln made the Southern states take a loyalty oath to never secede again; Lincoln made the Southern states pass the 14th and 15th amendments; *Eisenhower*: Little Rock High School in Arkansas was now integrated)
- Includes few relevant facts, examples, and details (*Lincoln*: Civil War; Reconstruction; *Eisenhower*: nativists and racists)
- Demonstrates a general plan of organization; includes an introduction that praises Lincoln and Eisenhower's actions for helping the nation in the long term and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates a limited understanding of the task, blending correct and incorrect information concerning Lincoln and Southern secession while failing to discuss the extent to which Eisenhower's actions resolved the problem of segregated schools. The remainder of the task is not developed.

Throughout United States history, presidents have taken actions to address critical problems facing the nation. These actions have met with varying degrees of success. In 2001 President George W. Bush was faced with a challenge. Society had to change due to the events of September 11. President Bush persevered and made many changes that still stand currently. President Dwight Eisenhower was responsible to change society during his reign. There was a great amount of segregation between African Americans and whites. President Eisenhower instituted different plans to intergrate society. The changes made by presidents remain standing.

On September 11, 2001 a great tragedy struck the twin towers. The Manhattan streets were filled with ash and smoke due to the terrorists who drove a plane into the twin towers. After this day the world changed forever nothing will ever be the same. President George W. Bush took a stand and made many changes. The Airport system is nowhere near as lenient as it once was before. A person cannot get on a plane without having thoroughly gone through security. Everything must be checked clothes, shoes, and suit cases. Airlines do not allow certain items to be brought on a plane such as aerosol cans or any metal type of item. The security system as a whole went through a drastic change with the leadership of George W. Bush.

During the time when President Dwight Eisenhower was president there was a great amount of segregation between African Americans and white people. President Eisenhower believed this was wrong. The fact that these two groups of people had to be separate. Everything was separate - buses, schools it was a very negative environment. Therefore Eisenhower instituted intergrated schools where African Americans

Anchor Paper – Thematic Essay—Level 1 – A

and whites can learn together. Eisenhower's change in the school system was successful schools remain intergrated currently. Presidents adhered to the problems society was facing and were able to solve them accordingly. President George W. Bush changed the security system due to september 11th. In addition, President Dwight Eisenhower changed the school system to give black people and white people equal rights. Paying attention to problems of society is an integral part of serving as a president of the united states.

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

- Minimally develops some aspects of the task for George W. Bush and the attacks of September 11, 2001, and for Dwight D. Eisenhower and school integration
- Is descriptive (*Bush*: the Manhattan streets were filled with ash and smoke due to the terrorists who drove a plane into the twin towers; after this day the world changed forever, nothing will ever be the same; airport system is nowhere near as lenient as it was before; a person cannot get on a plane without having thoroughly gone through security; *Eisenhower*: great amount of segregation between African Americans and white people; everything was separate—buses, schools); includes faulty analysis (*Eisenhower*: instituted integrated schools; change in the school system was successful; schools remain integrated currently)
- Includes few relevant facts, examples, or details (*Bush*: do not allow certain items; aerosol cans)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that overstate Eisenhower's role in integrating society

Conclusion: Overall, the response fits the criteria for Level 1. The response briefly identifies the horrors of the terrorist acts on September 11, 2001, and changes made to airport security. Although it recognizes the problem of segregation during the Eisenhower administration, the response demonstrates no understanding of the president's role in reducing inequality through school integration.

Anchor Paper – Thematic Essay—Level 1 – B

Throughout the history of the United States presidents were required to take certain steps for the success of the nation. They faced serious conflicts and need to make resolutions that would benefit the nation. Abraham Lincoln faced a serious conflict during his presidency. During his presidency the South seceded and he had to find a way to preserve the Union. During John F. Kennedy's presidency he had to deal with the Cuban missile crisis.

Abraham Lincoln became president in 1861 and that's when parts of the South already started to secede. Lincoln needed to preserve the Union, he wanted Southern states to stop seceding. The South started seceding because they thought Lincoln was trying to abolish slavery. In order for Lincoln to preserve the Union there had to be a Civil War. The Civil War began in 1861 and ended in 1865. The Union won this war and Lincoln found a way to reunite the nation.

