

FOR TEACHERS ONLY

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

UNITED STATES HISTORY AND GOVERNMENT

VOLUME
1 OF **2**
MC & THEMATIC

Wednesday, January 29, 2014 — 9:15 a.m. to 12:15 p.m., only

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

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

Scoring the Part I Multiple-Choice Questions

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

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

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

Contents of the Rating Guide

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

- Scoring Key

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

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

General:

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

Mechanics of Rating

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

Rating the Essay Question

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

United States History and Government
Content-Specific Rubric
Thematic Essay
January 2014

Theme: Geography—Territorial Acquisition

Throughout the nation's history, the United States has expanded through the acquisition of new territories. These acquisitions have had both positive and negative effects on the United States.

Task: Select *two* territories acquired by the United States and for *each*

- Describe the historical circumstances that led the United States to acquire the territory
- Discuss *positive and/or negative* effects of the acquisition of this territory on the United States

You may use any territory acquired by the United States since 1776. Some suggestions you might wish to consider include the Ohio River valley (1783), Louisiana Territory (1803), Florida (1819), Texas (1845), Oregon Territory (1846), California (1848), Alaska (1867), Hawaii (1898), and Puerto Rico (1899).

You are *not* limited to these suggestions.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (discussing the historical circumstances that led the United States to acquire *two* territories and *at least two* effects *each* territorial acquisition had on the United States).
2. Similar effects on the United States may be used for different territorial acquisitions as long as the response includes distinct and separate information for each acquisition, e.g., *California* and *Hawaii*: both provided the United States with Pacific ports but California provided a way to open trade with Japan in the 1850s and Hawaii gave United States ships access to coaling stations during overseas expansion in the 1890s.
3. The response may discuss the effects of a territorial acquisition from any perspective as long as the position taken is supported by accurate facts and examples.
4. The discussion of the effects of the acquisition of the territory on the United States may be immediate or long-term.
5. All the effects on the United States may be positive, all may be negative, or they may be a combination of positive and negative.
6. The response does not have to identify the effect as positive or negative as long as it is implied in the discussion.
7. If more than two territorial acquisitions are discussed, only the first two acquisitions should be rated.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the historical circumstances that led the United States to acquire *two* territories and *at least two* effects of *each* territorial acquisition on the United States
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *Louisiana Territory*: connects the demand of western farmers for right of deposit in New Orleans, President Jefferson's agrarian vision, and Napoleon's offer to sell the entire territory to the purchase of the Louisiana Territory that eventually became the breadbasket of the growing nation but led to the escalation of sectional tension over the expansion of slavery and to the subjugation of Native American Indian tribes as white settlers migrated across the Great Plains destroying nomadic cultures; *Texas*: connects the dissatisfaction of southern cotton planters with Mexican rule, the successful Texas war for independence, and Polk's expansionist presidential campaign to the delayed annexation of Texas that led to war with Mexico over the disputed Texas border, lasting bitterness between the United States and Mexico, and the development of the rich cattle and oil industries
- Richly supports the theme with relevant facts, examples, and details, e.g., *Louisiana Territory*: farmers in Kentucky and Tennessee; Mississippi River; France; Haiti slave uprising; issue of constitutionality; \$15 million; pennies an acre; doubled the size of the United States; Homestead Act; buffalo hunters; Sioux and Cheyenne wars; reservations; *Texas*: southern migration in 1820s; Stephen Austin; Mexican prohibition of slavery; General Santa Anna; Alamo; Sam Houston; Lone Star Republic; anti-slavery opposition; Manifest Destiny; Texas statehood; John Tyler; Zachary Taylor; Rio Grande; cattle drives; domestic oil reserves; fastest growing United States cities; border control; immigration reform
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing all aspects of the task for one territory more thoroughly than for the second territory *or* discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *Louisiana Territory*: discusses how the demand of western farmers for right of deposit in New Orleans and Napoleon's offer to sell the entire Louisiana territory led President Jefferson to purchase the vast land area, how the issue of the expansion of slavery into new states increased sectional tension, and how the Great Plains became the breadbasket of the United States; *Texas*: discusses how southerners migrated to Texas, fought for independence from Mexico and requested annexation to the United States, and how the annexation of Texas caused a war with Mexico over the disputed boundary but added wealth from cattle ranches and oil reserves
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Note: If all aspects of the task have been thoroughly developed evenly and in depth for one territorial acquisition 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 three** aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

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

Score of 0:

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

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

All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.

Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.

Since the founding of the United States, Americans have spread ideals of liberty and democracy to those who have neither. This spirit is reflected in the term “Manifest Destiny” coined by a writer in the 1840s. Most citizens felt that the continent from Atlantic to Pacific, should be Americanized. Others also looked west and abroad for economic gains, such as new land for farmers and new markets for goods. The expansion of the United States have brought both important improvements and several negative effects. In particular, the acquisition of the Louisiana Territory and California exemplify this notion and have forever changed the country.

