

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## UNITED STATES HISTORY AND GOVERNMENT

Tuesday, August 17, 2010 — 12:30 to 3:30 p.m., only

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site <http://www.emsc.nysed.gov/osa/> 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 at least one more time before the final scores for the examination are recorded.

#### 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

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THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234

VOLUME  
**1** OF **2**  
MC & THEMATIC

United States History  
and Government

August 17, 2010

#### Part I

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## Mechanics of Rating

The following procedures are to be used in rating 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*.

### Scoring the Part I Multiple-Choice Questions

On the detachable answer sheet, indicate by means of a checkmark each incorrect or omitted answer to multiple-choice questions; do not place a checkmark beside a correct answer. Use only red ink or red pencil. In the box provided on the answer sheet, record the number of questions the student answered correctly in Part I.

### 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.

**United States History and Government**  
**Content-Specific Rubric**  
**Thematic Essay**  
**August 2010**

**Theme: Presidential Actions**

United States presidents have taken actions that have had a significant effect on United States foreign or domestic policies.

- Task:** Identify *two* presidential actions that have had significant effects on United States history and for *each*
- Describe the historical circumstances surrounding the action
  - Discuss the impact of the presidential action on United States foreign policy or on American society

You may use any presidential action that has had a significant effect on United States history. Some suggestions you might wish to consider include George Washington issuing the Proclamation of Neutrality, Abraham Lincoln issuing the Emancipation Proclamation, William McKinley calling for war against Spain, Theodore Roosevelt supporting the Meat Inspection Act, Woodrow Wilson proposing the Fourteen Points, Franklin D. Roosevelt proposing the New Deal, Harry Truman making the decision to drop the atomic bomb, and Lyndon B. Johnson signing the Civil Rights Act of 1964.

**You are *not* limited to these suggestions.**  
**Do *not* use Thomas Jefferson purchasing the Louisiana Territory**  
**as your example of a presidential action.**

**Scoring Notes:**

1. This thematic essay has a minimum of *four* components in the task (the historical circumstances surrounding *each* of *two* presidential actions and the impact of *each* presidential action on foreign policy or on American society).
2. The discussion of historical circumstances surrounding a presidential action may include detailed information about the action itself.
3. The impact of the presidential action on foreign policy or on American society may be an immediate or long-term impact.
4. The impact of the presidential action may be positive or negative.
5. The two actions may have been taken by the same president, e.g., President Franklin D. Roosevelt proposing the New Deal and FDR signing the Atlantic Charter. However, separate and distinct information must be provided for each action.
6. The response may discuss the impact of a presidential action from any perspective as long as the position taken is supported by accurate historical facts and examples.

**Score of 5:**

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances surrounding each of *two* presidential actions and the impact of each presidential action on United States foreign policy or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Abraham Lincoln issuing the Emancipation Proclamation*: connects the need to discourage British sympathy for the Confederacy and the pressure from abolitionists to make the Civil War a moral crusade against slavery to Lincoln's decision to issue the Emancipation Proclamation, the effect of the Emancipation Proclamation on the Union victory, and the constitutional abolition of slavery beginning a century long struggle for equality; *Harry Truman making the decision to drop the atomic bomb*: connects the need to force the unconditional surrender of Japan without high American casualties from a protracted invasion of the islands to Truman's decision to drop the atomic bomb on Hiroshima and Nagasaki, linking the decision to the increase of the commander in chief's power over the development and use of nuclear weapons and to American efforts to prepare for a nuclear attack
- Richly supports the theme with relevant facts, examples, and details, e. g., *Abraham Lincoln issuing the Emancipation Proclamation*: Compromise of 1850; 1860 election; preservation of the Union; South Carolina; secession; cotton trade; border states; Antietam; January 1, 1863; Frederick Douglass; black regiments; Reconstruction; Radical Republicans; 13th, 14th, and 15th amendments; military occupation of the South; Jim Crow laws; *Brown v. Board of Education*; Civil Rights Act of 1964; *Harry Truman making the decision to drop the atomic bomb*: surprise attack on Pearl Harbor; World War II; island-hopping; Manhattan Project; Los Alamos; death of Franklin Delano Roosevelt; Robert Oppenheimer; August 1945; total devastation; United States occupation of Japan; Cold War; containment; superpowers; Soviet Union development of atomic weapons; arms race; bomb shelters; duck-and-cover drills; loyalty oaths; McCarthyism; nuclear arms agreements; Cuban missile crisis; space race
- 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 one aspect of the task more thoroughly than the other aspect of the task for both presidential actions *or* discussing both aspects of the task for one presidential action more thoroughly than for the second presidential action
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *Abraham Lincoln issuing the Emancipation Proclamation*: discusses how Union losses during the first two years of the Civil War and British trade with the Confederacy prompted Lincoln to expand his war goals from preservation of the Union to include the emancipation of slaves and how the Emancipation Proclamation led to a Union victory and the passage of amendments to end slavery and grant citizenship rights to African Americans; *Harry Truman making the decision to drop the atomic bomb*: discusses how Truman's determination to end World War II quickly with fewer American deaths led to his decision to drop the atomic bomb and how the atomic bomb created the need to negotiate arms limitation agreements and prepare for a nuclear attack
- 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 three* aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluates information)
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

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

**Score of 2:**

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

**Score of 1:**

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

**Score of 0:**

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

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

Throughout the history of the United States Presidents have taken actions that greatly effected the foreign and domestic policies of the nation. Two such events would be the issuance of the Emancipation Proclamation by Abraham Lincoln and President Harry Truman's decision to drop the atomic bomb on Japan at the end of World War Two. Both of these decisions led to massive changes in policy and the general political atmosphere of the time. With the entire nation embroiled in a bitter civil war making any decision, let alone that to issue the Emancipation Proclamation, must have been incredibly difficult for Abraham Lincoln. Although Lincoln won the electoral majority in the 1860 election, he was only on the ballot in half the states showing how deeply the nation was divided. He tried to prevent secession by promising not to interfere with slavery in the South. When the Civil War began Lincoln's primary goal was to preserve the Union. Following the battle of Antietam, Lincoln saw an opportunity to turn the tide of the war in his favor and used this opportunity to change the aim of the entire conflict. Now it was not merely a war to preserve the Union, it was a moral war to free an entire race of enslaved people. After the war, Radical Republicans in Congress pushed through amendments that prohibited slavery, guaranteed the rights of citizenship, and gave suffrage to all freedmen. Lincoln's clever act of statesmanship during the Civil War was the first step to equality, It would take another century for

African Americans to mobilize into a civil rights movement so that the ideas of the 14<sup>th</sup> and 15<sup>th</sup> amendments were actually put into practice.

Another movement in American history that defined a presidency was the dropping of atomic bombs on Japan to end WWII. The war in Europe was over but the struggle for the Pacific was dragging on. Japan's once mighty empire was breaking away, pounded by allied attacks but still they refused to surrender. Soon only the Japanese mainland itself remained. It was clear to President Harry Truman that a ground invasion of Japan would cost upwards of a million American lives and might not achieve unconditional surrender. Truman also did not want to see the Soviet Union become involved in the conflict as tensions between it and the United States in Europe over the expansion of communism rose. The solution that was least costly and most expedient was chosen. Truman's choice to drop the atomic bomb on Hiroshima and Nagasaki is one of the most hotly debated topics in all of American History. However, it is clear that many thousands of American soldiers were saved as a result of the use of atomic bombs. This also thrust the world into a new age where the total annihilation of the human race was all too possible. The president's power as commander-in-chief took on a whole new meaning. Within a few years, the Soviet Union would test its own

nuclear weapon. The entire near half-century cold war with the U.S.S.R. was based upon the balance of nuclear power. Every president in the remaining years of the 20<sup>th</sup> century would be faced with creating policies to limit nuclear weapons, win the space race, and prepare America for a possible nuclear attack. For instance, during John Kennedy's short time in office, he negotiated a nuclear test ban treaty, pledged to put a man on the moon, and gave a televised address about the Soviet ~~threat~~ threat during the Cuban missile crisis. Truman's decision clearly had a great effect on United States foreign policy for many years afterward.

Abraham Lincoln's Emancipation Proclamation and Harry Truman's decision to use nuclear weapons on Japan are both incredibly significant events that greatly effected foreign and domestic policies. The presidential actions had lasting influence that is still poignant in today's society.