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

- Minimally develops some aspects of the task for Abraham Lincoln and the secession of Southern states
- Is descriptive (*Lincoln*: that is when parts of the South already started to secede; they thought Lincoln was trying to abolish slavery; Union won this war and Lincoln found a way to reunite the nation)
- Includes few relevant facts, examples, or details (*Lincoln*: became president in 1861; preserve the Union; Civil War began in 1861 and ended in 1865)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response briefly describes the historical circumstances that led to the Civil War with no elaboration. John F. Kennedy and the Cuban missile crisis are mentioned in the introduction to the essay but the student does not discuss them.

As the main figure in the executive branch, presidents have the power to execute laws. During crises, they must take action effectively and properly, as they are the figure most citizens turn to during times of difficulty. Throughout history, many presidents have faced multiple challenges, which called for action. Forced to deal with the secession of Southern states and the Great Depression, Presidents Abraham Lincoln and Franklin D. Roosevelt, respectively, addressed a critical problem with action.

President Lincoln, serving in the early 1800s, had to deal with a national crisis: the Union was threatened by Southern secession. Before Lincoln had been elected, the US suffered from sectionalism. For example, the North mainly opposed expanding slavery while the South mainly advocated for it. When Lincoln was elected president, that was the last straw, and Southern states began to secede one by one. To combat this problem, President Lincoln had many options. First, he refused to accept the South's secession, and still considered them part of the union. By not recognizing the secession, he hoped to keep the Union together. However, when the South (Confederates) attacked Fort Sumter, Lincoln decided to go to war and called for thousands of troops. At first, the main goal of the Civil War was to preserve the Union, but as it gradually progressed, the practice of slavery came into question and he made the Emancipation Proclamation. At the end of the Civil War, Lincoln and the Union were victorious. By taking the action of fighting, Lincoln preserved the Union in addition to addressing the banning of slavery. In the end, his refusal to accept secession and fight the South successfully kept a divided nation together.

Thematic Essay—Practice Paper – A

Similar to Lincoln, Franklin D. Roosevelt had to govern through a national crisis: The Great Depression. The U.S. economy was struggling, unemployment was high, and stagflation was evident. Before the Great Depression, consumers were buying on credit, including stocks. Inventions such as the assembly line made production cheaper and faster, so supply increased. In addition to a loss in trust of banks, these 3 examples of causes led to the worst economic time period. Unlike prior presidents, who believed in little government intervention, Roosevelt implemented his New Deal to relieve, recover, and reform the economy. For example, he created jobs by creating opportunity for public works, created Social Security, and reformed the banks. During the first 100 days in office, Roosevelt passed numerous acts. This increased government's role in society, and marked the beginning of cooperative federalism. As a result of all these programs, Roosevelt helped the economy because people started using banks again and employment rose. As President, Roosevelt's actions successfully helped to improve the economy.

Both Lincoln and Roosevelt faced critical issues, and both successfully mitigated the problem by taking action. As presidents, both held the nation together.

Thematic Essay—Practice Paper – B

Throughout American history, presidents have taken actions to address critical problems facing the nation. These actions have met with varying degrees of success. Two presidents who took actions to address a critical problem faced by the nation are Dwight D. Eisenhower, with school integration, and Franklin D. Roosevelt, with the Great Depression.

Once African Americans were deemed American citizens, and no longer slaves, they immediately went looking for their family and jobs. Some people found their family and wanted to get their children an education so that someday their kid will have a job that pays good money. Later on in history, we can see African American children going to all-black schools and getting an education. However, all-white schools were in better condition, they had certified teachers and overall had a better environment for the white children that were enrolled there. The “separate, but equal” law wasn’t looking so equal to the black children in schools with un-certified teachers, text books in bad conditions and the school building falling apart. Linda Brown was one of the black children who demanded equality. Her parents took the case to court once Linda was denied an education in an all-white school. This trial became known as *Brown vs. Board of Education*. In this case, the Supreme Court agreed with the Browns and got rid of the “separate but equal” law. The South had trouble with this conclusion and decided to ignore the Supreme Court’s decision. The group to become known as the Little Rock Nine attempted to go to a white school, but were denied entry. Several attempts later, President Eisenhower gets involved and orders the National Guard to escort the kids to school and protect them from physical abuse. After a while the

Thematic Essay—Practice Paper – B

National Guard isn't needed for the children's protection and are ordered away. President Eisenhower had taken action to enforce the law and better our nation's citizens as well as give all Americans their rights. This encouraged African American kids to get a better education.

