

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

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

VOLUME
1 OF **2**
MC & THEMATIC

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

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

Scoring the Part I Multiple-Choice Questions

Follow the procedures set up by the Regional Information Center, the Large City Scanning Center, and/or the school district for scoring the multiple-choice questions.

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

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

Theme: United States Foreign Policy

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

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

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

Scoring Notes:

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

Score of 5:

- Thoroughly develops **all** aspects of the task evenly and in depth by describing the historical circumstances surrounding **each** of **two** presidential foreign policy decisions, discussing an impact of **each** decision on the United States, and discussing an impact of **each** decision on another country or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Harry Truman deciding to use the atomic bomb*: connects the refusal of Japan to surrender and President Truman's determination to end World War II quickly with fewer American fatalities to the decision to use the atomic bomb that devastated Hiroshima and Nagasaki with tens of thousands of Japanese civilian deaths forcing Japan to surrender unconditionally and submit to United States occupation, the continued development of atomic weapons after World War II, and public concerns over the arms race; *George W. Bush sending troops to Iraq*: connects the 9/11 terrorist attacks on the United States and claims of weapons of mass destruction in Iraq to President Bush's decision to send troops to Iraq, resulting in United States deficit spending for nation building in Iraq and criticism of the Bush administration over failed intelligence about weapons of mass destruction, the replacement of Saddam Hussein's repressive dictatorship by American occupation, and the ongoing struggle for democracy in Iraq
- Richly supports the theme with relevant facts, examples, and details, e.g., *Harry Truman deciding to use the atomic bomb*: Pearl Harbor; war in the Pacific; Emperor Hirohito; island hopping; kamikaze; Manhattan Project; Franklin Roosevelt; kept USSR out of Japan; saved an estimated one million American soldiers; Soviet atomic tests; bomb shelters; McCarthyism; radioactive fallout; General Douglas MacArthur; democratic constitution; end of strong military in Japan; economic giant; *George W. Bush sending troops to Iraq*: World Trade Center; Pentagon; Osama bin Laden; al Qaeda; Islamic extremists; oil reserves; 1991 Persian Gulf War; gassing of Kurds; more than 4,500 American troops killed; improvised explosive devices; veterans' issues; less spending on domestic programs; 2008 presidential election; trial and execution of Saddam Hussein; Iraqi civilian deaths; free elections; modernization; new infrastructure; Sunni versus Shiite
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops **all** aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one presidential foreign policy decision more thoroughly than for the second presidential foreign policy decision *or* by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Harry Truman deciding to use the atomic bomb*: discusses how Japan's refusal to surrender and the potential loss of a million American soldiers in an invasion of Japan led President Truman to use the atomic bomb, how the United States spent heavily to develop and test more nuclear weapons in order to win the arms race, and how civilian deaths and devastation in Hiroshima and Nagasaki resulted in Japan's unconditional surrender; *George W. Bush sending troops to Iraq*: discusses how the War on Terror and reports that Saddam Hussein possessed weapons of mass destruction led President Bush to send troops to Iraq, how the United States spent billions of dollars to rebuild Iraq and thousands of American soldiers were killed or injured, and how Saddam Hussein's rule was replaced by a more democratic government with free elections
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

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

Score of 2:

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

Score of 1:

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

Score of 0:

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

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

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

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

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

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

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

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

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

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

Anchor Level 5-A

The response:

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

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

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

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

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

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

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

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

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

Anchor Level 5-B

The response:

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

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

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

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

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

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

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

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

Anchor Level 4-A

The response:

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

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

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

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

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

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

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

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

Anchor Level 4-B

The response:

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

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

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

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

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

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

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

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

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

Anchor Level 4-C

The response:

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

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

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

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

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

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

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

American foreign policy decisions are often used

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

Anchor Level 3-A

The response:

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

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

Although all branches of government play a role in United States foreign policy decisions, the president as the head of the executive branch often makes decisions that have a profound impact on the United States and the rest of the world. Presidents make these decisions based on historical information and the situation that the country is in. These decisions such as the decision to send troops to Vietnam made by Lyndon B. Johnson, and the decision to drop an atomic bomb on Japan made by Harry Truman have greatly impacted United States history and policy as well as the Vietnamese and Japanese.

Lyndon Johnson inherited a trainwreck when he became president in terms of Vietnam. Kennedy had promised that the United States would not let Vietnam fall to communism. Johnson didn't want to send American troops to Vietnam but he would have to uphold Kennedy's promise. In addition Johnson's advisors told him it was necessary to contain communism otherwise it would spread, this was known as the domino theory. This "domino theory" had been used by President Dwight Eisenhower in the 1950s to explain his support for South Vietnam. The United States had also learned from World War II that appeasement does not work to stop a gressor nations. All of these factors and popular

public support for the war contributed to Johnson's decision to send troops over to Vietnam to aid the South Vietnamese in their struggle against the Vietcong.

This decision had numerous impacts on the United States in terms of international policy and social feelings. Many Americans felt that Johnson had misled them by saying that the war in Vietnam could be won in only a few years. Johnson continued to tell the public the war was going well even when he and the public knew it was not. This led to a credibility gap and a general distrust in national politics. Johnson's decision also led to the War Powers Act which limited the amount of power the president had in deploying troops into combat situations. In addition Johnson's decision helped to sway the political mood in America from liberalism to conservatism which was shown with the election of Richard Nixon.

Sending troops in to Vietnam also affected the Vietnamese. Much of the infrastructure in Vietnam was destroyed by US bombs or burned down by US ground forces. It would take years for Vietnam to overcome this damage.

Another important US decision made by a president was the decision to drop the Atomic Bomb on Japan. Truman made this decision because he thought that it would cost thousands of lives to invade Japan. The United States

was tired of fighting after WWII in Europe so the Atomic bomb seemed like a way out of further fighting.

This decision saved thousands of American lives but cost many Japanese lives. In addition it made the United States the most powerful country in the world due to its new weapon. Eventually the atomic bomb would lead to a nuclear arms race with Russia and be one cause of the Cold War.