## Anchor Level 5-A

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding Abraham Lincoln issuing the Emancipation Proclamation and Harry Truman making the decision to drop the atomic bomb and discussing the impact of these presidential actions on American society and on United States foreign policy
- Is more analytical than descriptive (*Abraham Lincoln issuing the Emancipation Proclamation*: now it was not merely a war to preserve the Union, it was a moral war to free an entire race of enslaved people; it would take another century for African Americans to mobilize into a civil rights movement so that the ideas of the 14th and 15th amendments were actually put into practice; *Harry Truman making the decision to drop the atomic bomb*: ground invasion would cost a million American lives; Truman did not want to see the Soviet Union become involved in the conflict as tensions between it and the United States in Europe over the expansion of communism rose; thrust the world into a new age where the total annihilation of the human race was all too possible; John Kennedy's pledge to put a man on the moon)
- Richly supports the theme with relevant facts, examples, and details (*Abraham Lincoln issuing the Emancipation Proclamation*: Civil War; 1860 election; on the ballot in half the states; secession; Antietam; Radical Republicans; prohibited slavery; guaranteed the rights of citizens; suffrage; *Harry Truman making the decision to drop the atomic bomb*: World War II; Pacific; Japan's once mighty empire; Allied attacks; unconditional surrender; Hiroshima and Nagasaki; commander in chief; space race; Nuclear Test Ban Treaty; Cuban missile crisis)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that mention the continuing impact of the actions

**Conclusion:** Overall, the response fits the criteria for Level 5. Powerful analysis, strongly worded phrases, and rich historical detail demonstrate a strong knowledge of the Civil War and the Cold War.

The United States Presidents have been making decisions about the country since 1776. These decisions often cause changes in the United States foreign or domestic policies. Many President's decisions have changed America forever. President Abraham Lincoln's issue of the emancipation proclamation and President Woodrow Wilson's proposal of the 14 points are 2 presidential decisions that changed American society and foreign policies forever (respectively).

President Abraham Lincoln was elected in 1860 and at his election, South Carolina seceded from the union. President Lincoln's main domestic policy was to preserve the union, so after an southern assault on Fort Sumter, the Civil War began. During the Civil war the North had almost all the advantages. It was more industrial, and therefore had more goods, more populous, and economically better off than the South. The North also had the railroad system and the factories to produce war goods. Unfortunately the South had determination and persistence. They were fighting to save their way of life and were not going to give up easily. In the beginning the South was winning and after a while, it seemed that the South may lose. President Lincoln knew he needed to take action in order to boost northern support, and the emancipation Proclamation was his answer. So he would not seem desperate, Lincoln waited till a Northern victory and he then issued the ~~14th~~ proclamation. The proclamation stated that all enslaved persons in areas of rebellion were free. This Proclamation turned the Civil War into

a moral war, where the Union was fighting to bring freedom. It caused a complete turnaround, ensuring support of foreign nations, who opposed slavery and ensuring the northern victory. If the emancipation proclamation had not been issued the North may not have won the Civil War. The northern victory led to Reconstruction and Union soldiers stayed in the South. Southern states were forced to re-write their constitutions, which took away state power and slavery. Freedmen's bureaus set up <sup>schools</sup> ~~schools~~ to educate former slaves and provided supplies to them. However, most of the former slaves had to become sharecroppers on the old plantations where they had to follow strict rules that kept them in debt to their old masters. These rules meant that the former slaves had no land and stayed in poverty for years to come.

Another great leader Woodrow Wilson made a decision, which changed U.S. foreign policy. After World War I, Woodrow Wilson went to the European conference to discuss the Versailles Treaty that would end the war. Wilson pushed for his 14 points, which blamed ~~no~~ one country for the war but re-established peace in Europe. Some of its points included freedom of the seas and respect of neutral nations, but most important was point #14, the League of Nations. This League of Nations was an organization of nations so that they would no longer use war to solve problems. President Wilson came home believing that the United States would join the League and fulfill his dream. In the United States, the Republicans

in the Senate rejected the treaty stating it took away Congress's power to declare war. Some were angry that they had not been asked to help make the treaty. After the treaty was rejected, America went into a period of isolationism. In the 1920s and 1930s, Germany and Japan began to take over other nations. The United States was determined to stay neutral and signed several treaties designed to prevent war, including the Neutrality Acts beginning in 1935. However, eventually the United States had to enter World War II to defend itself. The United States did not want to make the same mistakes as the isolationists did after World War I. President Roosevelt used Wilson's idea about an organization of nations to create the United Nations. Every country was invited to join this peace-keeping organization, even Germany and Japan. So, during World War II, American foreign policy changed from isolationism to world leadership.

Many Presidents have made decisions that have had a large impact on the country. It is important to understand those decisions and know their effects. In the future we are sure to have even more influential decisions made by Presidents.

## Anchor Level 5-B

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth by describing the historical circumstances surrounding Abraham Lincoln issuing the Emancipation Proclamation and Woodrow Wilson proposing the Fourteen Points and discussing the impact of these presidential actions on American society and on United States foreign policy
- Is more analytical than descriptive (*Abraham Lincoln issuing the Emancipation Proclamation*: this proclamation turned the Civil War into a moral war, where the Union was fighting to bring freedom; Southern States were forced to rewrite their constitutions which took away state power and slavery; *Woodrow Wilson proposing the Fourteen Points*: Wilson proposed his Fourteen Points, which blamed no one country for the war but reestablished peace in Europe; United States determined to stay neutral and signed several treaties designed to prevent war; United States entered World War II to defend itself; during World War II, American foreign policy changed from isolationism to world leadership)
- Richly supports the theme with relevant facts, examples, and details (*Abraham Lincoln issuing the Emancipation Proclamation*: elected in 1860; South Carolina seceded; preserved the Union; Fort Sumter; Civil War; North was more industrial and more populous; North had the railroad system; South was fighting to save their way of life; areas of rebellion; support of foreign nations; Reconstruction; Union soldiers in the South; Freedmen's Bureau; sharecroppers; old plantations; *Woodrow Wilson proposing the Fourteen Points*: World War I; Versailles Treaty; freedom of the seas; League of Nations; Republicans in the Senate; Congress' power to declare war; Neutrality Acts; United Nations)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that comment on the power of presidential decision making

**Conclusion:** Overall, the response fits the criteria for Level 5. Thorough descriptions, ample detail, and clear analysis show an understanding of presidential leadership during wartime.

When an individual becomes the President of the United States, there are decisions that he has to make. These decisions can be expected to have implications on the United States at home or abroad. Examples of decisions made with far-reaching effects are Franklin Delano Roosevelt's proposing of the New Deal and President Nixon's decision to follow a policy of Vietnamization.

During the 1930's, our country went through a depression. This depression often called the Great Depression was brought on by large amounts of buying on credit throughout the 1920's. This buying on margin, or "fake money" created a "bubble" in the economy that burst in 1929 when there was a push to sell stocks and retrieve money from the banks. This caused the economy to collapse. Businesses closed, unemployment spiked, and people lost their savings and homes. Pres FDR got elected on a campaign that promised a New Deal to help the economy with a hands on approach as opposed to Hoover who believed in rugged individualism. The New Deal was FDR's way to help the American people and the economy. The New Deal created jobs for people with programs, like the CCC, and put safeguards on the economy to prevent another collapse with agencies like the FDIC which insured peoples' money in banks. FDR also created social security so workers would have a pension when they retired. The New Deal slowly brought the economy back but didn't achieve its goal until WWII really fixed the economy. The New Deal did however create public works projects and let people feel good about themselves.

by letting people work for their money. The size of the federal government grew tremendously. Today, many more people work for the United States government than before the New Deal.

During the 1960s, the war in Vietnam had grown with no end in sight. The cost of the war and Johnson's Great Society had led to inflation and citizens were protesting the United States involvement in a foreign war. Nixon got elected in 1968 on a campaign that promised an end to the war in Vietnam or peace with honor. Upon receiving the presidency Nixon called on South Vietnam to take more responsibility for their own defense, a policy known as Vietnamization. Although he began withdrawing United States soldiers, he also increased the bombing of the enemy, and ordered the invasion of Cambodia and Laos to disrupt the enemy's supply routes. Rather than bringing an immediate end to the war, he expanded it, which caused a revival of the protest movement back home. Eventually, Nixon did get the communists under Ho Chi Minh to sign a peace treaty, which soon was broken by the North Vietnamese and South Vietnam fell to communism the exact opposite of what we were fighting for. Pres. Nixon's policy of Vietnamization eventually brought an end to the war and changed United States foreign policy as politicians realized the United States could not fight other nations' battles. Until the Persian Gulf War in the 1990s, the United States

government refrained from sending American ~~soldiers~~ soldiers into battle.

In closing, Presidential actions have monstrous effects at home and abroad and Presidents like FDR and Nixon's decisions with the New Deal and Vietnamization, respectively, show this.