After World War I, our troops came home and things were great. Our economy was booming and population was increasing, creating more families. This time period, the 1920s, became known as the Roaring 20s. As grand as the 20s were, nobody saw the danger signs that led to the most severe economic downturn in American history. The stock market crashed, and eventually everybody was hit by the ripple effect. Nobody was safe from this disaster. The conditions got worse and worse; due to over production in the farm lands, the Dust Bowl appeared, no money from the stock market meant no jobs because companies lost money and unemployment skyrocketed. This time period, the 1930s, became known as the Great Depression. President Hoover didn't do anything to aid our economy, so when Roosevelt was elected president, it was a huge help in the nation's mind. Roosevelt created the CCC as well as numerous other groups. All his ideas were later translated as FDR's "Alphabet Soup" due to all of his ideas being letters in groups of three (typically). Roosevelt's aid helped our nation's economy get better, and eventually we got back to normal. Although some people believe our nation would have gotten better on its own, Roosevelt gave it a little head start.

Throughout American history, presidents have taken action to address critical problems facing the nation. These actions have met with varying degrees of success. However, Eisenhower and Roosevelt

Thematic Essay—Practice Paper – B

both aided our country in its time of need with school integration and the Great Depression. Without Eisenhower's use of the National Guard to bring the Little Rock Nine to school or Roosevelt's alphabet soup to help decrease unemployment and aid our economy, we wouldn't be where we are in today's society. Without these two presidents, our citizens could still be treated unequally and in severe economic trouble. Many people can argue Eisenhower and Roosevelt played a huge part in where our nation stands today.

A president holds the heavy responsibility of recognizing and resolving a country's problems. Throughout history, presidents have acted to solve conflicts in the United States, but these efforts were not always successful. In the late 1820s, president Andrew Jackson attempted to end calls for nullification but he almost caused greater conflict. Lyndon B. Johnson was able to significantly reduce poverty and help minorities in the 1960s through his programs. Thus, Johnson resolved social issues concerning minorities, while Jackson succeeded in ending the nullification crisis over the tariff but left lasting resentment in some southern states.

Andrew Jackson faced South Carolina's secession threats and addressed their vows for nullification, but did not completely appease them. In 1828, the "Tariff of Abominations" was passed to help northern industries, but was greatly opposed by southern farmers, especially those of South Carolina. Another tariff was passed in 1830 in an attempt to resolve the conflict, but it failed because it was only a little lower than the tariff of 1828 and still too high to satisfy southern cotton farmers. South Carolina threatened to secede, and declared that states had the right to "nullify" laws they deemed unjust. In fact, Vice President Calhoun supported the nullification theory as a states rights issue in his "Exposition and Protest" and was replaced by Van Buren. Jackson was not only unable to quell the conflict but he made relations worse by pushing for the Force Bill and threatening to send federal troops to force South Carolina to collect the tariff. He also threatened to hang Calhoun as a traitor. Jackson was really not successful because only a compromise created by Henry Clay was able to bring an end to the problem. The Compromise stated

Thematic Essay—Practice Paper – C

that the tariff would be lowered gradually until it was the same level as before 1828. Although Jackson did end the immediate crisis by accepting and enacting Clay's compromise rather than sending troops, his actions as president did not end the idea of nullification. The question of whether a state could ignore a federal law was not answered until the Union won the Civil War. But even after the Civil War, sectional differences continued and today, states still pass laws that contradict federal policies.