Truman's decision to drop the atomic bomb had profound impacts on the Japanese as well. Two of their cities were destroyed and nuclear fallout killed many more people. This forced Japan into submission thus ending WWII. Although the atomic bombs dropped on Japan killed many people in the end it probably saved lives because many more would have been killed in an invasion.

US presidents often make decisions that greatly impact the course of history such as the decision to go to war in Vietnam and the decision to drop the atomic bomb on Japan.

Anchor Level 3-B

The response:

- Develops all aspects of the task in little depth
- Is more descriptive than analytical (*Lyndon B. Johnson sending combat troops to Vietnam*: this “domino theory” had been used by President Dwight Eisenhower in the 1950s to explain his support for South Vietnam; the United States had also learned from World War II that appeasement does not work to stop aggressor nations; in addition, Johnson’s decision helped to sway the political mood in America from liberalism to conservatism which was shown with the election of Richard Nixon; much of the infrastructure in Vietnam was destroyed by United States bombs or burned down by United States ground forces; *Harry Truman deciding to use the atomic bomb*: Truman made this decision because he knew that it would cost thousands of lives to invade Japan; in addition, it made the United States the most powerful nation in the world due to its new weapon; this forced Japan into submission, thus ending World War II)
- Includes some relevant facts, examples, and details (*Lyndon B. Johnson sending combat troops to Vietnam*: Kennedy’s promise; contain communism; domino theory; aid the South Vietnamese; Vietcong; credibility gap; War Powers Act; *Harry Truman deciding to use the atomic bomb*: after World War II in Europe; nuclear arms race; Russia; Cold War; two of Japan’s cities were destroyed; nuclear fallout)
- Demonstrates a logical and clear plan of organization; includes an introduction that recognizes that all branches of government play a role in foreign policy decisions but that presidential decisions carry the most weight, and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the historical circumstances surrounding Johnson’s decision to send combat troops to Vietnam and its impact on the United States is substantial, but the discussion of Truman’s decision is repetitive and fails to expand on several key details.

Throughout the History of the United States, Presidents have made Foreign Policy decisions. These decisions were made to deal with global Problems ranging from isolationism to peace in the middle east. The decisions made have impacted other countries abroad and at home in the United States: socially, politically, and economically. Two Foreign policy decisions that have made an impact are:

Harry Truman deciding to use the atomic bomb and George W. Bush sending troops to Iraq. In 1945, after the death of Franklin D. Roosevelt, Harry S. Truman became president. During this time the U.S. was in World War II fighting Hitler and mainly Emperor Hirohito of Japan. Roosevelt had begun the Manhattan Project early in the war. The battles in the Pacific had been bloody, as the U.S. took island after island from the Japanese. The atomic bomb, a device that could and would ~~soon~~ ^{win} the war, was finished just as the U.S. was planning on invading Japan itself. After scientist finished the bomb, Truman decided to test its strength against Japan and picked two cities: Hiroshima and Nagasaki, one of which was located on the main island of Honshu. In the summer of

1945, both cities were each hit by an atomic bomb, engulfing both cities in a sea of flames. The use of the bomb affected Japan harshly: many lives were lost, the economy was destroyed by financial burden, and the totalitarian military leadership under the Emperor was ~~overthrown~~ ^{overthrown}. Japan was also forced after losing the war to the U.S. to sign a constitution which tightly limits their military power. However, the bomb use affected the U.S. in a far more better way: The U.S. won the War and developed a new Weapon. Truman was praised as a hero for deciding to take action, though, the economy remained steady.

In 2001 George W. Bush - son to former president George H.W. Bush - declared a war on terror, after terrorist attacked the World Trade Center in New York City, NY, the Pentagon in Washington D.C. and a failed terrorist attempt in Pennsylvania on September 11th, 2001. His first attempt to find the leader of the attacks Osama bin Laden in Afghanistan failed, so in order to try and "save face" he turned his attention to Saddam Hussein's dictatorship in Iraq. Bush Jr's father while president attempted to overthrow Hussein's regime in the 1990's, but he failed.

Bush Jr. however sought to finish his father's legacy and accused ~~Hussein's~~ ^{Hussein's} regime harbored weapons of mass destruction. Congress then voted to support President Bush's decisions to send thousands of troops to the country. Although the U.S. was successful in overthrowing the regime and executing Saddam Hussein in 2006, no weapons of mass destruction were found. The U.S. economy was drained by the cost of the war, and many people lost faith and were angered by the president and the republican party. This factor led to the election of the nation's first African-American president Barack Obama. The war on Iraq also to this day has not ended. The action's effect on Iraq however is both negative and ~~post~~ positive: The negative effects were a civil war between different groups of the country and more people in the middle east despise America. The positive effect a democracy was established and the ~~people~~ ^{people} of Iraq are now free from a dictatorship. In conclusion, although President's have made foreign policy decisions that have affected both other countries and the U.S., it has advanced us forward and paved the way for future leaders to learn from the policies passed and strengthen the government.

Anchor Level 3-C

The response:

- Develops some aspects of the task in some depth
- Is more descriptive than analytical (*Harry Truman deciding to use the atomic bomb*: in the summer of 1945, both cities were each hit by an atomic bomb, engulfing both cities in a sea of flames; Japan was also forced after losing the war to the United States to sign a constitution which tightly limits their military power; *George W. Bush sending troops to Iraq*: Bush Jr. sought to finish his father's legacy and accused Hussein's regime of harboring weapons of mass destruction; the United States economy was drained by the cost of the war, and many people lost faith and were angered by the president and the Republican Party; the negative effects were a civil war between different groups of the country and more people of the Middle East despise America); includes faulty and weak analysis (*George W. Bush sending troops to Iraq*: Bush Jr.'s father, while president, attempted to overthrow Hussein's regime in the 1990s, but he failed)
- Includes some relevant facts, examples, and details (*Harry Truman deciding to use the atomic bomb*: after the death of Franklin D. Roosevelt; World War II; Hitler; Emperor Hirohito; Hiroshima; Nagasaki; *George W. Bush sending troops to Iraq*: War on Terror; terrorist; World Trade Center; Pentagon; failed terrorist attempt in Pennsylvania; September 11, 2001; Osama bin Laden; Afghanistan; Congress; executing Saddam Hussein in 2006; African American president, Barack Obama)
- Demonstrates a satisfactory plan of organization; includes an introduction and a weak conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The discussions of the historical circumstances for both Truman and Bush are stronger than those of the impacts, which are uneven and not well developed.