The Louisiana Territory was purchased in 1803 by President Thomas Jefferson from France for around \$15 million. In the 17th and 18th centuries, the territory was settled by the French, who had traveled through the Great Lakes and down the Mississippi from New France. The economic center of the region was the port city of New Orleans, which was a hub for international trade. However, with France’s defeat in the French and Indian War in the 1750s, the French were forced to give up all of their colonial possessions in North America. This allowed the Spanish, who bordered Louisiana in New Spain, to establish control in the territory. Shortly after American independence, relations with Spain quickly deteriorated and Spain closed New Orleans and the Mississippi to all American traders. This crippled western farmers who had no other outlet to export their goods. The United States would be provided with a chance to expand when France regained the Louisiana Territory. Napoleon defeated Spain in Europe and was given back the territory. However, the Haitian Revolution was putting a drain on the French who planned on

receiving their food supply for island workers from Louisiana. Napoleon also feared that if New Spain attacked Louisiana, the United States would attack as well. Jefferson, looking to alleviate the pain of the farmers, asked Napoleon for the purchase of New Orleans. Instead, to Jefferson's surprise, Napoleon offered the entire territory cheaply at around 3¢ per acre. Despite cries of the overextension of presidential powers, Jefferson made the deal. The purchase of Louisiana nearly doubled the area of the United States and opened millions of acres to eastern farmers. American inventiveness transformed the vast lands of the Great Plains into fertile farms with the reaper, the steel plow and the windmill. The land of the Louisiana Territory became the breadbasket of the world with its millions of bushels of corn and wheat shipped along navigable rivers. But, the purchase created future conflict between Northern States and Southern States over the expansion of slavery. Farmers, some with slaves, and some without, poured into the region setting up a crisis over Missouri statehood. Both sides, unwilling to lose power in the gov't, would temporarily settle the dispute in the Missouri Compromise, setting the area below the 36°30' parallel open to slavery, and making Maine a free state to maintain the balance. This compromise failed to permanently end the conflict over the future expansion of slavery.

California was acquired through a victory in the Mexican-American war. The war began in 1846 due to American encroachment on the southern Texas border, causing the Mexicans to attack. Relations with Mexico had been tense since the annexation of Texas. The war was part of a plan by President Polk to achieve Manifest Destiny. The war was relatively short, with American troops marching all the way to Mexico

city and defeating Santa Anna. In the ensuing Treaty of Guadalupe Hidalgo, Mexico gave up land consisting of modern day Nevada, California, New Mexico, Arizona, etc., set the southern border of Texas at the Rio Grande. America paid Mexico over \$15 million for the new territory. California entered the union as a free state according to the Compromise of 1850. California quickly became a premier destination for settlers who were encouraged by stories of gold and opportunity, fueling the settlement of the west. Even though few found gold, settlers built thriving towns around the mining centers. California would become the center of American trade with Asia as ports in Japan and China opened to American ships. This was partly due to Matthew Perry forcing Japan to allow American ships to enter and trade with the United States in the 1850s. California cities flourished as a result. Immediately, the annexation of the territory also had some negative effects. The Compromise of 1850 admitted California as a free state, opened the new territories to popular sovereignty, outlawed the slave trade in Washington D.C., and passed a stronger, provocative Fugitive Slave Act that angered many Northerners. The whole compromise was another attempt to cool tensions, between the North and the South, but many were unsatisfied with it. Southerners were angered over the fact that California was immediately admitted as a free state upsetting the balance in the Senate. Instead of spreading slavery through popular sovereignty, all of the land in the Southwest except for Texas would end up free, not slave. Once again, a major compromise only temporarily quieted sectional tensions.

The acquisition of both Louisiana and California were important to the United States. Both territories encouraged western migration and

allowed the spread of American ideals. vast new lands were open to easterners and immigrants who had little money. On the other hand, both of the territories would create tension between North and South over the question of slavery. Louisiana and California were key events in the long build-up to the Civil War.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led the United States to acquire the Louisiana Territory and California as well as the positive and negative effects of each acquisition on the United States
- Is more analytical than descriptive (*Louisiana Territory*: economic center of the region was the port city of New Orleans, which was a hub for international trade; Spain closed New Orleans and crippled western farmers who had no other outlet to export their goods; to Jefferson’s surprise, Napoleon offered the entire territory cheaply at around 3¢ per acre; the land of the Louisiana Territory became the breadbasket of the world with its millions of bushels of corn and wheat shipped along navigable rivers; nearly doubled the area of the United States and opened millions of acres to eastern farmers; the purchase created future conflict between northern and southern states over the expansion of slavery; both sides, unwilling to lose power in the government, would temporarily settle the dispute in the Missouri Compromise; failed to permanently end the conflict over the expansion of slavery; *California*: war began in 1846 due to American encroachment on the southern Texas border, causing the Mexicans to attack; relations with Mexico had been tense since the annexation of Texas; war was part of a plan by President Polk to achieve Manifest Destiny; California quickly became a premier destination for settlers who were encouraged by stories of gold and opportunity, fueling the settlement of the West; became the center of American trade with Asia as ports in Japan and China opened to American ships; Compromise of 1850 admitted California as a free state and passed a stronger Fugitive Slave Act; southerners were angered that California was admitted as a free state, upsetting the balance in the Senate; all of the land in the Southwest except for Texas ended up free, not slave; compromise only temporarily quieted sectional tensions)
- Richly supports the theme with relevant facts, examples, and details (*Louisiana Territory*: \$15 million; settled by the French; Haitian revolution; Great Plains; steel plow; 36°30' parallel; Maine a free state; *California*: defeat of Santa Anna; Treaty of Guadalupe Hidalgo; Nevada, California, New Mexico Arizona; paid Mexico over \$15 million; thriving towns; Matthew Perry; popular sovereignty)
- Demonstrates a logical and clear plan of organization; includes an introduction that describes the goals of Manifest Destiny and a conclusion that reviews the comparisons

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates broad knowledge of the complex events leading to each acquisition. The depth of analysis of the economic and social effects of the new territories on the United States and the parallels drawn between the two selections are strong.

Since the start of the 19th Century, Americans have embraced the idea of Manifest destiny which claims that it is an American's duty to expand westward, while spreading our cultural and political sentiments. Since our independence, the United States has constantly been expanding. This expansion has encouraged economic growth and prosperity, yet it has also led to conflicts and internal strife. Through our acquisition of territory in both Panama and Puerto Rico, the United States has experienced both positive and negative effects of nearly continual growth.