In the 1960s, Lyndon B. Johnson declared a War on Poverty and passed his Great Society programs that provided aid and reform for minorities. He did this largely in response to pressure from the growing Civil Rights Movement of the time, especially demonstrations led by Martin Luther King, Jr. Because of Johnson, the Civil Rights Act of 1964 was passed, ending all segregation in public areas. Johnson also reformed the education system by providing more educational opportunities for the poor, from Head Start pre-school to vocational training. He also supported the Fair Housing Act of 1968 which prohibited discrimination based on race or religion in the sales of property and houses. This law still insures that landlords cannot refuse to rent or sell their property based on the color of someone's skin. He passed these programs because he genuinely wanted to bring relief to the poor and justice for minorities.

Thematic Essay—Practice Paper – D

Following the conclusion of World War II, tensions between America and the Soviet powers were intensified and strained. America adopted an anti-communist mindset both domestically and internationally. One such crisis emerged from the adoption of containment, the foreign policy that advocated against communism via American action overseas. The Cold War was an era fashioned upon the idea of containment and was a significant part of presidential foreign policy up until the fall of the Soviet Union. The development of nuclear weapons during World War II bled into this time period triggering an arms race—the Cuban Missile crisis was a facet of containment policies and armed threats both America and the U.S.S.R. were guilty of causing.

During the Presidency of John Kennedy, the American country had attempted to invade Cuba with the, failed, Bay of Pigs invasion. This alarmed the U.S.S.R. as well as Cuba and America lost a grip over Cuban affairs. Authorizing a surveillance mission of Cuba, aerial reconnaissance returned off-putting information of a missile base being built on Cuban ground. Kennedy, knowing missiles on Cuba would be an imminent danger, authorized a blockade on Cuba after learning the U.S.S.R. were in the process of shipping missiles to Cuba and this would place America within the range of danger.

Kennedy's quick actions prevented the U.S.S.R. from completing their missile base on Cuba. This was an act that ensured America was still not directly in the line of nuclear danger and his actions prevented the Cold War from turning into all out nuclear warfare. It cost Kennedy America's Turkish installment of missiles but it allowed America and the U.S.S.R. to de-escalate tensions and, for a

Thematic Essay—Practice Paper – D

moment, dismantle WMDs. Such an act only aided world peace.

The Vietnam War was another Cold War conflict with an entirely different “solution”. Ethically questionable, America interfered and occupied Vietnam in order to contain communism and liberate Vietnam from the fate of being a communist satellite country. For the larger part, President Richard Nixon failed for a number of reasons.

Perhaps the most questionable was the escalation of the war for the chance at victory. The enemy, Ho Chi Minh had a secret supply route that travelled through Cambodia and Laos. Nixon believed it was a grand idea to bomb the neighboring countries. This caused a wave of anti-war demonstrations domestically. As a result, it was both a domestic and foreign failure as it increased domestic tensions and it failed to win the war. Nixon, did, however, bring troops out of Vietnam with the process of “Vietnamization.”

Thematic Essay—Practice Paper – E

Throughout United States history, presidents have taken actions to address critical problems facing the nation. These actions have met with varying degrees of success.

Two presidents that have taken action to address a critical problem faced by the nation are John F. Kennedy (Cuban Missile Crisis) and George W. Bush (attacks of September 11, 2001). Each of these two presidents solved the critical problem they were faced with in very strict, but calm manner.

The Cuban Missile Crisis was a critical problem not only to the Caribbean, but United States as well. It put numerous lives at stake. It was a problem that needed to be solved quickly.

John F. Kennedy was the individual who stood up and solved this critical problem. He did not want nuclear missiles near his country. As a result of this he threatened Fidel Castro. He told him that would place a naval blockade around Cuba if the actions were not stopped when asked. Cuba needed trade in order to thrive. They wouldn't be able to do so if a naval blockade was present. John F. Kennedy solved the issue effectively.

The attacks on September 11, 2001 were one of the most horrific events of United States history. Action was desperately need to be taken, and George W. Bush was there to solve it.

George W. Bush could not allow his country to be attacked the way it was. As a result of this, Former President Bush increased national security and set out a complete search for those who caused this horrific event. Security became the tightest it could ever be because of George W. Bush's reactions.