Anchor Level 4-A

**The response:**

- Develops all aspects of the task but does so somewhat unevenly by describing the historical circumstances surrounding Franklin D. Roosevelt proposing the New Deal and Richard Nixon implementing Vietnamization more thoroughly than discussing the impact of these actions
- Is both descriptive and analytical (*Franklin D. Roosevelt proposing the New Deal*: this buying on margin or “fake money” created a bubble in the economy that burst in 1929 when there was a rush to sell stocks and retrieve money from the banks; today many more people work for the United States government than before the New Deal; *Richard Nixon implementing Vietnamization*: cost of war and Johnson’s Great Society had led to inflation; citizens were protesting involvement in a foreign war; upon receiving the Presidency, Nixon called on South Vietnam to take more responsibility for their own defense, a policy known as Vietnamization; President Nixon’s policy of Vietnamization brought an end to the war and changed United States foreign policy because politicians realized the United States could not fight another nation’s battles)
- Supports the theme with relevant facts, examples, and details (*Franklin D. Roosevelt proposing the New Deal*: Great Depression; businesses closed; unemployment spiked; Hoover’s rugged individualism; CCC; FDIC; Social Security; pension; World War II; public works projects; *Richard Nixon implementing Vietnamization*: elected in 1968; peace with honor; invasion of Cambodia and Laos; supply routes; communists; Ho Chi Minh; Persian Gulf War)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion of the historical circumstances surrounding the New Deal and Vietnamization includes many relevant details. The discussion of the impact of the presidential actions is more simplistic and brief.

United States presidents have taken action to help solve crises. These decisions have always affected American society and United States foreign policy. Abraham Lincoln's issuing of the Emancipation Proclamation and Harry Truman deciding to drop the atomic bombs have had significant effects on United States history. The Emancipation Proclamation changed American society. United States foreign policy was greatly affected by the dropping of the atomic bombs.

By the 1800s the North and South were becoming increasingly different. The South was known for its farming and cash crops; the North for its factories. Their economies were very different, but their biggest and most significant difference was the South's system of slavery. Southerners owned slaves to work in their cotton fields while some Northerners believed that the practice should be abolished. South Carolina and six other states seceded from the Union because of these differences. Fighting had lasted for over two years before President Abraham Lincoln issued the Emancipation Proclamation to turn the war around. He freed all the slaves in the areas in rebellion even though he had no power over the slaves in the Confederate States, but once they rejoined the Union all of their slaves were freed. The Emancipation Proclamation transformed American society in the United States. African Americans were now free and slowly began to gain their rights. The abolition of slavery by the 13th amendment and subsequent amendments that

attempted to provide equal rights and suffrage added to the tensions in the re-created Union. These tensions would cause Southern States to pass unfair Jim Crow laws to segregate the races in all public facilities and to maintain white supremacy. The Supreme Court upheld this discrimination in Plessy v. Ferguson which lasted until the Brown v. Board of Education case outlawed separate but equal in the 1950s.

After the Japanese attacked Pearl Harbor, the United States entered World War II. The war dragged on and once the Germans were defeated, the U.S. wanted to end war with the Japanese as soon as possible with fewer American fatalities. President Truman urged the Japanese to surrender by a certain date and threatened them if they did not. He carried through with his threat by dropping two atomic bombs in Japan. This decision was surrounded with controversy because of all the destruction it caused to civilian life. It also greatly changed United States foreign policy. Truman's decision showed how powerful the United States was creating fears and tensions with other countries. Now the Soviet Union decided to build up its nuclear arms and tested a nuclear weapon within a few years. Many believed it to be the start of the Cold War because of all the tensions that were now built because of the dropping of the atomic bombs. The fear of a Soviet nuclear attack started a new Red Scare in the United States. The government enacted

loyalty oaths and began investigations of suspected Communists, peaking during the McCarthy years. Children in schools practiced duck and cover drills and areas were set aside as fallout shelters.

United States presidents make decisions that effect foreign policy and American society. The decisions that come in the midst of a crisis greatly impact <sup>the</sup> nation and sometimes other nations. Two of the many drastic decisions made by presidents came from Abraham Lincoln and Harry Truman. Lincoln's issuing of the Emancipation Proclamation changed relations between the North and South, and effected the status of African Americans. Truman's decision to drop the <sup>atomic</sup> bombs ended the second world war and created new tensions with other countries.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the impact of Abraham Lincoln issuing the Emancipation Proclamation and Harry Truman making the decision to drop the atomic bomb on American society more thoroughly than describing the historical circumstances surrounding each action
- Is both descriptive and analytical (*Abraham Lincoln issuing the Emancipation Proclamation*: their economies were very different, but their biggest and most significant difference was the South's system of slavery; freed all slaves in the areas in rebellion; these tensions would cause Southern States to pass unfair Jim Crow laws to segregate the races in all public facilities and to maintain white supremacy; *Harry Truman making the decision to drop the atomic bomb*: the war dragged on and once the Germans were defeated, the United States wanted to end the war with Japan as soon as possible with fewer American fatalities; Soviet Union tested a nuclear weapon within a few years; the fear of a Soviet nuclear attack started a new Red Scare in the United States; children in schools practiced duck-and-cover drills)
- Supports the theme with relevant facts, examples, and details (*Abraham Lincoln issuing the Emancipation Proclamation*: cash crops; cotton fields; South Carolina seceded; Confederate states; 13th amendment; suffrage; *Plessy v. Ferguson*; *Brown v. Board of Education*; separate but equal; *Harry Truman making the decision to drop the atomic bomb*: Pearl Harbor; World War II; Cold War; loyalty oaths; communists; McCarthy; fallout shelters)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme and list the examples to be used

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion of historical circumstances surrounding the presidential actions is satisfactory; however, the discussion of the events that followed these actions, such as Jim Crow laws and Cold War paranoia, strengthens the response.

Throughout United States history American presidents have taken actions that have had a significant effect of the United States foreign or domestic policies. Many of these actions have helped to change American life. George Washington's Proclamation of Neutrality and Abraham Lincoln's Emancipation Proclamation were two presidential actions that greatly affected the United States' policies at home and with other nations.

Throughout his presidency, George Washington maintained a policy of Neutrality. He believed that getting involved in European affairs would be a mistake because it would entangle the United States in European conflicts instead of focusing on the many problems facing the young United States. In the late 1700s Britain and France went to war. The United States was split on who to support with Alexander Hamilton supporting Britain and Jefferson favoring France. The United States had formed an alliance with France during the American Revolution but they had history with Great Britain. Great Britain was also very economically important to trade. To avoid the conflict, George Washington issued his Proclamation of Neutrality which declared that the United States would remain neutral in their conflict.

In 1796 Washington gave his farewell address which reminded Americans about the consequences of forming permanent alliances with European nations. Washington's policy of neutrality set the precedent for the American

foreign policy for more than a century. In the early 1800s, President Monroe issued the Monroe Doctrine which said that the United States would stay out of European affairs and warned the European nations that colonization in the Americas was over. Monroe applied Washington's policy to the Western Hemisphere to keep the Americas secure from European interference. It was not until the United States got involved in World War I and World War II in the early 1900s that Americans truly abandoned Washington's policy of neutrality. However, at the end of World War I the Senate refused to join the League of Nations and the World Court. Americans were still afraid to get involved in European affairs. Washington's neutrality gave the United States a policy of noninvolvement that would last until World War II when the United States became a world leader.

In the 1860s Abraham Lincoln was elected president leading to the Civil War. His primary goal was to preserve the Union because several states had seceded from the Union. Some of the slave states remained in the Union to become the border states. After two years of fighting Lincoln gave his Emancipation Proclamation to free all of the slaves in the Confederacy not under Union control and to discourage Great Britain from helping the South. The Proclamation did not free the slaves in the Union because the border states had slavery and it was crucial that the border states not secede.

from the union. Although the Emancipation Proclamation never directly freed any slaves it gave the United States a new war aim: to free the slaves. Lincoln's Emancipation Proclamation had a lasting impact on the United States because when the union won the Civil War Radical Republicans in Congress passed the 13<sup>th</sup> Amendment and later the 14<sup>th</sup> and 15<sup>th</sup> Amendments. These gave African Americans their freedom, citizenship and suffrage. However, the deeply rooted discrimination in the South forced African Americans to struggle for their constitutional rights for close to a century.