In the late 19th Century, Americans began to perceive the power of imperialism which was rampant in Europe. As seen in Africa, the imperialistic nations of Europe secured colonies and areas of occupation around the world to serve both as a source for natural resources and a population that would buy finished products. Following some American encouragement, including Alfred Thayer Mahan's "Influence of Sea Power on History" many Americans believed expansion was a necessity in order to become a world power. Following the closing of the frontier in 1890, the US wanted growth and began to look further. The Spanish-American war would satisfy American's taste for new expansion. After victory, America acquired Guam, the Phillipines, Puerto Rico, and Hawaii. The US kept all these possessions because of their strategic and economic value. However, the US was unsure if the citizens of the newly acquired territory should become full US citizens. In Puerto Rico, the Foraker Act was passed which established a representative government there but did not grant Puerto Rico statehood. However, the Insular Cases determined that citizens living on foreign soil did not always have the same rights

and liberties as a “born and naturalized” U.S citizen. Throughout the past century, America has maintained Puerto Rico in our possession. Puerto Rico citizens are full U.S citizens and receive protection under the law, yet most Puerto Ricans do not have to pay U.S taxes. And although some Puerto Ricans may want independence, we have held them in a subordinate state. Even though the Puerto Rican population is as large as some U.S states they have no electoral votes in Presidential elections. Although we have benefitted from acquiring Puerto Rico, our methods of establishing and keeping it have called America’s integrity into question. The island has been held in limbo between full statehood and true independent sovereignty. Since the Jones Act gave United States citizenship to Puerto Ricans, they travel freely between the mainland and the island. Over a million Puerto Ricans live in New York City today and enrich the culture with their traditions. Likewise, other Americans flock to Puerto Rico’s sunny beaches and tourism has become a major industry.

At the turn of the 20th Century, America was determined to expand its influence into Latin America. Teddy Roosevelt believed in being a large military power while speaking softly and in being ready to use that power. This came to be known as the “big stick” policy. Roosevelt, who was once the Under Secretary of the Navy, also saw the great potential of sea power. After disbanding the Clayton-Bulwar treaty with Great Britain, the U.S made an effort to build a canal connecting the Pacific and Atlantic. Colombia refused to sell land to the U.S, so Roosevelt encouraged a revolution in Panama by sending a warship to the area which resulted in the creation of a new state that was willing to let the U.S build a canal. By continuing on an abandoned French

project, the U.S. completed the canal in 1914. The canal shortened inter-ocean travel by weeks, and with America's monopoly on it, we had total control on who came and entered. The canal allowed Roosevelt to have a "two-ocean navy" that dramatically increased U.S. power. While it increased U.S. security, in Panama it resulted in a divided nation that struggled to find its sovereignty. America's domination on its land in Panama may have been beneficial to American interests, yet it was at the expense of the Panamanian people. By bisecting Panama with a U.S. canal, Roosevelt created anti-American feelings throughout Latin America. The taking of the canal zone was the ultimate example of the "big stick" policy. This use of this policy was further expanded by Roosevelt's Corollary to the Monroe Doctrine that claimed the United States right to intervene in Latin American affairs as the U.S. thought necessary. In the 1970s, the Carter administration negotiated a treaty to relinquish control of the canal to Panama, largely to foster good will in the hemisphere.

In both Puerto Rico and Panama the U.S. acquired new lands which would benefit our nation's political and economic stance. By expanding our borders, we became a world power. However, the people we would control would be subject to a life of limited sovereignty, which was in a way analogous to our own colonial history. Although an imperialistic expansion may have been beneficial for the U.S., it would eventually be detrimental to most of the world. While expansion can be positive and come with many benefits, it is important to note that any expansion may include negative side effects.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing the historical circumstances that led the United States to acquire Puerto Rico and the Panama Canal as well as the positive and negative effects of each acquisition on the United States
- Is more analytical than descriptive (*Puerto Rico*: Americans began to perceive the power of imperialism which was rampant in Europe; following the closing of the frontier in 1890, the United States wanted growth; the Spanish American War would satisfy America's taste for expansion; the United States was unsure if the citizens of the newly acquired territory should become full United States citizens; although some Puerto Ricans may want independence, we have held them in a subordinate state; the island has been held in limbo between full statehood and true independent sovereignty; over a million Puerto Ricans live in New York City today and enrich the culture with their traditions; Americans flock to Puerto Rico's sunny beaches and tourism has become a major industry; *Panama Canal*: at the turn of the 20th century, America was determined to expand its influence into Latin America; Teddy Roosevelt believed in being a large military power while speaking softly and in being ready to use that power; Roosevelt saw the great potential of sea power; Roosevelt encouraged a revolution in Panama by sending a warship to the area; the canal shortened inter-ocean travel by weeks, and we had total control on who came and entered; the canal allowed Roosevelt to have a "two-ocean navy" that dramatically increased United States power; by bisecting Panama with a United States canal, Roosevelt created anti-American feeling throughout Latin America; the taking of the canal zone was the ultimate example of the "big stick" policy; Carter administration negotiated a treaty to relinquish control to foster goodwill in the hemisphere)
- Richly supports the theme with relevant facts, examples, and details (*Puerto Rico*: Alfred Thayer Mahan; *The Influence of Sea Power on History*; Insular Cases; no electoral votes; Jones Act; United States citizenship; *Panama Canal*: Clayton-Bulwer Treaty with Great Britain; connecting the Pacific and Atlantic; Colombia; beneficial to American interest at the expense of Panamanians; Corollary to the Monroe Doctrine)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that recognize that United States expansion has sometimes limited the sovereignty of other nations

Conclusion: Overall, the response fits the criteria for Level 5. The response exhibits a strong level of knowledge of these historical events. While pointing out the advantages to the United States controlling these territories, the analysis of the negative effects of American imperialism on Puerto Rico and Panama is the strength of the response.