In conclusion, John F. Kennedy and George W. Bush did the most

Thematic Essay—Practice Paper – E

they could do, within their presidential capabilities, to solve the critical problems they were faced with. The president must do anything/everything in their power to protect their country. By all means necessary.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for Abraham Lincoln and the secession of Southern states and for Franklin D. Roosevelt and the Great Depression
- Is more descriptive than analytical (*Lincoln*: before Lincoln had been elected the United States suffered from sectionalism; North mainly opposed expanding slavery while the South mainly advocated for it; when Lincoln was elected president that was the last straw and Southern states began to secede one by one; by not recognizing the secession he hoped to keep the Union together; decided to go to war and called for thousands of troops; refusal to accept secession and fight the South kept a divided nation together; *Roosevelt*: economy was struggling, unemployment was high; consumers were buying on credit, including stocks; unlike prior presidents who believed in little government intervention, Roosevelt implemented his New Deal to relieve, recover, and reform the economy; created jobs by creating the opportunity for public works; increased government’s role in society; helped the economy because people started using banks again and employment rose); includes faulty analysis (*Roosevelt*: stagflation was evident; marked the beginning of cooperative federalism)
- Includes some relevant facts, examples, and details (*Lincoln*: Confederates; attacked Fort Sumter; Emancipation Proclamation; banning of slavery; *Roosevelt*: assembly line; supply increased; Social Security; reformed the banks; first 100 days); includes an inaccuracy (*Lincoln*: serving in the early 1800s)
- Demonstrates a satisfactory plan of organization; includes an introduction that recognizes presidents are the figure that most citizens turn to in an emergency and a conclusion that states Lincoln and Roosevelt successfully mitigated the problems they faced and held the nation together

Conclusion: Overall, the response fits the criteria for Level 3. The response shows some understanding of the time periods but is limited, especially regarding the extent to which the actions resolved the problems.

Practice Paper B—Score Level 2

The response:

- Develops all aspects of the task with little depth for Dwight D. Eisenhower and school integration and for Franklin D. Roosevelt and the Great Depression
- Is primarily descriptive (*Eisenhower*: “separate but equal” law wasn’t looking so equal to the black children in schools with uncertified teachers, textbooks in bad condition, and the school building falling apart; the South had trouble with this conclusion and decided to ignore the Supreme Court’s decision; Little Rock Nine attempted to go to a white school but were denied entry; escort the kids to school and protect them from physical abuse; action to enforce the law and better our nation’s citizens as well as give all Americans their rights; encouraged African American kids to get a better education; *Roosevelt*: as grand as the 1920s were, nobody saw the danger signs that led to the most severe economic downturn in American history; stock market crashed and eventually everybody was hit by the ripple effect; Roosevelt created the Civilian Conservation Corps as well as numerous other groups; helped our nation’s economy get better and eventually we got back to normal)
- Includes few relevant facts, examples, and details (*Eisenhower*: no longer slaves; Linda Brown; *Brown v. Board of Education*; *Roosevelt*: after World War I; Roaring Twenties; overproduction; Dust Bowl; President Hoover; alphabet soup); includes inaccuracies (*Eisenhower*: National Guard; *Roosevelt*: due to over production in the farm lands, the Dust Bowl appeared; President Hoover didn’t do anything to aid our economy)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that overemphasizes the presidents’ success, especially for Eisenhower