Anchor Level 4-C

**The response:**

- Develops all aspects of the task but does so somewhat unevenly by describing the historical circumstances surrounding George Washington's issuing the Proclamation of Neutrality and its impact on United States foreign policy more thoroughly than describing the historical circumstances and the impact of Abraham Lincoln's issuing the Emancipation Proclamation
- Is both descriptive and analytical (*George Washington issuing the Proclamation of Neutrality*: he believed that getting involved in European affairs would be a mistake because it would entangle the United States in European conflicts instead of focusing on the many problems facing the young United States; Monroe applied Washington's policy to the Western Hemisphere to keep the Americas secure from European interference; *Abraham Lincoln issuing the Emancipation Proclamation*: his primary goal was to preserve the Union because several states had seceded; the deeply rooted discrimination in the South forced African Americans to struggle for their constitutional rights for close to a century)
- Supports the theme with relevant facts, examples, and details (*George Washington issuing the Proclamation of Neutrality*: late 1700s; Britain and France went to war; Alexander Hamilton supporting Britain; Thomas Jefferson favoring France; 1796 Farewell Address; permanent alliances; precedent; World War I; World Court; League of Nations; noninvolvement until World War II; *Abraham Lincoln issuing the Emancipation Proclamation*: Civil War; border states; Confederacy; Radical Republicans; 13th, 14th, and 15th amendments; freedom, citizenship, and suffrage)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. Although the response demonstrates a strong understanding of American neutrality and its application until World War II, the discussion of the Emancipation Proclamation lacks similar depth.

In every era of history, there are people who change it. Many of these people have been presidents of the US. Two presidents who changed the course of the nation and affected history were Abraham Lincoln, with the Emancipation Proclamation, and Franklin D. Roosevelt, with the New Deal.

When Lincoln was president the nation was divided in the Civil War. The South was fighting for states rights and the continuation of slavery. The North was initially fighting to preserve the Union, but the Emancipation Proclamation shifted the Northern goal to abolition. Though Lincoln's Proclamation did not actually free any slaves, it sent a message to foreign countries that it intended to free the slaves. Some foreign countries were looking to support the South because of the cotton trade, but after the Emancipation Proclamation no foreign country wished to be involved in the American Civil War. Without foreign aid, the South could not win, thus allowing Lincoln a Northern victory and the ability to really free the slaves. Therefore, Lincoln's Emancipation Proclamation led to the North winning the Civil War and it paved the way for the freeing of the slaves, both of which greatly changed the path of the US. With a Northern victory, the Constitution was amended so that slavery would never be allowed again.

Another president who changed this country's policies was

FDR. FDR was elected president in the midst of the Great Depression, when people were hungry, homeless, and in desperate need for relief. Past presidents had never given aid to people during times of economic trouble, confident that the crisis would resolve itself. FDR, however, took the bold step to change precedent policy. He established the New Deal, which consisted of a plethora of programs for economic relief, recovery and reform. FDR's New Deal created thousands of jobs and tried to get the country back on its feet until the Depression was ended by the economic recovery experienced during World War II. His programs changed America's economic policies and helped steer the country in a new direction. From now on, the government would be more involved in the economy and peoples' lives.

Abraham Lincoln and Franklin D. Roosevelt are two perfect examples of how presidents have changed history. Their policies have helped shape America as it is today.

### Anchor Level 3-A

#### **The response:**

- Develops all aspects of the task in little depth by describing the historical circumstances surrounding Abraham Lincoln issuing the Emancipation Proclamation and Franklin D. Roosevelt proposing the New Deal and minimally discussing the impact of each presidential action on American society
- Is more descriptive than analytical (*Abraham Lincoln issuing the Emancipation Proclamation*: the North was initially fighting to preserve the Union, but the Emancipation Proclamation shifted the Northern goal to abolition; with a Northern victory, the Constitution was amended so that slavery would never be allowed again; *Franklin D. Roosevelt proposing the New Deal*: past presidents had never given aid to people during times of economic trouble, confident that the crisis would resolve itself; took the bold step to change precedented policy; Depression ended by economic recovery during World War II; from now on, the government would be more involved in the economy and peoples' lives)
- Includes some relevant facts, examples, and details (*Abraham Lincoln issuing the Emancipation Proclamation*: Civil War; message to foreign countries; cotton trade; *Franklin D. Roosevelt proposing the New Deal*: Great Depression; hungry; homeless; relief, recovery and reform; thousands of jobs; World War II)
- Demonstrates a satisfactory plan of organization; includes a brief introduction and a brief conclusion that repeat the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response includes important concepts about the Civil War and New Deal eras using clear and precise wording; however, there is little elaboration or development of the major ideas.

Throughout American History the President ~~of the United States~~ has had to ~~take~~ take certain actions that significantly effected the United States, whether it be foreign or domestic, the actions had a lasting affect on these policies that still exists to this day.

During the Antebellum period, slavery was wide-spread in the South. Due to its agricultural economy, the South ~~was not as~~ ~~technologically~~ was not as technologically developed as the North and required cheap labor. This led to questions @ when new states were annexed into the U.S - would slavery be allowed or would this be a free state? The divide in Congress due to the controversy soon caused the South to secede and form the Confederacy. When President Lincoln took office, his main goal of preserving the union meant that he could not tackle slavery head-on. He issued the Emancipation Proclamation as a way of subtly countering slavery without angering the Slave States who had not seceded. The Emancipation Proclamation freed all slaves in states the U.S troops passed through.

The impact of the Emancipation Proclamation was it was the first step in African-American freedom. While slow in progress, once the slaves were free and Reconstruction began, African Americans enjoyed many rights that had once been denied. However, after Reconstruction, Southern racism created conflict and fear, many families became trapped in the sharecropping cycle or suffered violence.

The Emancipation Proclamation did, in some ways, more harm than good, ~~but~~ ~~say~~ it was the proverbial "foot in the door" towards civil rights.

The second action of great historical impact was not caused by war, indeed, it was caused by a book. Upton Sinclair's muckraking novel, *The Jungle*,

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### Anchor Paper – Thematic Essay—Level 3 – B

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~~with~~ a scathing work exposing the meat packing industry's unsanitary and hazardous methods. The novel spared no details of immigrant labor as well, but the most noticeable factor was that of what Americans were eating.

After the book found its way to President Roosevelt, ~~who~~<sup>he</sup>, in retaliation, passed the Meat Inspection Act, possibly because of a section describing a careless tuberculosis inspection. This act required a thorough, competent ~~and~~ inspection of the meat being packaged.

The president has numerous powers, of which can change history: As each president leaves his post, leaving a legacy behind, his impact is felt for generations to come.

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### Anchor Level 3-B

**The response:**

- Develops most aspects of the task in some depth by describing the historical circumstances surrounding Lincoln issuing the Emancipation Proclamation and Theodore Roosevelt supporting the Meat Inspection Act and discussing the impact of the Emancipation Proclamation on American society
- Is both analytical and descriptive (*Abraham Lincoln issuing the Emancipation Proclamation*: South was not as technically developed and required cheap labor; when President Lincoln took office, his main goal of preserving the Union meant that he could not tackle slavery head on; after Reconstruction, Southern racism created conflict and fear and many families became trapped in the sharecropping cycle or suffered violence; *Theodore Roosevelt supporting the Meat Inspection Act*: the novel spared no details of immigrant labor, but the most noticeable factor was that of what Americans were eating)
- Includes some relevant facts, examples, and details (*Abraham Lincoln issuing the Emancipation Proclamation*: antebellum period; agricultural economy; new states; divide in Congress; secede; Confederacy; *Theodore Roosevelt supporting the Meat Inspection Act*: Upton Sinclair; muckraking novel, *The Jungle*; meatpacking industries; tuberculosis); includes inaccuracies (*Abraham Lincoln issuing the Emancipation Proclamation*: freed all slaves in states the U.S. troops passed through; *Theodore Roosevelt supporting the Meat Inspection Act*: President Roosevelt passed the Meat Inspection Act)
- Demonstrates a satisfactory plan of organization; includes a short introduction and conclusion that highlight the ability of the president to leave a lasting legacy

**Conclusion:** Overall, the response fits the criteria for Level 3. The response lacks a discussion of the impact of the Meat Inspection Act. The discussion of the remaining tasks is brief but effective and demonstrates an understanding of the theme.

The United States President holds an important job. ~~He is in charge of~~ globalisation, ~~insures the safety of America,~~ and ~~makes~~ issues. The president must maintain stability, order and honor. Woodrow Wilson and Theodore Roosevelt upheld these responsibilities. Through domestic and foreign policies such as the ~~14~~ Fourteen Points and the Meat Inspection Act, Woodrow Wilson and Theodore Roosevelt <sup>correctly</sup> responded to social and political issues, leaving a lasting impact on the ~~American~~ <sup>current</sup> State of America.