Over the many years of the nation's history, the United States has acquired territories in many different locations. These new territories have not only allowed the United States to expand in area, but have also allowed for further economic development of the nation. The growth of the United States as a nation, however, has both good and bad effects. Two acquisitions that have led to such growth include the Louisiana Purchase and the acquisition of the California territory.

The territory of Louisiana was, for a long period of time, controlled by the French. Early French activity in the region created the French influence that we still see today in the same area. However, at the turn of the 19th century, France was finding it increasingly difficult to hold on to its possessions in the Americas having lost control of Haiti. At the time, France was struggling with its own economic problems and had no real need for Louisiana that was so far away. So Napoleon Bonaparte sold the territory to Thomas Jefferson for only a few million dollars, in 1803. This would turn out to be an immense bargain considering the size of the territory as a whole. Jefferson's initial goal had been to get control of the port of New Orleans because farmers wanted a reliable outlet for their produce.

After acquiring the new territory, the United States saw many positive effects from the addition of the new land. The purchase nearly doubled the size of the country, making more room for citizens to live in. As an additional effect, the United States government now had a much more difficult job to do in controlling a larger expanse of land. Now that the nation's size had dramatically increased, the entire country was now a little bit difficult to manage. The sudden acquisition of potential new states prompted a debate over the

expansion of slavery. The Northwest Ordinance had banned slavery in the Ohio River valley but Southerners would insist on bringing slaves into the Louisiana territory. Every time a new state was formed, the issue of keeping a balance in the Congress came up again. However, thanks to the acquisition of the port of New Orleans (which was included in the Louisiana Purchase), trade with foreign nations was now easier. The port of New Orleans would prove to be very beneficial to the United States economy in later years. Cotton, wheat and corn would travel through New Orleans into the Gulf of Mexico and on to Europe. These exports would enrich American farmers and encourage western settlement.

Yet another acquisition that inevitably changed the course of United States history was that of the California territory. This acquisition had long been a goal for supporters of "Manifest Destiny." The good farmlands in the valleys and the great harbor of San Francisco would provide the United States with new crops and expand trade with Asia. California was a part of the land won from Mexico in 1848. Polk had been determined to get the Southwest but Mexico refused to sell it. It took a war with Mexico to give him a way to fulfill his dream of "Manifest Destiny." The government gained the territory of California in the Treaty of Guadalupe Hidalgo. The same year some people literally struck gold. The California Gold Rush of 1848 showed the government of the United States how valuable California was. California soon became a state. The rush of people led to the rapid growth of cities like San Francisco that would be a cultural center and major port both then and now.

California would prove to bring even more economic prosperity to

Anchor Paper – Thematic Essay—Level 4 – A

the nation. The entire region was abundant in fertile land and a good climate. The acquisition of such an area helped to boost the economy of the United States through agriculture. California farms would supply the nation with fruits and vegetables. California's vineyards are some of the best in the world. Although few people discovered gold in California, the region still turned out to be extremely beneficial to the growing nation.

Both the Louisiana Purchase and the acquisition of California did many things for the United States as a nation. Both brought economic prosperity and a variety of cultural influences along with new land for settlers. Without the acquisition of these lands, the United States would be very different today.

Anchor Level 4-A

The response:

- Develops all aspects of the task for the Louisiana Territory and California
- Is both descriptive and analytical (*Louisiana Territory*: early French activity in the region created the French influence that we still see today; France was struggling with its own economic problems and had no need for Louisiana that was so far away; farmers wanted a reliable outlet for their produce; purchase doubled the size of the country; the United States government now had a much more difficult job to do in controlling a larger expanse of land; the sudden acquisition of potential new states prompted a debate over the expansion of slavery; every time a new state was formed the issue of keeping a balance in Congress came up again; *California*: Polk had been determined to get the southwest but Mexico refused to sell it; took a war with Mexico to give him a way to fulfill his dream of Manifest Destiny; Gold Rush of 1848 showed how valuable California was; rush of people led to the rapid growth of cities like San Francisco that would be a cultural center and major port; the entire region was abundant in fertile land and a good climate; California farms would supply the nation with fruits and vegetables; although few people discovered gold in California, the region still turned out to be beneficial to the growing nation)
- Supports the theme with relevant facts, examples, and details (*Louisiana Territory*: Napoleon Bonaparte; Thomas Jefferson; immense bargain; port of New Orleans; Northwest Ordinance; cotton, wheat and corn; *California*: good farmlands; won from Mexico; Treaty of Guadalupe Hildago; agriculture; vineyards)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 4. The response exhibits an understanding of the two territorial acquisitions and their importance to the United States, but the essay would have benefited from more details and analysis.

Throughout the history of the United States the people and the government have used the idea of Manifest Destiny (the idea that it is gods will to spread from coast to coast) and imperialism (the idea that territorial gain is necessary to strengthen economic and political power). The Louisiana territory and Texas are two of many acquisitions that have had their own historical background and have had varying impacts on the United States.