United States presidents often make Foreign policy decisions in an attempt to deal with international problems. These decisions have had an impact on both the United States and on other countries. Two important decisions include John F. Kennedy guaranteeing Cuba and Lyndon B. Johnson sending combat troops to Vietnam.

In 1962, the Cuban Missile Crisis emerged. Communist Russia planted several missiles and nuclear weapons on Cuba that were ~~pointed at~~ ^{aimed at} the United States. To avoid a war and total destruction, president at the time, John F. Kennedy, completely guaranteed Cuba. This put the United States at a period of complete fear and confusion. We were preparing for a nuclear war! After days of negotiation, Russia agreed to remove their weapons from Cuba so long as the United States removes their weapons from Turkey. The panic had ended but ~~in~~ the United States no longer trades with Cuba, leaving Cuba a poor, third world country.

From 1965 to 1968, Lyndon B. Johnson ~~begin~~ sent combat troops to Vietnam. The United States wanted to stop the spread of communism from North Vietnam and make the world safe for democracy.

The war in Vietnam was a battle between communist North Vietnam and non-communist South Vietnam. Of course, the United States was fighting on the side of South Vietnam. Combat troops were trained to perform combat fighting in a certain manner. However, when the troops arrived in Vietnam, they began fighting in ways that they were not prepared for. Because this war was the first broadcasted war, Americans could view it at home. After witnessing all the destruction, Americans began to wonder why there were troops in Vietnam. Americans also began to dislike and lose trust in the government. After the war was over ~~Vietnam~~ all of Vietnam fell to communism and so did its neighbor Cambodia. Vietnam was destroyed, the war completely changed the landscape of Vietnam.

In conclusion, whether it be a crisis in Cuba or a war in Vietnam, foreign policy decisions will have an impact on the United States and the other country or countries that are involved. The ~~guarantining of Cuba~~ ^{crisis} ~~that led to the Vietnam War~~ ~~and the Vietnam War~~ created fear in America and combat troops in Vietnam created hatred and

distrust in America. Presidents make foreign policy decisions to deal with international problems, but according to the ^{policies} ~~decisions~~ discussed, the decisions may not have been so rewarding.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task
- Is primarily descriptive (*John F. Kennedy quarantining Cuba*: communist Russia planted several missiles and nuclear weapons on Cuba that were aimed at the United States; the United States no longer trades with Cuba, leaving Cuba a poor third world country; *Lyndon B. Johnson sending combat troops to Vietnam*: the United States wanted to stop the spread of communism from North Vietnam and make the world safe for democracy; Americans also began to dislike and lose trust in the government; after the war was over, all of Vietnam fell to communism and so did its neighbor Cambodia)
- Includes few relevant facts, examples, and details (*John F. Kennedy quarantining Cuba*: Cuban missile crisis; quarantined; preparing for a nuclear war; United States removes their weapons from Turkey; *Lyndon B. Johnson sending combat troops to Vietnam*: non-communist South Vietnam; broadcasted war; destruction; changed the landscape)
- Demonstrates a clear plan of organization; includes an introduction that restates the theme and a conclusion that observes that these presidential decisions created fear and distrust in the United States

Conclusion: Overall, the response fits the criteria for Level 2. The response describes two presidential decisions and their impacts. However, overgeneralizations and few details weaken the response.

United States presidents have made many decisions relating to foreign policy in order to ensure the well-being of America. In order to fulfill his duty as president ^{to protect America}, the past presidents such as James K. Polk and Harry Truman have had to make many different decisions. Although these decisions have resulted in death, the presidents acted as they felt they should have in order to protect the country.

James K. Polk was president during the 1840s. There were many disputes between America and Mexico concerning the border line of the Rio Grand. This river was a natural border, and as a result was not always a definite border. Different parts of the river were different widths, and in times of drought the river dried in spots, leaving no ^{visible} border. Many were accused of crossing the border, and the arguments became so tense that in 1846, Polk sent the American army to fight the Mexicans in order to settle the dispute. The Americans won the fight and gained control of some Mexican land. This land later became a section of the transcontinental railroad. Polk decided to fight Mexico to protect Americans from disputes concerning the border.

Although he may have sent troops to gain more land, it was in the interest of the American citizens to build the transcontinental railroad there for easy transportation of goods and people. The decision to send troops was a large impact on America because the disputes ended and the railroad was built so people could easily travel to the west. This decision, however, had a negative effect on Mexico because they lost land, money, and the lives of many soldiers. This caused Mexico to become angry with America and led to poor relations between the two countries.

A second influential decision was the one of Harry Truman to drop the atomic bomb on Hiroshima and Nagasaki, the major cities in Japan, to end World War II. Harry Truman knew that his decision would impact the ~~the~~ whole world as this new technology was released to the world. He also knew that many innocent people would die because of the bomb. However, Japan was not giving up and many people were dying fighting. The war seemed to never end, and dropping the atomic bomb would end it. When ~~the~~ the Manhattan Project, the secret mission to build the atomic bomb,

Completed the most destructive weapon known to mankind at the time and approached President Truman, those who knew about the bomb knew of the destruction it would cause. When ~~the~~ the two bombs were dropped, Americans celebrated. All knew the war was over, and that peace could finally be preserved. Americans also had the most advanced weapon of the time, which gave a confidence that made Americans feel invincible. At the same time Americans celebrated, the Japanese suffered. Millions died due to the impact and radiation later on. It is the cause of cancer in many places in Japan. Families were destroyed, homes, businesses, and the daily lives of millions of people were shattered as two cities were destroyed. The effect on America was great; the effect on Japan was terrible. American presidents make decisions every day of their term or terms in office. Some of these decisions relate to national security and foreign affairs. Although some decisions were based more on greed than others, America has been impacted greatly by these decisions and, many times, impact others just as greatly.