Conclusion: Overall, the response fits the criteria for Level 2. The discussion of the historical circumstances that led to each problem shows some knowledge but much is oversimplified and is missing accurate historical content. Additionally, the actions taken and the extent to which they resolved the problems are barely addressed, especially in the discussion of Roosevelt.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Andrew Jackson and the nullification crisis more thoroughly than Lyndon Johnson and discrimination faced by minorities
- Is both descriptive and analytical (*Jackson*: in 1828 the Tariff of Abominations was passed to help Northern industries but was greatly opposed by Southern farmers; South Carolina threatened to secede and declared that states had the right to nullify laws they deemed unjust; Vice President Calhoun supported the nullification theory as a States rights issue in his *Exposition and Protest*; Jackson was not only unable to quell the conflict but he made relations worse by pushing for the Force Bill and threatening to send federal troops to force South Carolina to collect the tariff; threatened to hang Calhoun as a traitor; although Jackson did end the immediate crisis by accepting and enacting Clay’s compromise rather than sending troops, his actions as president did not end the idea of nullification; question of whether a state could ignore a federal law was not answered until the Union won the Civil War; even after the Civil War sectional differences continued and today states still pass laws that contradict federal policies; *Johnson*: declared a War on Poverty and passed his Great Society programs that provided aid and reform for minorities; largely in response to pressure from the growing civil rights movement of the time; because of Johnson the Civil Rights Act of 1964 was passed; reformed the education system by providing more educational opportunities for the poor, from Head Start preschool to vocational training; supported the Fair Housing Act of 1968 which prohibited discrimination based on race or religion in the sales of property and houses; law still ensures that landlords cannot refuse to rent or sell their property based on the color of someone’s skin)
- Supports the theme with relevant facts, examples, and details (*Jackson*: another tariff was passed in 1830; still too high; Van Buren; lowered gradually; *Johnson*: 1960s; Martin Luther King Jr.; relief to the poor)
- Demonstrates a logical and clear plan of organization; includes an introduction that calls President Johnson more successful than President Jackson and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 4. The response recognizes that the nullification issue was not completely settled by Jackson’s actions. Although the response identifies several important facets of Johnson’s Great Society, it lacks detail and fails to adequately elaborate on his response to discrimination.

Practice Paper D—Score Level 3

The response:

- Develops all aspects of the task in some depth for John F. Kennedy and the Cuban missile crisis and with little depth for Richard Nixon and the Vietnam War
- Is more descriptive than analytical (*Kennedy*: development of nuclear weapons during World War II bled into this time period triggering an arms race; Cuban missile crisis was a facet of containment policies and armed threats both America and the USSR were guilty of causing; alarmed the USSR as well as Cuba; aerial reconnaissance returned off-putting information of a missile base being built on Cuban ground; Kennedy, knowing missiles on Cuba would be an imminent danger, authorized a blockade of Cuba; quick actions prevented the USSR from completing their missile base on Cuba; prevented the Cold War from turning into all-out nuclear warfare; allowed America and the USSR to de-escalate tensions; *Nixon*: ethically questionable, America interfered and occupied Vietnam in order to contain communism and liberate Vietnam; escalation of the war for the chance at victory; believed it was a grand idea to bomb the neighboring countries; domestic and foreign failure as it increased domestic tensions and it failed to win the war; Nixon did, however, bring troops out of Vietnam with the process of Vietnamization); includes faulty analysis (*Kennedy*: America lost a grip over Cuban affairs)
- Includes some relevant facts, examples, and details (*Kennedy*: Bay of Pigs invasion; Turkish installment of missiles; dismantle weapons of mass destruction; *Nixon*: Cold War; Ho Chi Minh; secret supply route; Cambodia and Laos; antiwar demonstrations)
- Demonstrates a satisfactory plan of organization; includes an introduction about containment following World War II and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates understanding of the two problems but lacks development, especially for Nixon’s response to the Vietnam War.

Practice Paper E—Score Level 1

The response:

- Minimally develops some aspects of the task for John F. Kennedy and the Cuban missile crisis and for George W. Bush and the attacks of September 11, 2001
- Is descriptive (*Kennedy*: did not want nuclear missiles near his country; naval blockade around Cuba; solved the issue effectively; *Bush*: one of the most horrific events of United States history; security became the tightest it could ever be); lacks understanding (*Kennedy*: as a result of this he threatened Fidel Castro; Cuba needed trade in order to thrive; they would not be able to do so if a naval blockade was present)
- Includes few relevant facts, examples, or details (*Kennedy*: Caribbean); includes an inaccuracy (*Bush*: former President Bush)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a conclusion that notes a president must do what is necessary to protect the nation

Conclusion: Overall, the response fits the criteria for Level 1. It fails to recognize the role of the Soviet Union in the Cuban missile crisis, and George W. Bush’s response to the September 11 attacks is overgeneralized.

United States History and Government Specifications August 2017

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	Standards
Thematic Essay	Presidential Decisions and Actions; Constitutional Principles; Government; Foreign Policy; Diversity; Citizenship	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Places and Regions; Immigration and Migration; Environment; Citizenship; Government; Foreign Policy; Diversity	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 August 2017 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.