The Louisiana territory, acquired by the United States in 1803, was a quiet buy by Thomas Jefferson from France. The Louisiana territory up until that point had shifted hands many times, going from the French to the Spanish, and then ending up in French (Napoleon's hands) once again. Napoleon had the idea of creating a French empire in North America, to follow the plan of mercantilism to enrich his country. Because of the strain of constant war on the European front, however, he was forced to let go. Jefferson initially sent representatives to bargain for a price for New Orleans in order to secure trade along the Mississippi River. When Napoleon offered the entire territory, however, for \$15 million, the representatives immediately took it. The purchase of this territory had positive and negative impacts. The country was able to expand, becoming bigger and more powerful. New economic opportunities were available, and the idea of Manifest Destiny slowly developed. Unfortunately, the Native Americans land was being encroached on, disrupting their nomadic societies and disrupting buffalo hunting. As white settlers created settlements and farms on the vast plains, the traditional culture of tribes like the Sioux was becoming threatened, setting the stage for the establishment of reservations. Another effect would be the heated

debate over whether slavery was allowed in territories or not, especially the crisis over Missouri statehood. This was settled in the Missouri Compromise, which allowed Missouri in as a slave state and Maine in as a free state. The Compromise also stated that all land above the 36° 30' line in the Louisiana Purchase would be free.

Another territory the United States acquired was Texas, in the year 1845. Mexico wanted people to settle in Texas, and had allowed people from the U.S to make settlements there in the 1820s. The majority of the people who moved, however, were white southerren cotton farmers, who took it as an invitation to spread slavery. When Mexico tried to take more control of Texas, Americans fought against them. The most famous battle was the Alamo, whose memory would allow the Texans to fight even harder for independence. When they won, Texas became known as the Lone Star Republic. Immediately, they sent an annexation request to the U.S government. It was, however, not annexed till some time later, after the campaign of a pro-expansionist president. Due to this annexation, there would be poor relations with Mexico as Mexico refused to accept the loss of Texas. An argument over the boundary sparked fighting, which led the United States to declare war. As a result of the war, Mexico lost half of its territory to the United States. Border problems continue today over illegal immigrants. Another negative effect was the addition of Texas as a powerful slave state. As a large and rich state, Texas increased the influence of the South in Congress. During the Civil War, Texas provided soldiers and supplies to the Confederacy allowing the South to continue to fight against the North and making it harder to bring the country together again.

The United States, initially starting as a set of colonies wishing to be freed from British oppression, eventually became a country which wished to expand through the acquisition of territory to promote its economic and political power. These ideas, which manifested themselves in expansionism & The Manifest Destiny, allowed the United States to acquire territories that had negative and positive impacts on our country.

Anchor Level 4-B

The response:

- Develops all aspects of the task for the Louisiana Territory and Texas but does so somewhat unevenly by discussing some effects less thoroughly than the others
- Is both descriptive and analytical (*Louisiana Territory*: Napoleon had the idea of creating a French empire in North America to follow the plan of mercantilism to enrich his country; Jefferson initially sent representatives to bargain for New Orleans to secure trade along the Mississippi River; unfortunately, the Native Americans land was being encroached on, disrupting their nomadic societies and disrupting buffalo hunting; as white settlers created settlements and farms on the vast plains, the traditional culture of tribes like the Sioux was threatened, setting the stage for the establishment of reservations; heated debate over whether slavery was allowed in territories or not; crisis over Missouri statehood; settled in the Missouri Compromise, which allowed Missouri in as a slave state and Maine in as a free state; *Texas*: the majority of the people who moved were white southern cotton farmers who took it as an invitation to spread slavery; Texas became known as the Lone Star Republic; an argument over the boundary sparked fighting that led the United States to declare war; Mexico lost half of its territory to the United States; border problems over illegal immigrants continue today; as a large and rich state, Texas increased the influence of the South in Congress; during the Civil War, Texas provided soldiers and supplies to the Confederacy, allowing the South to continue the fight against the North and making it harder to bring the country together again)
- Supports the theme with relevant facts, examples, and details (*Louisiana Territory*: shifted hands from the French to the Spanish; \$15 million; Manifest Destiny; *Texas*: Alamo; independence; annexation request; pro-expansionist president)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that connect expansion of United States territory to the quest for economic and political power

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates an understanding of the steps leading to both acquisitions. However, the discussion of the second effect for each acquisition is less developed. The inclusion of additional facts and details would have strengthened the response.

In its beginnings, the United States had many contributions made towards its developments. One of the factors that strengthened its development was its acquisition of the Ohio River Territory in 1783 and the Louisiana Territory in 1803. The gaining of the Ohio River Territory would lead to the passage of the Land Ordinance and Northwest Ordinance laws of the 1780s, both crucial to the evolution of the new nation. The Louisiana Territory would also have positive effects on the United States by increasing American nationalism. The acquisition of the Ohio River Territory and the Louisiana Territory in the early years of the United States' history had positive effects on the foundations of the country by engendering essential laws and increasing the sense of national identity among its newly-wrought citizens.

After the end of the American Revolution, the Ohio River valley was granted by Great Britain to the United States in the resulting peace treaty. Consequently, American negotiators had gotten the British to agree not only to independence for the thirteen colonies but also to control over all the territory between the Appalachians and the Mississippi. The British also agreed to relinquish their forts in the northwest, but their troops remained, trading guns with Native Americans in the region. This became a major cause of another war with Great Britain in 1812. Questions arose as to how the newly-acquired land would be admitted into the country as states. Under the Articles of Confederation, therefore, two ground-breaking laws were passed: the Land Ordinance and the Northwest Ordinance of 1780s. The laws decreed that slavery would not be permitted in the northwest lands and set the process for a territory to become a state. These

visionary laws prevented northwestern states from allowing slavery and managed to set the precedent for equal statehood for all new states that would become part of the United States under the new Constitution. The acquisition of the Ohio River Territory, therefore, had a crucial positive effect on the initial development of the United States as a republic.