Anchor Level 2-B

The response:

- Minimally develops most aspects of the task
- Is primarily descriptive (*James K. Polk sending troops to the Rio Grande*: there were many disputes between America and Mexico concerning the borderline of the Rio Grande; the Americans won the fight and gained control of some Mexican land; this caused Mexico to become angry with America and led to poor relations between the two countries; *Harry Truman deciding to use the atomic bomb*: Japan was not giving up and many people were dying fighting; Americans also had the most advanced weapon of the time, which gave a confidence that made Americans feel invincible); includes faulty analysis and isolated application (*James K. Polk sending troops to the Rio Grande*: this river was a natural border, and as a result was not always a definite border; different parts of the river were different widths, and in time of drought, the river dried in spots leaving no visible border)
- Includes few relevant facts, examples, and details (*James K. Polk sending troops to the Rio Grande*: lost land, money, and the lives of many soldiers; *Harry Truman deciding to use the atomic bomb*: Hiroshima and Nagasaki; World War II; new technology; innocent people; Manhattan Project; two bombs were dropped; war was over; cancer; families were destroyed); includes an inaccuracy (*Harry Truman deciding to use the atomic bomb*: millions died due to the impact and radiation later on)
- Demonstrates a general plan of organization; includes an introduction that states that the president makes decisions for the well-being of America and a conclusion that notes that some presidential decisions were based on greed

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates some understanding of the historical circumstances and impact of using the atomic bomb. However, the discussion of the Mexican War is diminished by a lack of understanding of the border dispute over the Rio Grande, a failure to include the issues related to Texas, and a confused connection between the Mexican Cession and the transcontinental railroad.

In a world where nation leaders often need to make decisions about foreign policies, one nation stands apart. The United States President often has to make such decisions in times where international problems arise. These decisions also have a profound effect on both the U.S., and ~~the~~ other nations, who are either directly or indirectly involved.

One example of a decision made by the President is the dropping of atomic bombs on Japan. This decision was made by Harry Truman, and was made while World War II was being fought. There were two bombs dropped, Fat Man and Little Boy, and were dropped on the cities of Hiroshima and Nagasaki. ~~The~~ The effect this had on those in the US was that ~~the~~ the war would soon be over. Truman's argument for the droppings was that it would save American lives, and that it did. However, the effects it had on those in Japan argue the morality of it. Those who were at the site of the bomb droppings were killed instantly,

vaporized in fact. They were the "lucky" ones. Those not killed in the explosion had to suffer a worse fate. They received radiation poisoning. This often led to, but wasn't limited to, cancer, abnormalities, and often led to death anyway. One has to wonder if it was worth all of their suffering to "save American lives."

Another example of a foreign policy decision ~~was~~ was during the Red Scare, and the attempt at containment of Communism. This was the quarantining of Cuba. Cuba, as one could assume, was a Communist nation, ~~and~~ ~~the~~ The president who made this decision was JFK. Because of this, embargoes were placed between the two. ~~Under~~ ~~the~~ ~~embargo~~ That was an effect on both nations. The way it effect those in the US was that some maybe had family there, which could also have them be questioned. ~~the~~ ~~the~~ ~~embargo~~ There was also more to it than communism. Those in America also had to worry about the possibility of atomic bombs.

Russia, who had received the secrets for the atomic bomb, had relations with Cuba. Tension had already been between Russia and the US, due to communism, and now there was fear. ~~So~~ The way this effected Cuba was that there were some who didn't want to be there, but couldn't come to America due to these policies. This often led to the smuggling of them into the country. Many times they would be sent back, and severely punished.

Foreign policies are always there, whether a president makes it or not. They just aren't declared. When these decisions are made, one should always stop to think about how this may effect others. Especially when they involve war or conflict. Violence isn't always the answer, and all possible options should be explored before a decision is made. That one decision could change the world.

Anchor Level 2-C

The response:

- Minimally develops most aspects of the task
- Is primarily descriptive (*Harry Truman deciding to use the atomic bomb*: the effect this had on those in the United States was that the war would soon be over; Truman's arguments for the droppings was that it would save American lives, and that it did; those who were at the site of the bomb droppings were killed instantly, vaporized in fact; *John F. Kennedy quarantining Cuba*: another example of a foreign policy decision was the attempt at containment of communism; those in America also had to worry about the possibility of atomic bombs); includes isolated application (*John F. Kennedy quarantining Cuba*: the way it effected those in the United States was that some maybe had family there, which could also have them be questioned; the way this effected Cuba was that there were some who did not want to be there, but could not come to America due to these policies; this also led to the smuggling of them into the country; many times they would be sent back and severely punished); includes faulty analysis (*John F. Kennedy quarantining Cuba*: during the Red Scare; because of this, embargoes were placed between the two)
- Includes few relevant facts, examples, and details (*Harry Truman deciding to use the atomic bomb*: World War II; two bombs dropped; Fat Man and Little Boy; Hiroshima; Nagasaki; radiation; cancer; *John F. Kennedy quarantining Cuba*: Russia; tension; fear)
- Demonstrates a general plan of organization; includes a weak introduction and a conclusion that indicates that all possible options should be explored before a foreign policy is made

Conclusion: Overall, the response fits the criteria for Level 2. The response shows some understanding of the issues related to the use of the atomic bomb but fails to demonstrate comprehension of President Kennedy's use of the quarantine.

United States Presidents often make foreign policy decisions in an attempt to deal with International problems. These decisions have had an impact on both the U.S. and on other countries. Two examples on foreign policy include George W. Bush sending troops to Kuwait (1990-1991) and George W. Bush sending troops to Iraq (2003) Both of these policies have received mixed responses on the actual need for involvement.