President Theodore Roosevelt accurately responded to the social unrest about the meat packing industry. Upton Sinclair's novel The Jungle showed the ~~the~~ unsanitary conditions of the meat packing industry. In his novel he describes how rats ran along floor, eating the meat and getting made into sausages. And how meat was covered in sand dust and when a worker was injured blood and body parts were ~~made~~ also included in the byproducts. ~~Upton's~~ <sup>selling</sup> Upton's novel became a best <sup>selling</sup> novel. Americans could not stop reading about these horrors. They were outraged and disgusted. They called for reform. It has

been said when ~~the~~ President Roosevelt read the Jungle, he spit out his food and was utterly disgusted. He responded with a piece of legislation called the Meat Inspection Act.

Theodore Roosevelt's Meat Inspection Act made a lasting impression on the meat packing industry. This piece of legislation placed ~~new~~ regulations and restrictions on what the industry can do with the food that goes to the American people. It was unsafe and unsanitary ~~and~~ with ~~the~~ <sup>what</sup> ~~the~~ industry did to ~~for~~ meat prior to the Meat Inspection Act. These ~~restrictions~~ created a safer environment for Americans. Less people were dying ~~and~~ because of ecoli and the people were happy with the President's response to help the people.

Woodrow Wilson responded to the end of WWI with the Fourteen Points. People wanted a treaty or some type of agreement that would prevent another world war. World War I was devastating. Wilson responded with the Fourteen points. These points provided

mercy on the countries that lost the war. The other nations that won (the Allies) wanted Germany to suffer. President Wilson's Fourteen points provided a safe structure that was provide stability and not let things get out of hand. The 14th point was to set up the League of Nations. This was a group of people who represented their countries that tried to prevent war. This idea provided in Wilson's Fourteen Points can be seen ~~to~~ today the United Nations. The Fourteen Points was not ~~not~~ fully accepted but was used at a later time. The United Nations is a new updated version of Wilson's ~~to~~ Fourteen Points. Wilson left a lasting impact ~~with~~ with his Fourteen Points.

Wilson and Roosevelt used their presidencies to set up policies and programs that provided stability and happiness. <sup>Teddy</sup> Roosevelt's Meat Inspection Act ~~allowed~~ satisfied the people's need for a reform in the meat packing industry. Wilson's Fourteen Points ~~setup~~ provided ~~to~~ the idea of a uniting community of nations and

the ability of the US - to show mercy. These presidents stand out as a few of the Greatest United States has seen because of their foreign and domestic policies.

**Anchor Level 3-C**

**The response:**

- Develops all aspects of the task with little depth by describing the historical circumstances surrounding Theodore Roosevelt supporting the Meat Inspection Act and Woodrow Wilson proposing the Fourteen Points and minimally discussing the impact of each presidential action on American society and United States foreign policy
- Is mostly descriptive (*Theodore Roosevelt supporting the Meat Inspection Act: The Jungle* became a best selling novel Americans could not stop reading; this piece of legislation placed regulations and restrictions on what the industry can do with the food that goes to the American people; *Woodrow Wilson proposing the Fourteen Points*: people wanted a treaty or some type of agreement that would prevent another world war; the idea provided in Wilson's Fourteen Points can be seen today in the United Nations)
- Includes some relevant facts, examples, and details (*Theodore Roosevelt supporting the Meat Inspection Act*: Upton Sinclair's novel; unsanitary conditions; meatpacking industry; rats; sausages; sawdust; *Woodrow Wilson proposing the Fourteen Points*: World War I; Allies; Germany; League of Nations)
- Demonstrates a satisfactory plan of organization; includes an introduction that notes the president's responsibility for maintaining order and honor and a conclusion that credits Roosevelt with reform and Wilson with the idea of a community of nations

**Conclusion:** Overall, the response fits the criteria for Level 3. The response identifies a number of facts related to the Meat Inspection Act and the Fourteen Points, but does so without elaboration.

The United States won its Independence from Britain in 1781 and since then, different Presidents have used different actions. Some of the actions are weather to go to war, to help the economy, and sometimes are foreign polars to promote peace. In 1945, president Harry Truman made the decision to drop the atomic bomb on Japan. Then in the mid 1960's, LBJ ~~is~~ pushed for civil rights amendments. These two actions altered the domestic and foreign policies in many ways.

America was at war after Japan bombed Pearl Harbor on December 7, 1941. The U.S. <sup>were fighting a two</sup> ~~and their allies France, Germany~~ ~~and take Russia were~~ fought war, one in the Pacific against Japan and the other in Europe against Nazi Germany. America wanted a total surrender from Japan. ~~But~~ FDR was the President when WWII started but he later died. Harry Truman ~~is~~ was sworn into office and then heard of FDR's Manhattan Project. The Manhattan Project was a secret project that was creating the atomic bomb. Truman now had a hard decision whether to drop it or not. Truman decided to and this changed American foreign policy forever. Because of this being dropped Japan had an unconditional surrender. Also America and the U.S.S.R started an arms race. This Presidential action impacted American society greatly.

because of the arms race and America was looked at as a super power.

Since Slaves became free with the 13<sup>th</sup> amendment blacks had been treated unfairly and unequally. With the supreme court case, Plessy v. Ferguson, ~~it was~~ it was allowed to be separate but equal in society. But starting in the late 1950's, blacks across the nation had been rioting and protesting for equal rights. LBJ pushed for the Civil rights bill to be passed. When it was American domestic policy changed because blacks were now considered equal, and discrimination because of race was illegal.

Presidential actions have always <sup>changed</sup> American society. Especially, in <sup>Executive</sup> the order 9066 with the relocation of Asians, Civil Rights, Modern warfare, and the decision to go to war. Truman's decision to drop the atomic bomb <sup>changed foreign affairs</sup> because we the entered a modern war. LBJ's passing of the Civil Rights bill changed domestic policy because blacks were now considered equal.

## Anchor Level 2-A

### **The response:**

- Develops some aspects of the task in some depth by describing the historical circumstances surrounding Harry Truman making the decision to drop the atomic bomb and Lyndon B. Johnson signing the Civil Rights Act of 1964
- Is more descriptive than analytical (*Harry Truman making the decision to drop the atomic bomb*: the United States was fighting a two-front war, one in the Pacific against Japan and the other in Europe against Nazi Germany; *Lyndon B. Johnson signing the Civil Rights Act of 1964*: since slaves became free with the 13th amendment, blacks had been treated unfairly and unequally; blacks were now considered equal, and discrimination because of race was illegal)
- Includes few relevant facts, examples, and details (*Harry Truman making the decision to drop the atomic bomb*: 1945; Pearl Harbor; December 7, 1941; Franklin D. Roosevelt; World War II; Manhattan Project; unconditional surrender; USSR; arms race; *Lyndon B. Johnson signing the Civil Rights Act of 1964*: *Plessy v. Ferguson* allowed separate but equal; late 1950s; protesting; equal rights)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are somewhat beyond a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response includes details about the historical circumstances surrounding the presidential actions, especially regarding Truman and the atomic bomb. However, the response lacks any discussion of the impact of either presidential action.

Throughout our nation's history our leaders have made decisions that have effected the path that we take as a nation. Abraham Lincoln and Harry Truman are just two examples of leaders who have made such decisions. Lincoln's Emancipation Proclamation and Truman's decision to drop the atomic bomb were both two momentous times in our history. The effects that these decisions had were large.

In the beginning of the Civil War Abraham Lincoln was fighting to preserve the union. However, this reason would not keep Britain out of the war. Also, Union troops needed an incentive to fight. Therefore, President Lincoln issued the Emancipation Proclamation, which "freed the slaves." Although not a single slave was freed it turned the Civil War into a moral battle instead of merely a war to preserve the union. This effected foreign policy because Britain would, now, not enter the war on the side of the Confederacy. At home, northerners had a reason to keep fighting. Indeed, this proclamation was truly momentous.

Another decision was the dropping of the atomic bomb on Hiroshima and Nagasaki in 1945. By this time it was clear that the Japanese would not surrender easily and that an invasion of Japan would result in a quarter million American casualties. Thus, Truman

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**Anchor Paper – Thematic Essay—Level 2 – B**

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decided to drop the pinnacle of scientific achievement on them, the atomic bomb. This bomb had devastating effects, not only on the Japanese who were killed by the bomb, but also on foreign policy during the Cold War. The Soviets ~~now~~ had witnessed our military power and this caused tension among them because they believed that they were the next victims. As shown, the atomic bomb had a deep impact on US foreign policy for years to come.

Clearly, decisions made by presidents throughout our nation's history have effected the domestic and foreign policies of the United States.