During the Napoleonic Wars, Napoleon Bonaparte sold the Louisiana Territory to President Thomas Jefferson for the bargain price of \$14 million in 1803 for financial reasons. Napoleon was more interested in financing his wars in Europe than in holding onto distant lands. Jefferson offered to buy the port city of New Orleans but ended up purchasing the entire territory. The purchase gave the United States total control of the Mississippi and its key port. This opened the way for farmers to sell their products by transporting them down the Mississippi to domestic and foreign markets. This trade became immense over the next decades. This enormous piece of land doubled the size of the United States. It encouraged the ideas of Manifest Destiny, which dictated that the U.S. would stretch across the continent to touch the Pacific Ocean. Millions of acres of farmland were opened to families who could never hope to own land in the East. This strengthened the frontier spirit among the hardy pioneers who moved west. These pioneers were often immigrants who developed a fierce loyalty to and pride in their new country. As a result of this, nationalism spurred throughout the country. The Louisiana Territory's positive effects increased nationalism and improved the economy.

The acquisitions of the Ohio River Territory and the Louisiana Territory had positive effects on the United States by supporting its

early development. As a result of these gains, standards for statehood were adopted and nationalism was increased among the people. Later, during the war of 1812, the positive effects of these territories would help unify American citizens in their second war with Great Britain.

Anchor Level 4-C

The response:

- Develops all aspects of the task for the acquisition of the Ohio River valley and the Louisiana Territory
- Is both descriptive and analytical (*Ohio River valley*: after the end of the American Revolution, the Ohio River valley was granted by Great Britain to the United States in the resulting peace treaty; American negotiators had gotten the British to agree not only to independence for the thirteen colonies but also to control over this territory; British troops remained, trading guns with Native Americans in the region; a major cause of another war with Great Britain in 1812; these visionary laws prevented northwestern states from allowing slavery and managed to set the precedent for equal statehood for all new states that would be become part of the United States under the new Constitution; acquisition had a crucial positive effect on the initial development of the United States as a republic; *Louisiana Territory*: Napoleon was more interested in financing his wars in Europe than in holding onto distant lands; Jefferson offered to buy the port city of New Orleans but ended up purchasing the entire territory; the purchase gave the United States total control of the Mississippi River and its key port; opened the way for farmers to sell their products to domestic and foreign markets; millions of acres of farmland were open to families who could never hope to own land in the East; pioneers developed a fierce loyalty and pride in their country; increased nationalism and improved the economy)
- Supports the theme with relevant facts, examples, and details (*Ohio River valley*: territory between the Appalachians and the Mississippi; British forts in the Northwest; Articles of Confederation; Land Ordinance; Northwest Ordinance; *Louisiana Territory*: Napoleonic Wars; doubled the size; frontier spirit; immigrants); includes a minor inaccuracy (*Louisiana Territory*: sold for \$14 million)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that link the acquisitions to important foundations of national development

Conclusion: Overall, the response fits the criteria for Level 4. The response demonstrates an understanding of the first two territorial acquisitions of the United States. However, it lacks the depth and analysis of a higher level paper.

Since the gain of its independence in 1776, the United States has been a growing nation. Staying true to the Manifest Destiny, it was constantly acquiring new territories. Some have come from wars, others were purchased peacefully. Two important territories that we acquired were the Louisiana territory, and the Philippines after the Spanish American war. Although they were both annexed in the same century, their circumstances were extremely different, as were their final outcomes.

The Spanish-American war was initiated and fueled by several things. Jingoism, yellow journalism portraying Spanish cruelty towards Cubans; the intercepted De-Lôme letter, and the sinking of the Maine all contributed to US involvement in Cuba. When we defeated Spanish forces, the Treaty of Paris that came after worked strongly in our favor. Cuba gained its independence, and we acquired Guam, Puerto Rico, and the Philippines for \$15 million. The debate over annexation of the Philippines had mixed responses. Anti-imperialists recognized the responsibility and hardships that come with establishing power over a territory so far away, arguing that it violated the ideals of the Declaration of Independence. Those hungry for US power were thrilled to get control over Pacific islands. The people of the Philippines were unhappy, however. Filipinos revolted over American rule and there were three years of bloody fighting to suppress independence. To make amends, we passed the Jones Law of 1916, recognizing them as a territory, giving all males a right to vote, and promising them independence as soon as everything was stable there. After WWII, we gave up our control of the territory, and it is no longer a part of the United States today.

The Louisiana Territory was gained more peacefully. Farmers along the Mississippi had no easy way to get their crops to large markets. Thomas Jefferson tried to buy New Orleans to give the farmers free access. France sold it to U.S along with the whole territory for \$15 million. The Louisiana territory immediately doubled the size of the United States. Louis and Clark were sent to explore it, reaching all the way to the Pacific Ocean. Some negative effects of its acquisition were disputes over whether newly formed states should be slave states or free states. The North did not want there to be more slave states than there were free states to maintain a balance in the Senate. The first battle over slave and free states was solved with the Missouri Compromise which admitted Maine as a free state to balance Missouri as a slave state. Later, the Kansas-Nebraska Act granted the right of popular sovereignty to the new territories, allowing the settlers to make their own decisions. It was the Civil War that ended the dispute.

Not all new territory benefited the United States, and gaining the new territory usually came at a price. Frequently compromises had to be made to ensure the happiness of all those involved, except those who opposed new territory entirely.