The Gulf war or war in Kuwait was based upon a major reason, Oil. Saddam Hussein and his army marched into Kuwait and took over the oil fields. The U.S. did not like this and sent troops in, not to help Kuwait but to preserve the oil imports from Kuwait. The U.S. sent troops only to protect its own economic interests and the upset citizens in the U.S. Arguments supporting this policy state that if George H. W. Bush sent troops into Kuwait and beat Saddam back to Iraq then went into Iraq and defeated him then his son would not have had to send troops in 12 years later. George W. Bush did not have valid points for entering Iraq and

Anchor Level 1-A

The response:

- Minimally develops three aspects of the task by stating a historical circumstance surrounding George H. W. Bush sending troops to Kuwait and stating an impact of the decision on Kuwait and on the United States
- Is descriptive (*George H. W. Bush sending troops to Kuwait: the Gulf War or war in Kuwait was based upon a major reason, oil; if George H. W. Bush sent troops into Kuwait and beat Saddam back to Iraq then went into Iraq and defeated him then, his son would not have had to send troops in 12 years later*)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes an introduction that is little more than a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response attempts to discuss two presidential decisions with limited facts and details for George H. W. Bush and speculative historical circumstances for George W. Bush's entry into the 2003 War on Iraq.

United States presidents are always facing problems around the world. The presidents are suppose to do what they believe is best for their country. Deciding whether or not going to war or to sign something or not is big things they have to do.

In 2003 George W. Bush was faced with a lot of decisions. After being bombed by Iraq ~~and America~~ George W. Bush had to decide what to do. George W. Bush retaliated and sent troops to Iraq and Iran. The fighting is still continuing today for six years now. This is still a problem today because we can't end this war.

In 1962 things occurred for John F. Kennedy to. One day the U.S. was flying around in spy planes and saw that Cuba had missiles pointing directly at us and they weren't far away at all. Kennedy had to think quick and decide what to do. Kennedy decided to set up a blockade on Cuba and told them that this blockade on Cuba would

not be over until they destroyed their
missiles. Cuba decided to just destroy them
and the blockade ^{was over.} This was all called the
Cuban missile crisis ~~and~~ Bay of Pigs invasion.
only one of the recent presidents
was that he put us in is still occurring. The
Cuban missile crisis came shortly to the end
but George Bush's war is still going on for
Six years now.

Anchor Level 1-B

The response:

- Develops one aspect of the task in some depth by describing the historical circumstances surrounding John F. Kennedy quarantining Cuba
- Is descriptive (*John F. Kennedy quarantining Cuba*: one day the United States was flying around in spy planes and saw that Cuba had missiles pointing directly at us and they were not far away at all)
- Includes an additional detail (*John F. Kennedy quarantining Cuba*: Cuban missile crisis); includes inaccuracies (*John F. Kennedy quarantining Cuba*: Bay of Pigs invasion; Cuba decided to just destroy them and the blockade was over; *George W. Bush sending troops to Iraq*: after being bombed by Iraq, George W. Bush had to decide what to do; George W. Bush retaliated and sent troops to Iraq and Iran)
- Demonstrates a general plan of organization; lacks focus; includes an introduction that notes that presidents face problems around the world and are supposed to do their best for the American people and a conclusion that points to the length of the Iraq war

Conclusion: Overall, the response fits the criteria for Level 1. The response correctly addresses only one aspect of the task.

Every national leader comes across a situation that forces them to make decisions concerning foreign policy. These decisions reflect the national ideology at the time. Whether in a period of isolation or a period of expansion and influence, United States presidents affect the U.S. and the other nations in the world by asserting its stance on certain international issues.

The election of James K. Polk represented the confirmation of American expansion across the continent. Many U.S. citizens believed in the ideology of Manifest Destiny, that God destined the nation to expand from ocean to ocean. President Polk was eyeing the southwest. He wanted to acquire the lands in the California region, New Mexico, and Texas. Texas had gained independence from Mexico in 1836, but the U.S. was hesitant to annex it then because it feared provoking war with Mexico or sectionalism over the expansion of slavery. Polk finally annexed Texas in 1845 following his election. The U.S. recognized the border at the Rio Grande, but Mexico believed it was at the ~~Nezces~~ ^{Nueces} River, a little farther up north. The border dispute ~~was~~ ^{engaged}, and Polk made the decision to send troops into the disputed area to protect what they thought was their own land. Polk

said that we were being provoked on our own land, and a skirmish occurred. This began the Mexican American War. Because Mexico was still a relatively young nation after gaining independence from Spain in 1821, the government was unstable and the nation lacked the resources to fight a war. In the end, the U.S. came out of the war victorious. Mexico was forced to cede what is now the southwestern part of the U.S. to the Americans in exchange for a mere \$15 million. Mexico lost about half its size only in a few years. Because of the war with Mexico, the United States fulfilled its Manifest Destiny, gaining the land to the Pacific Ocean.

Another presidential decision was made by Harry Truman when he decided to use the atomic bomb in Japan. World War II had dragged on for a long time. Victory had already been achieved in Europe with the fall of Hitler in Germany. The war in the Pacific front turned out to be even more costly. There were much more deaths and injuries. The Japanese were unwilling to surrender. The United States had recently come up with a new kind of weapon: The

atomic bomb. Truman decided to use it because it would end the war quickly and prevent even greater American deaths from happening. Also, by using this exclusive technology, he would show the Soviet Union the strength of the U.S. So, in August, two atomic bombs were dropped on Nagasaki and Hiroshima. The Japanese finally surrendered. Japan was in ruins because of the destruction. Japan eventually climbed up to become a technologically advanced nation with a booming economy. After Nagasaki and Hiroshima, the U.S. continued to build up its atomic weapons and increase military spending to compete with the U.S.S.R. The U.S.S.R. also sought to catch up with the U.S. resulting in an expensive arms race that dominated the second half of the 20th century.

Presidents are faced with decisions that affect the people at home and people abroad. These decisions may be for the better, but they also could be for the worse.

In the United States ~~the~~ history presidents often have to make foreign policy decisions. The foreign policies are usually ~~to~~ created to deal with international problems. The decisions the presidents have made have a ~~signifia~~ significant impact on both the United States and other countries.