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

- Develops some aspects of the task in some depth by describing the historical circumstances surrounding Abraham Lincoln issuing the Emancipation Proclamation and Harry Truman making the decision to drop the atomic bomb
- Is primarily descriptive (*Abraham Lincoln issuing the Emancipation Proclamation*: although not a single slave was freed, it turned the Civil War into a moral battle instead of merely a war to preserve the Union; *Harry Truman making the decision to drop the atomic bomb*: it was clear that the Japanese would not surrender easily and that an invasion of Japan would result in a quarter million American casualties)
- Includes few relevant facts, examples, and details (*Abraham Lincoln issuing the Emancipation Proclamation*: Britain; Union troops; Confederacy; *Harry Truman making the decision to drop the atomic bomb*: Hiroshima and Nagasaki in 1945; scientific achievement; Cold War; Soviets)
- Demonstrates a general plan of organization; includes an introduction that states the president affects the path of the nation and a brief conclusion that restates the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response includes some insight about the motives of both Lincoln and Truman. An impact for each presidential action is identified, but the response fails to develop either in any meaningful way.

Throughout United States history, presidents play a big role on the effect of American lives. All the actions that the presidents have taken have had a significant effect on United States foreign or domestic policies.

One important presidential action that had an effect on the United States was made by Harry Truman. Harry Truman was the president during World War II and faced a hard decision whether to drop the bomb or not. If he doesn't drop it then United States might be defeated with Japan attacking us. Truman decided to drop the 1<sup>st</sup> atomic bomb on Hiroshima in Japan, killing many Japanese but Japan still didn't surrender until the 2<sup>nd</sup> bomb was dropped on Nagasaki. Even though Japan surrendered, Truman decided to help Japan rebuild itself, sending troops and other volunteers to help Japan clean up its damaged area so it can grow as a country again.

Another important presidential action that had an effect on the United States was made by Lyndon B. Johnson. He pushed for the Civil Rights ~~movement~~<sup>act</sup> of 1964. Before 1964, there were many cases about "separate but equal" and blacks were even getting segregated when using public facilities. The Civil Rights movement and boycotting of bus also came about encouraging Johnson to push for this act. The Civil Rights Act of 1964 was a direct result of the Civil Rights movement. This gave black a chance to

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Anchor Paper – Thematic Essay – Level 2 – C

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Reveal their pride and show faith in their culture, this act freed many blacks out of segregation and gave them a chance to live equally just like the whites.

In conclusion, both presidents, Truman and Johnson made a good decision. They made United States a better and more productive place by helping the needy and those who are oppressed.

Anchor Level 2-C

**The response:**

- Minimally develops all aspects of the task by discussing Harry Truman making the decision to drop the atomic bomb and Lyndon B. Johnson signing the Civil Rights Act of 1964
- Is primarily descriptive (*Harry Truman making the decision to drop the atomic bomb*: Truman decided to drop the first atomic bomb on Hiroshima, in Japan, killing many Japanese, but Japan still did not surrender until the next bomb was dropped on Nagasaki; Truman decided to help Japan rebuild itself, sending troops and other volunteers to help Japan clean up its damaged area so it could grow as a country again; *Lyndon B. Johnson signing the Civil Rights Act of 1964*: before 1964, there were many cases about “separate but equal” and blacks were getting segregated when using public facilities); includes faulty analysis (*Harry Truman making the decision to drop the atomic bomb*: if he does not drop it, the United States might be defeated with Japan attacking us)
- Includes few relevant facts, examples, and details (*Harry Truman making the decision to drop the atomic bomb*: World War II; *Lyndon B. Johnson signing the Civil Rights Act of 1964*: civil rights movement; boycotting of buses)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a weak conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The strength of this response is in recognizing the role of the United States in rebuilding Japan after the atomic bomb. However, the rest of the discussion lacks depth and development.

United States' presidents have taken actions that have had a significant effect on United States' or domestic policies. Presidents do what they have to do to make their country a better place to live in. Presidents also have to fight in what they believe in.

President Abraham Lincoln's main goal was to abolish slavery. He didn't want slavery to continue while he was the president. So Lincoln issued the Emancipation Proclamation. He wanted to free the slaves. He did not like what was happening to them. A lot of them were dying because they had lack of food or was beaten to ~~death~~ death. Some of them ran away to the underground railroad to be free.

President Theodore Roosevelt was also one of the presidents that took action on what they feel is

right. He supported the meat inspection act. He felt that not all meat was good meat and he wanted to put a stop to the people that was selling or was trying to sell ~~more~~ bad meat. He felt that a lot of people can die off of bad meat. How would he look not to support the Meat Inspection act. A lot of people would of thought the Theodore Roosevelt was a bad president.

United State president did what they had to do to become a great president. They did what they feel is right. Since president Lincoln, now there is no more slavery and African Americans are free to do whatever they want to do. Also since president Roosevelt, nobody really eat bad meat. And if it's bad they throw it out and maybe buy another one.

## Anchor Level 1-A

### **The response:**

- Minimally develops some aspects of the task by addressing the historical circumstances surrounding Abraham Lincoln issuing the Emancipation Proclamation and Theodore Roosevelt supporting the Meat Inspection Act
- Is descriptive (*Abraham Lincoln issuing the Emancipation Proclamation*: a lot of slaves were dying because they had a lack of food or were beaten to death; *Theodore Roosevelt supporting the Meat Inspection Act*: he felt that not all meat was good meat and he wanted to put a stop to the people that were selling or were trying to sell bad meat); lacks understanding (*Abraham Lincoln issuing the Emancipation Proclamation*: President Abraham Lincoln's main goal was to abolish slavery; African Americans are free to do whatever they want to do)
- Includes an additional relevant fact (*Abraham Lincoln issuing the Emancipation Proclamation*: Underground Railroad)
- Demonstrates a general plan of organization; contains digressions; includes an introduction that states that presidents have to fight for their beliefs and a weak conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response shows only an elementary understanding of the Emancipation Proclamation and the Meat Inspection Act.

Anchor Paper – Thematic Essay – Level 1 – B

United States presidents have taken actions that have effected both domestic + foreign policies. These policies have made an impact in United States history. I think F.D.R.'s ~~domestic~~ domestic and foreign policies were smart and helped the U.S. when it needed it most.

F.D.R. set up a domestic policy called "The New Deal". The New Deal was made to set up programs to create jobs during the Great Depression. F.D.R. ~~set up~~ funded these programs so people can make some money before the economy fell apart.

~~Another~~ Another policy F.D.R. was responsible for was the "Good Neighbor Policy". This was a foreign policy. F.D.R. got on good terms with latin america, ~~from~~ lowering tariffs, lend lease, etc. ~~also~~ letting U.S. ~~set~~ set up military in latin america warning Germany to stay out. Germany attacks and latin america declares war.

I think F.D.R. has helped the United States ~~in many~~ in many aspects. He helped many people in times of crisis and had ~~the~~ Domestic + Foreign policies.

Smart and effective

## Anchor Level 1-B

### **The response:**

- Minimally develops some aspects of the task by addressing Franklin D. Roosevelt proposing the New Deal and the Good Neighbor policy
- Is descriptive (*Franklin D. Roosevelt proposing the New Deal*: the New Deal was made to set up programs during the Great Depression; *Franklin D. Roosevelt proposing the Good Neighbor policy*: Franklin D. Roosevelt got on good terms with Latin America); lacks understanding (*Franklin D. Roosevelt proposing the New Deal*: funded programs so people could make some money before the economy fell apart; *Franklin D. Roosevelt proposing the Good Neighbor policy*: now letting the United States set up the military in Latin America warning Germany to stay out; Germany attacks and Latin America declares war)
- Includes a relevant fact (*Franklin D. Roosevelt proposing the Good Neighbor policy*: lowering tariffs); includes an inaccuracy (*Franklin D. Roosevelt proposing the Good Neighbor policy*: Lend Lease)
- Demonstrates a general plan of organization; includes an introduction and conclusion that recognize Franklin D. Roosevelt's role in helping the United States during both domestic and foreign crises

**Conclusion:** Overall, the response fits the criteria for Level 1. The response accurately relates one piece of information to each presidential action with no additional elaboration.

As commander and chief of the army, head of state, and leader of a nation, the president undoubtedly has the single most important job in the country, with the most drastic set of responsibilities and repercussions for their actions. It is these actions that make or break a presidency. President Abraham Lincoln's emancipation proclamation during the Civil War and President Franklin Delano Roosevelt's creation of the New Deal during the Great Depression were two of the most important presidential domestic actions in the history of the United States because they both ensured the successful preservation of the nation.