Anchor Level 3-A

The response:

- Develops all aspects of the task by discussing the historical circumstances that led to the acquisition of the Philippines and the Louisiana Territory but some effects have little depth
- Is more descriptive than analytical (*Philippines*: when we defeated Spanish forces, the Treaty of Paris that came after worked strongly in our favor; Cuba gained its independence, and we acquired Guam, Puerto Rico, and the Philippines; anti-imperialists recognized the responsibility and hardships that come with establishing power over a territory so far away, arguing that it violated the ideals of the Declaration of Independence; those hungry for United States power were thrilled to get control over Pacific islands; Filipinos revolted over American rule; three years of bloody fighting to suppress independence; *Louisiana Territory*: farmers along the Mississippi had no easy way to get their crops to large markets; Thomas Jefferson tried to buy New Orleans; doubled the size of the United States; some negative effects of this acquisition were disputes over whether newly formed states should be slave states or free states; the North did not want there to be more slave states than there were free states to maintain a balance in the Senate)
- Includes some relevant facts, examples, and details (*Philippines*: jingoism; yellow journalism; Spanish cruelty toward Cubans; sinking of the Maine; Jones Law of 1916; right to vote; World War II; *Louisiana Territory*: France; \$15 million; Missouri Compromise; Maine as a free state; Kansas-Nebraska Act; popular sovereignty; Civil War); includes a minor inaccuracy (*Philippines*: acquired Guam, Puerto Rico, and Philippines for \$15 million)
- Demonstrates a satisfactory plan of organization; includes an introduction that observes that the United States was a growing nation and a conclusion that is somewhat beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response demonstrates an understanding of the historical circumstances and some negative effects of these acquisitions. However, some other effects such as the mention of anti-imperialists arguments and the Lewis and Clark exploration are not developed.

Since its formation, the United States expanded west. The idea of Manifest Destiny led to much of its territorial acquisition in the mid-late 1800's. California is one of the territories gained as a result of the idea of manifest Destiny. There had also been territorial gains before this idea came about, like with the purchase of the Louisiana Territory. Both of these territorial acquisitions had positive and negative effects.

The Louisiana Purchase was made by Jefferson in 1803. The United States acquired French land west of the Mississippi River from Napoleon in exchange for 15 million dollars, equating to about 3 cents per acre. The immediate effect of this purchase was increased westward expansion. This expansion came at a cost, however, because as Americans moved west, Indian attacks on settlements became more and more frequent. Another effect was the distrust that some began to feel towards Jefferson, because he had adapted from his strict constructionist policy to be more loose. The Constitution did not include territorial acquisition powers for the president. Jefferson evaded this and used his treaty-making ability as reason for the constitutionality of the Purchase. Critics saw this as hypocritical of Jefferson's strict constructionist ways, and increased their opposition. In addition, western local governments were more democratic than the east. Some Rights were extended to people in the west far earlier than they were in the east. This is one of the positive effects of the westward expansion into Louisiana. As a result of this greater democracy in the west, Wyoming was the first state to grant female suffrage, well before the 19th amendment in 1920, granting all women the right to vote. The Louisiana Territory acquisition had both positive and negative effects on the United States.

California was a territory acquired from Mexico in 1848, as part of the treaty ending the Mexican War. Around this time, gold was discovered in California, leading to the Gold Rush of 1849. Many moved out west to find gold in the desert. California reached the require population to apply for statehood and did so in 1850. This was a negative effect of the acquisition because it put the Union in a crisis. If California was to be admitted as a free state, there would be a majority of free-state sentiment in the Senate. The same would happen with slave-state sentiment if it were admitted as a slave state. The Compromise of 1850 was drafted to end the crisis. California would be admitted as a free state, the slave trade would end in Washington, D.C., and, to appease the South, the North instituted stricter fugitive slave laws for those that had escaped North. The fugitive slave law actually increased Northern anger over the enforcement of slavery. A new dispute over Kansas-Nebraska in 1854 further increased sectional tensions. The Kansas-Nebraska territory would be opened to popular sovereignty. This tension led to what was known as "Bleeding Kansas"! California had positive effects on people looking to get rich and some negative effects on the Union.

Both the Louisiana Purchase Territory and the California territory had positive and negative effects on the United States. Westward expansion led to greater democracy but also increased Indian attacks and Union crises. The United States has since expanded westward even more and acquired territories like Alaska in 1867 and Hawaii in 1898.

Anchor Level 3-B

The response:

- Develops some aspects of the task in some depth for the acquisition of the Louisiana Territory and California but other aspects are less developed
- Is more descriptive than analytical (*Louisiana Territory*: the United States acquired French land west of the Mississippi River from Napoleon in exchange for \$15 million, equating to about 3 cents per acre; expansion came at a cost because as Americans moved west, Indian attacks on settlements became more frequent; critics saw this as hypocritical of Jefferson's strict constructionist ways, and increased their opposition; western local governments were more democratic than in the East; some rights were extended to people in the West far earlier than they were in the East; *California*: California was a territory acquired from Mexico in 1848, as part of the Treaty ending the Mexican War; statehood was a negative effect of the acquisition because it put the Union in a crisis; the Compromise of 1850 was drafted to end the crisis; fugitive slave laws increased Northern anger; Kansas-Nebraska territory would be opened to popular sovereignty)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: treaty making; constitutionality; Wyoming; female suffrage; 19th amendment in 1920; *California*: gold rush of 1849; free state; slave state; Senate; slave trade would end in Washington, D.C.; Bleeding Kansas)
- Demonstrates a satisfactory plan of organization; includes an introduction that connects the acquisitions to the ideas of Manifest Destiny and a conclusion that mentions later acquisitions

Conclusion: Overall, the response fits the criteria for Level 3. The response briefly mentions the historical circumstances that led to each acquisition. The discussion of the contribution of the Louisiana Territory to democracy and California's statehood to increased sectionalism is more developed. As an effect, the mention of Indian attacks on westward-bound Americans in the Louisiana Territory lacks any development.

Since the United States became a nation in 1776 it has expanded. Territorial acquisition has had a profound affect on American life. Two such territories acquired by the United States are the Louisiana Purchase of 1803 and the acquisition of California in 1848. Each of these territories had both positive and negative effects.