Two out of many presidents who have foreign policies, one, Lyndon B Johnson when he sent troops to Vietnam, ⁽¹⁹⁶⁵⁻¹⁹⁶⁸⁾ and ~~George W Bush~~ ^{Harry Truman} when he decided to use the atomic bomb ~~sent troops to Iraq (2002)~~ (1945).

In the mid 60's when South Vietnam reached out their hand for support The United States came to their side to help. The Vietnam war was the North Vietnamese government was trying to take over the south to spread communism. The United States entered not only to help South Vietnam, but to also contain communism. The government had a fear of communism becoming too powerful and taking over the democracy the United States had set up, this fear was called the Red Scare. When Lyndon B Johnson made it ~~in~~ public that The United States would help the Vietnamese to stop communism the

United States separated. The time that Vietnam was happening was also the hippie movement when people would say, "Make peace not war." Many citizens felt we should stay out of it, it's not affecting us, but other people had the red scare and wanted the U.S. to join. Soon after sending troops to Vietnam a draft started because they needed more soldiers. Young men who could be drafted would flee to Canada or find loopholes to stay out of the war. In Vietnam the North had many men and weapons supplied to them from other communist nations. The men from the States were walking through unfamiliar land not knowing if a Charlie is sitting in the bush right next to them. The South's army wasn't very strong which later caused ~~people~~ problems making troops ~~have~~ retreat because they were getting swarmed with the enemy. Shortly after Johnson's term ended President Richard Nixon brought the troops back home enemy had crossed the line and were controlling the South's government with in ~~minutes~~ minutes of the last U.S.

being air lifted from there.

1945 The year Harry Truman was the president and the United States was at war with Japan. During this war a German scientist left Germany and came to America with immense intelligence, this German scientist was Albert Einstein. In the United States naval defense it was very common for the Navy to have naval bases on islands of the coast. One of the United States naval bases was located on Hawaii perfect area to protect the Pacific coast from attacks from foreign invaders. The Naval base was Pearl Harbor and that base is what led to President Truman's decision to drop the atomic bomb. The Japanese sneak attacked ~~the~~ Pearl Harbor ~~taken~~ while they had their backs turned destroying planes + ships, killing millions ~~to~~ who were trapped in the ships lower levels. Hospitals became over ~~run~~ run with injured soldiers, and civilians. This unknown attack made ~~President~~ President Harry Truman work with ~~the~~ Albert Einstein to create

The atomic bomb. The United States extremely upset with the attack on the Harbor pushed them over the edge. Then even with warning President Truman ordered that two atomic bombs be dropped on Hiroshima and Nagasaki. The atomic bomb killed millions of people not only from the blast, but from the radiation left behind many ~~peo~~ Japanese citizens later developed cancer from the aftermath of the bomb.

In the ~~unites~~ United States history Presidents have ~~had~~ had to deal with international ~~prop~~ problems, which lead to them making foreign policies to ensure the safety of the United States. The decisions many presidents have made impact not only the citizens in the United States, but the countries that are involved.

The president of the United States has numerous responsibilities both domestic and foreign. In both cases the president works to do what's right for our country, but not always right for the rest of the world. Two presidential foreign policies that had far reaching effects both in the U.S. and in other countries involved were James K. Polk's decision to send troops to the Rio Grande in 1846 and Harry Truman's decision to drop the atomic bomb in 1945.

Polk was a man with a mission, his mission because of the time period in which he was elected, was Manifest Destiny, to expand the U.S. from east to west coast and settle all those areas with U.S. citizens. The majority of the people and politicians felt the expansion was America's God given right. However Mexico which controlled California and areas in the southwest (of what is currently the U.S.) did not believe in the Manifest Destiny of America. They wanted to maintain their land in North America, having already lost Texas to revolt and later U.S. annexation. Mexico refused to accept the loss of Texas and disagreed on the border that Texas and the U.S. claimed. Polk in order to gain these territories sent troops to the border of the Mexican territories. His purpose in sending these troops was to engineer a war with Mexico and that is exactly what occurred. Mexican troops began fighting Polk's troops and the situation escalated into war. In the end Mexico's army was forced to surrender and sign the peace treaty of Guadalupe Hidalgo which granted the United States CA, NM, AZ and other southwest territory. The effect of this extension of the U.S., as a result of Polk's decision to provoke war, was not only more settlers moving west and more wealth for the U.S. when gold was discovered in California, it also meant the slavery issue that had been lying

under the surface came back into focus. With new territory which would soon be new states coming into the U.S. the issue of slave states v. S. free states was reawakened. This conflict was because slave states and free states were currently balanced 15:15 but with the admission of new states that balance could be disrupted. This expansion increased sectionalism and tension between the North and South and is one of the causes that lead to the Civil War. Mexico on the other hand as a result of Polk's decision lost land and prestige and felt bitterness and discontent towards the U.S. This bitterness almost had disastrous results when Germany tried to take advantage of it in WWI and turn Mexico against the U.S. with the promise of them regaining their land. Mexican resentment was strengthened because U.S. troops had been sent into Mexico to search for border raiders. Luckily Mexico never acted on the proposal, Zimmerman Telegram, or the U.S.'s ability to concentrate troops in France could have been compromised.

Harry Truman became president because FDR had died, at this time the country was nearing the end of WWII. By May 1945 the Allies had won the European front of the war, at this point the focus shifted to the Pacific front and Japan. Throughout the war a technique called island-hopping had been utilized to take out certain weaker Japanese-held islands in order to cut the more fortified ones off from supplies. Although we had mainly been fighting the weaker island the casualties we suffered were still huge. Military planning for the invasion of Japan estimated there could be hundreds of thousands of Americans killed or wounded. So when Truman was faced with the decision to use the atomic bomb, our newest military technology from the Manhattan Project, he gave the go-ahead, hoping to

cut down American casualties. Realistically, no American president would ever risk an invasion that was bound to kill huge numbers of Americans and probably millions of Japanese instead of using a new weapon that might end the war. In early August 2 atomic bombs were dropped and by mid-August Japan surrendered and the war was over. This decision saved countless American and Allied lives and showed just how powerful and tough the U.S. was. On the other hand it devastated two Japanese cities killing hundreds of thousands quickly and countless others who died as a result of the radiation which continues to have effects on people who were near when the bomb fell and their offspring who may not even have been born yet. The horrible effects of nuclear war left a lasting impression on Japan. Its new constitution renounces war and the use of force to settle disputes between nations. In addition, the dropping of this bomb showed that we had such technology and so during the Cold War, the U.S.S.R. began competing with us for more powerful technology, this resulting in a dangerous arms build up. Neither the Soviets or the U.S. wanted to fall behind in the arms race and then fall victim to the other's power.