Abraham Lincoln was President during one of the nation's biggest crises, the Civil War. The South's greed for slavery but constant pressure from the North to abolish it caused an angry South. The South's want for slavery overpowered their emotional and economic ties to the Union, and so they chose to secede. The simple thing for Lincoln to do would be to let the South go, or to let the South return but allow the spread of slavery. Lincoln however, was firm on his stance and chose to enter the North into a war with the South. This action had uncountable effects on the future of the nation, or whether there would be a nation at all. Later during the war, Lincoln passed his famous emancipation Proclamation, which granted freedom to all African Americans. Although it was not until much later

and after many more events that finally resulted in black liberation, Lincoln first paved the path. Lincoln's actions likely had greater repercussions, and positive ones at that, than any other action taken by any other president in the history of the United States. If it was not for Lincoln, none of the history of the United States after the Civil War would exist. Slavery would likely still exist in the South's new nation and the world would be a completely different place, one that would not know the United States as the economic and military superpower it is today.

President Franklin D. Roosevelt, too, was president during a tremendous crisis. The Great Depression is likely one of the all time lows of American history. Living conditions were terrible, people were without jobs and food and shelter. Roosevelt's institution of the New Deal helped bring the country out of its terribly miserable stage. Public works projects were created to employ people, Social Security was instituted to help the old, and many boards and administrations were created to oversee the many trades and fields of the economy. Roosevelt's program helped people as economic individuals recover, it rebuilt the nation, and it insured that credit overextension and other problems would not re-occur, possibly causing another depression. Roosevelt's actions brought the nation back to stability and security, allowing it to prosper for the remainder of the century.

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**Thematic Essay—Practice Paper – A**

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and become the country it has become.

Lincoln and Roosevelt were faced by terribly difficult times but surmounted ~~their~~ problems by instituting radically successful legislation such as the Emancipation Proclamation and the New Deal. These actions allowed the country to continue to prosper and exist and become the superpower it is today.

It is the job of the President to make crucial decisions to support the well-being of the people. He must work for the safe-guarding of the country and of the citizens. Sometimes, presidential actions have a significant effect on the U.S. foreign policy. In looking back in history we can see how George Washington's Proclamation of Neutrality and how Harry S. Truman's dropping of the atomic bomb impacted America's foreign policy. These two presidents also helped to set precedents for future presidents to follow.

During the presidency of George Washington, France and Britain were at war. The U.S. had trade relations with both and did not want to jeopardize them by getting involved with war. In addition the United States was a new, young country and was not equipped for war. The Revolutionary War had been long and difficult and the United States still had many war debts. The new Constitution had just gone into effect, and were trying to get the government running. In order to prevent United States intervention into the European war. Washington issued the Proclamation of Neutrality. It stated the United States would remain neutral and not get involved in war neither on the side of the British nor on the side of the French. This way we could continue trading with both and avoid a costly war. Even so, many Americans were divided over who to support, and Washington was concerned about these divisions.

In Washington's issuing of this Proclamation, he set a precedent for future presidents. He believed the U.S. should try to avoid war and getting involved in European affairs. In addition, in his farewell address he warned about the evils of political partisanship and also against foreign alliances. Washington supported isolationism. Future presidents regarded his Proclamation

of neutrality and his isolationism with great respect for they used his ideas throughout the next century. During President Adams's term the United States came extremely close to war with France during the XYZ Affair. However thanks to Adams war was avoided <sup>but France and Britain continued</sup> ~~to harass our ships and interfere with our freedom~~ ~~and Washington was concerned of the seas through~~ Adams's and Jefferson's administrations. From the time of Washington to the presidency of James Madison, war with Britain and France and foreign intervention had been avoided successfully.

President Harry S. Truman also made an important decision that impacted the foreign policy of the United States. After the death of President Roosevelt, Truman came into office during WWII not knowing about the Manhattan Project. The war in Europe was soon over but fighting in Japan continued. The Japanese would not give up, they continued to fight no matter what. They used kamikaze pilots and suicide bombers to much damage. The U.S. needed to put an end to the war and Truman knew that an invasion would kill too many American soldiers. Therefore <sup>President</sup> Truman decided to drop an atomic bomb on Japan. The U.S. dropped one and said if Japan refused to surrender unconditionally, they would drop another. Sure enough Japan continued to attack so Truman dropped a second one. The cities of Hiroshima and Nagasaki were hit and an enormous amount of Japanese civilians were killed. The dropping of the second bomb marked VJ Day or Victory in Japan Day, thus bring World War II to an end.

The dropping of the atom bomb by Truman greatly impacted the foreign policy of the United States. It showed how technologically advanced the U.S. was when it came to nuclear weapons. It showed other countries how the U.S. was not fearful

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## Thematic Essay — Practice Paper — B

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of exerting power when necessary. The U.S. showed the world that when it came to the safety of the nation and the American people they would take any means necessary for protection. The world saw how much damage was done unto Japan and began the arms race to develop their own nuclear weapons. <sup>The</sup> United States would begin spending more and more on ~~showed other countries how the U.S. was not fearful~~ nuclear weapons to maintain its superiority. Although the bomb has since then never dropped again, it demonstrated the superiority of the United States.

Although Washington favored staying out of confrontations while Truman dove right into them the decisions these two presidents made greatly impacted the foreign policy of the country. In making these decisions they always had the well-being of the nation in mind.

United States Presidents have taken actions that have ~~taken~~<sup>had</sup> a significant effect on United States foreign or domestic policies. Many Presidents back way before my time took many actions. In addition, many of them change history.

~~He~~ Harry Truman made a decision if he should drop the atomic bomb. He was thinking if he should drop on Japan or not. They had to meet a lot of time to see if they should drop it.

American history has been influenced by the majority of leaders that have ruled the nation. With each new President, new policies emerged and new provisions were created to regulate the country. Different Presidents have different perspectives and each new point of view confronts a different problem of the nation. Presidents effect the country in every way, from the economy to the military, they are able to promote what is best for the country.

Many Presidential administrations have been known for the accomplishments achieved by the respective Presidents. Abraham Lincoln assumed the position in a time when the nation was experiencing a large crisis over slavery. His election caused the disunion of the nation and caused the Civil War between the Union and the Confederacy. Abraham Lincoln addressed the problem with the main goal of reuniting the two sides and rebuilding the nation as a whole unit. He tackled his goals with a Northern perspective and allied himself with Northern ambitions. Lincoln was not an abolitionist but he saw the harmful and debilitating effects of slavery so he put an end to it. Lincoln's Emancipation Proclamation freed the slaves in the South, which pleased the abolitionists and helped the North win the war. The end of slavery created

a great change within the country the southern economy had to find new ways to produce economic products and Southerners had to relearn how to live supporting themselves. Most former slaves became sharecroppers on a piece of land they did not own they were never able to make enough money from their crops to get out of debt. The abolition of slavery created a more equal and more democratic nation even if the abolition took a while to take effect.

Another President that affected the nation greatly was Theodore Roosevelt. Roosevelt ruled just after the Second Industrial Revolution. Industrial aspects had risen throughout the country, especially the Northeast and created bad living conditions. In the cities, sanitation and health became a major problem. With the increase of immigrants, tenements rose in numbers and overcrowding became an issue. Diseases began to spread faster and easier and unsanitary conditions increased. Industries did not care about the conditions and worked only for the goal of mass production. Health became an issue in the food industry when consumers were dying from the unsanitary conditions the food was prepared in. Theodore Roosevelt pushed for the Meat Inspection Act to regulate the food industry and prevent the spread of disease.

through food. This provision increased sanitation and put regulations on the industries. They were no longer able to conduct business in any manner that allowed them to produce rapidly. This Act became one of the first steps to protect Americans from unsafe products.

Presidents and the policies affect the nation in a number of ways. New problems are erected in each new Presidency and new solutions are always created. The solutions have many affects on the nation and produce results that are generally good but not always. Presidents are able to conduct their administration in way they deem necessary and one can only hope it will benefit the nation.

Throughout the United States history, presidents have made important decisions that affected American policies. Without these decisions American life would be very different. Two presidents that made important decisions were Theodore Roosevelt and Harry Truman.

During the 19<sup>th</sup> and early 20<sup>th</sup> centuries immigration was high because people needed jobs. The bosses knew that these people would do anything for jobs including working in terrible conditions. Most higher authorities were unaware of the bad conditions and therefore did little to change it. Many companies also wanted as much profit for what they produced. This was common especially in the meat packing industry. They would use every part of the animal in some way, shape, or form, whether it was spoiled, or if there were little critters who found a home among it. When people then bought the meat, they didn't really know what they were getting, it may have been what they thought it was or the parts they didn't want, how were they supposed to know what they bought? Because people were so unaware of the problems occurring, Upton Sinclair wrote "The Jungle" to inform people. Many people were so surprised, including Theodore Roosevelt, that President Roosevelt called for the meat inspection Act, which demanded an inspection of the meat industry. This allowed for people to be more confident in what the American industries was selling them. After Roosevelt's action, the government took on a larger role in

protecting consumers and making sure that products were safe to use.