Both Polk and Truman got some results they wanted, land for Polk and peace for Truman, but they also got other results they didn't want. Polk's war with Mexico created an uproar over whether slavery could expand into the new territories, an issue that caused years of tension between the North and South and helped bring on the Civil War. Truman's decision may have ended the war sooner but it probably helped guarantee an arms race with the Soviets. Even successful presidents can't see all the results that their decisions will have.

After various U.S. Presidents have made foreign policy decisions in an attempt to deal with international problems. The decisions of the president have impacted not only the United States but also the countries involving the issues. The quarantining of Cuba by President Kennedy in 1962 and the sending of troops to Iraq by George W. Bush in 2003 have been attempts by the President to deal with international affairs through foreign policy.

Throughout the mid 1900s the Cold War began to escalate between the United States and the Soviet Union. There was a constant struggle between the two superpowers in order to see which nation was superior. One of the struggles between the two was the arms race. Both the United States and Soviet Union wanted to develop the best nuclear weapons programs in the world in order to protect themselves against the other. During the Cold War there was a constant fear that an actual war would break out in which this new style of warfare would be used. The two superpowers came very close to war during the Cuban Missile Crisis in the 1960s. The Soviet Union placed nuclear weapons inside of Cuba that had a range of most cities in the U.S. The Diplomatic relations between the U.S. and U.S.S.R. seemed to fail and the Soviets wouldn't remove the missiles. ~~The~~ In order to deal with the Cuban Missile Crisis, President John F. Kennedy issued a quarantine of Cuba in 1963 in order to make the Soviets remove the missiles. The quarantining of Cuba eventually led to the removal of the nuclear weapons by the Soviet Union.

which lessened the tensions between the two nations. Although the fear of nuclear war lessened in the United States, the Soviet Union felt as though it had suffered a defeat after they were forced to remove their missiles. President Kennedy's decision to quarantine Cuba in 1963 brought the world to the brink of nuclear war. In the months after this close call, some efforts were made to lessen the tension of the Cold War between the U.S. and Soviet Union. The countries agreed to install a hotline to improve communications and help avoid future crisis.

Furthermore, the sending of troops to Iraq in 2003 by President George W. Bush was an attempt by presidential foreign policy to deal with international affairs. When the 9/11 attacks took place in 2001, the United States began involving themselves militarily in the Middle East by first sending troops to Afghanistan in search of Osama bin Laden. While the United States was over in the Middle East they began to keep a keen eye on the country of Iraq. Under the regime of Saddam Hussein, the people of Iraq were suffering economically and physically in order to survive. In 2003, President George W. Bush ordered for U.S. Armed ~~forces~~ Forces to be sent to Iraq in order to take down the regime of Saddam Hussein and implement a new government in Iraq. When the troops were sent in they quickly made their way into Baghdad and within about 2 years had

seized Saddam Hussein and eliminated his regime. With Hussein out of Iraq, the U.S. began to implement a democratic government in the country with free elections to represent the major groups more fairly. Although Iraq began to see great change for the better, the effects felt by the U.S. were different. The economy of the United States began to decrease into a recession partly because of the huge amount of money spent on the war. The war effort lost a great deal of support as the death toll rose and many soldiers returned with serious injuries. The decision of President George W. Bush to implement his foreign policy in Iraq had drastic effects on both Iraq and the U.S.

The foreign policy decisions of U.S. Presidents Kennedy and Bush to interfere in international affairs were attempts to help deal with world problems. The quarantining of Cuba in 1963 and the sending of troops into Iraq in 2003 both help to solve international problems but at the same time create more. The decisions of U.S. Presidents have greatly impacted the world for better or for worse.

Presidential decisions regarding foreign policy ~~are~~ almost always affect the United States and the countries involved. Some examples of this ~~are~~ ^{are} Harry Truman deciding to use the atom bomb, (1945) and George W. Bush sending troops to Iraq, (2003)

In Harry Truman's case the bombing of Japan affected both the U.S.A. and Japan. The bombings in Japan killed thousands of innocent Japanese citizens. The ~~an~~ effect on the United States was they demonstrated that they weren't afraid to use the atom bomb

George Bush affected the U.S. by starting a war that still goes on today. George W. Bush affected Iraq by making them hate the U.S.A. more or less.

All in all Presidential decisions regarding foreign policy can affect both countries and most likely do.

Practice Paper A—Score Level 4

The response:

- Develops all aspects of the task for James K. Polk sending troops to the Rio Grande and Harry Truman using the atomic bomb but does so somewhat unevenly by discussing the impact of the Mexican War on Mexico and the impact of the atomic bomb on Japan less thoroughly than the other aspects of the task
- Is both analytical and descriptive (*James K. Polk sending troops to the Rio Grande*: the election of James K. Polk represented the confirmation of American expansion across the continent; because of the war with Mexico, the United States fulfilled its Manifest Destiny gaining the land to the Pacific Ocean; *Harry Truman deciding to use the atomic bomb*: Truman decided to use it because it would end the war quickly and prevent even greater American deaths from happening; Japan eventually climbed up to become a technologically advanced nation; after Nagasaki and Hiroshima, the United States continued to build up its atomic weapons and increase military spending to compete with the USSR)
- Supports the theme with relevant facts, examples, and details (*James K. Polk sending troops to the Rio Grande*: ocean to ocean; Southwest; California; New Mexico; independence from Mexico in 1836; sectionalism; expansion of slavery; Nueces River; border dispute; independence from Spain in 1821; government was unstable; \$15 million; *Harry Truman deciding to use the atomic bomb*: World War II; fall of Hitler in Germany; Pacific front; Japan unwilling to surrender; show the Soviet Union); includes a minor inaccuracy (*James K. Polk sending troops to the Rio Grande*: Polk finally annexed it)
- Demonstrates a logical and clear plan of organization; includes an introduction that points out that presidential decisions reflect the nation's ideology and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response shows a good understanding of the historical circumstances surrounding each decision. However, it fails to adequately develop the impact of the Mexican War on Mexico and the impact of the atomic bomb on Japan.

Practice Paper B—Score Level 2

The response:

- Develops some aspects of the task in little depth and does so somewhat unevenly
- Is primarily descriptive (*Lyndon B. Johnson sending combat troops to Vietnam*: the United States entered not only to help South Vietnam, but to also contain communism; young men who could be drafted would flee to Canada; the enemy had crossed the line and were controlling the South’s government; *Harry Truman deciding to use the atomic bomb*: the United States was at war with Japan; the atomic bomb killed people not only from the blast, but from the radiation left behind as many Japanese citizens later developed cancer from the aftermath of the bomb; in the United States naval defense it was very common for the navy to have naval bases on islands off the coast); includes faulty, weak, and isolated analysis (*Harry Truman deciding to use the atomic bomb*: during this war, a German scientist left Germany and came to America with immense intelligence, this German scientist was Albert Einstein; the naval base was Pearl Harbor and that base is what led to President Truman’s decision to drop the atomic bomb; this unknown attack made President Harry Truman work with Albert Einstein to create the atomic bomb; the United States, extremely upset with the attack on the harbor, pushed them over the edge)
- Includes few relevant facts, examples, and details (*Lyndon B. Johnson sending combat troops to Vietnam*: fear of communism; hippie movement; “make peace, not war”; unfamiliar land; South’s army was not very strong; President Richard Nixon; *Harry Truman deciding to use the atomic bomb*: Hawaii; sneak attack; Hiroshima and Nagasaki)
- Demonstrates a general plan of organization; includes an introduction and conclusion that generally restate the theme

Conclusion: Overall, the response fits the criteria for Level 2. The response shows some understanding of the Vietnam War and a very limited understanding of the dropping of the atomic bombs. Accuracies and inaccuracies are blended throughout the response, weakening it.

Practice Paper C—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding James K. Polk sending troops to the Rio Grande and Harry Truman deciding to use the atomic bomb, and discussing an impact of each decision on the United States and another country
- Is more analytical than descriptive (*James K. Polk sending troops to the Rio Grande*: his purpose in sending these troops was to engineer a war with Mexico and that is exactly what occurred; it also meant that the slavery issue that had been lying under the surface came back into focus; this bitterness almost had disastrous results when Germany tried to take advantage of it in World War I and turn Mexico against the United States with the promise of them regaining their land; *Harry Truman deciding to use the atomic bomb*: when Truman was faced with the decision to invade Japan itself which would risk hundreds of thousands of American lives, he chose to use an atomic bomb, our newest military technology from the Manhattan Project; the horrible effects of nuclear war have left a lasting impression on Japan, and its new constitution renounces war and the use of force; the tensions of the Cold War would result in America's massive defense spending to keep ahead of the Soviets in the arms race, with neither wanting to fall victim to the other's power)
- Richly supports the theme with relevant facts, examples, and details (*James K. Polk sending troops to the Rio Grande*: Manifest Destiny; God-given right; California; Southwest; lost Texas; annexation; Treaty of Guadalupe Hidalgo; New Mexico; Arizona; settlers moving west; slave states versus free states; balanced 15:15; sectionalism; North and South; Civil War; lost land and prestige; border raiders; Zimmermann telegram; *Harry Truman deciding to use the atomic bomb*: FDR had died; Allies had won the European front; Pacific front; island hopping; two atomic bombs; devastated two Japanese cities; killing hundreds of thousands; radiation; Soviets)
- Demonstrates a logical and clear plan of organization; includes an introduction that states that the president works to do what is right for the United States but not always right for the rest of the world; includes a conclusion that the results of the president's decision can be both desired and unanticipated

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates an understanding of two important presidential decisions and some of their long-term impacts both at home and abroad.

Practice Paper D—Score Level 3

The response:

- Develops some aspects of the task in some depth
- Is more descriptive than analytical (*John F. Kennedy quarantining Cuba*: during the Cold War, there was a constant fear that an actual war would break out in which this new style of warfare could be used; Soviet Union placed nuclear weapons inside of Cuba that had a range of most cities in the United States; *George W. Bush sending troops to Iraq*: in 2003, President George W. Bush ordered United States armed forces to be sent to Iraq in order to take down the regime of Saddam Hussein and implement a new government in Iraq; with Hussein out of Iraq, the United States began to implement a democratic government in the country with free elections to represent the major groups more fairly; the war effort lost a great deal of support as the death toll rose and many soldiers returned home with serious injuries)
- Includes some relevant facts, examples, and details (*John F. Kennedy quarantining Cuba*: two superpowers; arms race; Cuban missile crisis; removal of weapons; hot line; *George W. Bush sending troops to Iraq*: 9/11 attacks; Middle East; Afghanistan; in search of Osama bin Laden; Baghdad; recession; huge amount of money spent); includes a minor inaccuracy (*John F. Kennedy quarantining Cuba*: issued a quarantine of Cuba in 1963)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that generally restate the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response adequately develops the historical circumstances surrounding both presidential decisions, but the impacts of the Iraq war and the impacts of the quarantining of Cuba need further development.

Practice Paper E—Score Level 1

The response:

- Minimally addresses only one aspect of the task by stating an impact of Harry Truman deciding to use the atomic bomb on Japan
- Is descriptive (*Harry Truman deciding to use the atomic bomb: the bombings in Japan killed thousands of innocent Japanese citizens*)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes a brief introduction and conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response attempts to address the task by suggesting several key ideas but fails to expand on or develop them.

United States History and Government Specifications June 2012

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

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

Notes:

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

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

The *Chart for Determining the Final Examination Score for the June 2012 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/apda/> 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.