Another president that had to make an important decision was Harry Truman. During World War II, Franklin Roosevelt was the president and knew everything that was taking place. When he died Harry Truman had to take over, and this was when he learned of the Atomic Bomb that the United States had been working on. Things in Europe were at an end but in Asia they were just beginning. The Japanese were using Kamikaze pilots to crash into America boats. President Truman warned them to surrender or experience a devastating event. It has been in Japanese tradition to never surrender so Truman held up his end of the deal and dropped the A-bomb on two Japanese cities, Hiroshima and Nagasaki, three days apart. After the first bomb the Japanese still didn't surrender but after the second they did. Hundreds of thousands people were killed, but it ended the war and saved American lives that could have been lost without the bombs. This was the beginning of the race for nuclear arms. The Soviet Union tested a bomb a few years later, The United States hired many scientists to build even bigger bombs to stay ahead of our enemies, spending more and more time and money on bombs. Many Americans built fallout shelters to protect themselves in a nuclear attack, and children in schools did duck and cover drills.

Truman had the decision to drop the bomb and he chose to do so. If he wouldn't have, more Americans would have died, the cost would go up, and possibly people in other countries

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Thematic Essay—Practice Paper – E

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wouldnt have been so scared of the US and a nuclear war. The dropping of the bomb did bring attention to other nations who then felt like they too also needed a bomb.

The great suspension Act and the decision to drop the atomic bomb affected American policies. Other countries began to develop the a-bomb and Americans began to take steps toward better conditions in the work place.

## Practice Paper A—Score Level 2

### The response:

- Develops some aspects of the task in some depth by describing the historical circumstances surrounding Abraham Lincoln issuing the Emancipation Proclamation and Franklin D. Roosevelt proposing the New Deal
- Is both descriptive and analytical (*Abraham Lincoln issuing the Emancipation Proclamation*: the simple thing for Lincoln to do would be to let the South go or to let the South return but allow the spread of slavery; *Franklin D. Roosevelt proposing the New Deal*: public works projects were created to employ people; Social Security was instituted to help the old, and many boards and administrations were created to oversee the many trades and fields of the economy); includes faulty analysis (*Abraham Lincoln issuing the Emancipation Proclamation*: if it was not for Lincoln, none of the history of the United States after the Civil War would exist; slavery would likely still exist in the South's new nation, and the world would be a completely different place, one that would not know the United States as the economic and military superpower it is today; *Franklin D. Roosevelt proposing the New Deal*: Roosevelt's actions brought the nation back to stability and security, allowing it to prosper for the remainder of the century, and allowing it to become the country it has become)
- Includes few relevant facts, examples, and details (*Abraham Lincoln issuing the Emancipation Proclamation*: Civil War; Union; secede; *Franklin D. Roosevelt proposing the New Deal*: Great Depression; without jobs); includes an inaccuracy (*Abraham Lincoln issuing the Emancipation Proclamation*: granted freedom to all African Americans)
- Demonstrates a general plan of organization; includes an introduction that highlights some roles of the president and a conclusion that credits presidential action with making the United States a modern superpower

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion of the historical circumstances surrounding the Emancipation Proclamation and the New Deal suggests an understanding of the time periods. However, the discussion of the impact of each action contains false assumptions.

## Practice Paper B—Score Level 4

### The response:

- Develops all aspects of the task but does so somewhat unevenly by describing the historical circumstances surrounding George Washington issuing the Proclamation of Neutrality and its impact on United States foreign policy more thoroughly than discussing the historical circumstances and impact of Harry Truman making the decision to drop the atomic bomb
- Is both descriptive and analytical (*George Washington issuing the Proclamation of Neutrality*: the United States was a new, young country and was not equipped for war; future presidents regarded this Proclamation of Neutrality and isolationism with great respect for they used his ideas throughout the next century; *Harry Truman making the decision to drop the atomic bomb*: the United States needed to put an end to the war and Truman knew that an invasion would kill too many American soldiers; the United States would begin spending more and more on nuclear weapons to maintain its superiority)
- Supports the theme with relevant facts, examples, and details (*George Washington issuing the Proclamation of Neutrality*: France and Britain; trade relations; Revolutionary War; war debts; new constitution; precedent; Farewell Address; political partisanship; President Adams; freedom of the seas; XYZ Affair; Jefferson’s administration; James Madison; *Harry Truman making the decision to drop the atomic bomb*: commander in chief; World War II; President Roosevelt; Manhattan Project; war in Europe was over; kamikaze pilots; surrender unconditionally; Hiroshima and Nagasaki; Japanese civilians; VJ day; arms race)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that connect presidential actions to the well being of the people

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion of the historical circumstances surrounding each presidential action exhibits a clear comprehension of the time periods with good detail. Early foreign policy is developed more thoroughly than the arms race, somewhat weakening the response.

## Practice Paper C—Score Level 0

### The response:

Fails to develop the task, referring to the theme only in a general way

**Conclusion:** The response fits the criteria for Level 0 because it goes no further than to identify Japan as the target of the atomic bomb.

### Practice Paper D—Score Level 3

**The response:**

- Develops all aspects of the task with little depth by describing the historical circumstances surrounding Abraham Lincoln issuing the Emancipation and Theodore Roosevelt supporting the Meat Inspection Act and discussing the impact of each presidential action on American society
- Is more descriptive than analytical (*Abraham Lincoln issuing the Emancipation Proclamation*: Lincoln’s Emancipation Proclamation freed the slaves in the South, which pleased the abolitionists and helped the North win the war; most former slaves were never able to make enough money from their crops to get out of debt; *Theodore Roosevelt supporting the Meat Inspection Act*: Theodore Roosevelt pushed for the Meat Inspection Act to regulate the food industry and prevent the spread of disease through food; this act became one of the first acts to protect Americans from unsafe products)
- Includes some relevant facts, examples, and details (*Abraham Lincoln issuing the Emancipation Proclamation*: slavery; Civil War; Union and Confederacy; Southern economy; sharecroppers; *Theodore Roosevelt supporting the Meat Inspection Act*: second industrial revolution; Northeast; sanitation and health; increase of immigrants; tenements; overcrowding; mass production)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that state each president has a different perspective on problems

**Conclusion:** Overall, the response fits the criteria for Level 3. The response addresses the entire task but is somewhat overgeneralized and lacks key ideas about the Emancipation Proclamation and the Meat Inspection Act.

### Practice Paper E—Score Level 3

**The response:**

- Develops most aspects of the task in some depth by describing the historical circumstances surrounding Theodore Roosevelt supporting the Meat Inspection Act and Harry Truman making the decision to drop the atomic bomb, discussing the impact of the atomic bomb on American society, and mentioning an impact of the Meat Inspection Act
- Is mostly descriptive (*Theodore Roosevelt supporting the Meat Inspection Act*: the bosses knew that these people would do anything for jobs, including working in terrible conditions; Upton Sinclair wrote *The Jungle* to inform people; *Harry Truman making the decision to drop the atomic bomb*: hundreds of thousands of people were killed, but it ended the war and saved American lives that could have been lost without the bombs; the United States hired many scientists to build even bigger bombs to stay ahead of our enemies, spending more and more time and money on bombs)
- Includes some relevant facts, examples, and details (*Theodore Roosevelt supporting the Meat Inspection Act*: immigration was high; profit; meatpacking industry; *Harry Truman making the decision to drop the atomic bomb*: World War II; Franklin Roosevelt; kamikaze pilots; warned them to surrender; Japanese tradition to never surrender; Hiroshima and Nagasaki; race for nuclear arms; Soviet Union; fallout shelters; duck-and-cover drill); includes an inaccuracy (*Harry Truman making the decision to drop the atomic bomb*: things in Europe were at an end, but in Asia they were just beginning)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response thoroughly describes the background of the Meat Inspection Act and the atomic bomb. For both presidential actions, the impact is only briefly addressed.

# United States History and Government Specifications August 2010

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Presidential Decisions and Actions; Government; Foreign Policy	Standards 1, 2, and 5: United States and New York History; World History; Civics, Citizenship, and Government
Document-based Essay	Effects of Geography; Presidential Actions; Migration; Places and Regions; Foreign Policy	Standards 1, 2, and 3: United States and New York History; World History; Geography

### *Notes:*

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

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

**The *Chart for Determining the Final Examination Score for the August 2010 Regents Examination in United States History and Government* will be posted on the Department's web site <http://www.emsc.nysed.gov/osa/> 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.emsc.nysed.gov/osa/teacher/evaluation.html>.
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.