One of the largest territorial acquisitions made by the United States was the Louisiana Purchase of 1803. President Jefferson had sent a representative to France in order to buy the city of New Orleans. With New Orleans, the United States would be able to ship goods along the entire Mississippi River. This would help farmers and better facilitate trade. The representative went to France and Napoleon offered to sell him the entire territory of Louisiana, not just New Orleans for \$15 million. Thus the United States more than doubled in size.

With the acquisition of the Louisiana Territory came both positive and negative effects. One of the largest benefits of this acquisition is that it more than doubled the size of the United States. Increased land provided natural resources and space for surplus population. This purchase perpetuated pioneerism and rugged individualism that shaped the American culture for over a century. The 'frontier' that this acquisition provided helped define the American spirit. However, the Louisiana Purchase had its negative effects as well. When president Jefferson bought the territory from France without first consulting Congress, he weakened his anti-Federalist position. The acquisition of this territory led to increased conflicts with the Native Americans, conflicts such as the Sioux wars.

California was another such territorial acquisition made by the United States. The Mexican American War was fought because of a

strong belief in Manifest Destiny. Manifest Destiny was the belief that the United States should expand until it occupied all the territory from the East Coast to the West Coast. Before the Treaty of Guadalupe-Hidalgo was signed, president Polk sent troops to California. Gaining California would mean the acquisition of the West Coast and valuable trade with the Orient.

Just like the Louisiana Purchase of 1803, the acquisition of California in 1848 had both positive and negative effects on the United States. One benefit from the annexation of California is that it provided an American stronghold on the West Coast. Being on the West Coast allowed access to the lucrative trade markets in the Orient. The acquisition of California also boosted morale in addition to being a victory for Manifest Destiny. Despite its benefits, the acquisition of California came with its negative effects as well. California wanted to enter the Union as a free state even though half of it was below the 36°30' line established by the Missouri Compromise of 1820. This enraged the Southerners who wanted another slave state. Having more free states than slave states would have upset the balance of power in the Senate. The greatest negative effect caused by the acquisition of California is that it built up the sectional tension that led to the Civil War.

Territorial acquisitions have always greatly impacted the United States. Each new acquisition has both positive and negative effects. Two of the territorial acquisitions that have had the greatest impact on the United States were those of the Louisiana Territory in 1803 and California in 1848.

Anchor Level 3-C

The response:

- Develops the historical aspects of the task in some depth for the acquisition of the Louisiana Territory and California but the development of the effects has little depth
- Is more descriptive than analytical (*Louisiana Territory*: President Jefferson had sent a representative to France to buy the city of New Orleans; with New Orleans, the United States would be able to ship goods along the Mississippi River; this purchase perpetuated pioneerism and rugged individualism that shaped the American culture for over a century; weakened Jefferson's anti-Federalist position; acquisition of this territory led to increased conflicts with the Native Americans, conflicts such as the Sioux wars; *California*: the Mexican-American War was fought because of a strong belief in Manifest Destiny; President Polk sent troops to California; being on the west coast allowed access to the lucrative trade markets in the Orient; wanted to enter the Union as a free state; enraged southerners who wanted another slave state; the greatest negative effect caused by the acquisition of California is that it built up the sectional tension that led to the Civil War)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: Napoleon; \$15 million; doubled the size; American spirit; *California*: Treaty of Guadalupe-Hidalgo; 36°30' line; Missouri Compromise of 1820; upset the balance of power in the Senate)
- 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 discussion of the historical circumstances that led to each acquisition shows an understanding of the task. However, the response would have been strengthened by developing the effects of each acquisition more fully.

Ever since the Proclamation of 1763, where Britain forbade the United States from going west of the Appalachian mountains, Americans have been striving to expand westward. The concept of Manifest Destiny has given Americans a drive to occupy all the land from coast to coast. Two major land acquisitions that greatly affected the United States were the gaining of California in 1848 and the Louisiana Purchase in 1803.

At the dawn of the 19th century, America was beginning to grow and define itself as a nation. While America progressed however, a great war was developing in Europe. The Corsican Napoleon Bonaparte was attempting, under the French flag to conquer all of Europe. As his troops and supplies began to dwindle, Napoleon attempted to acquire more money by selling France's colonial outposts. In 1803 for a very low price, Napoleon sold to the United States the Louisiana purchase. The immediate implication was the doubling in size of the nation. Thomas Jefferson, the president at the time, viewed the bargain as slightly unconstitutional, but recognized that all of the fertile farmland would promote his ideas of democracy powered by agriculture. However, this acquisition was not completely positive. The Americans continually pushed the Native Americans that inhabited these lands westward onto reservations. Bloody battles ensued and the victorious Americans spared little. Helen Hunt Jackson's book, "A Century of Dishonor" outlines such injustices. Another positive aspect however was the existence of a frontier in which urban dwellers could flee to to own land.

The Northwest Ordinance, late in the 18th century outlined how a territory could become a state in the USA. In mid 19th century, after

Anchor Paper – Thematic Essay—Level 2 – A

having an influx of miners and frontiersman, California applied for statehood. However the acquisition of California arose a problem. There was an equal balance of free states & slave states in Congress and this would offset the balance. Because of this acquisition, it led directly to the Compromise of 1850. In this Compromise, California was admitted as a free state and the Fugitive Slave Law was enacted to balance the deal for the South. This law allowed the capture of runaway slaves in the North, but Personal Liberty Laws countered them.

The US strive for expansion under Manifest Destiny led to many conflicts. The Louisiana Purchase led to a conflict with Native Americans and the acquisition of California led to a conflict between the North and the South. However the end product of our glorious nation is spectacular.

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

- Develops some aspects of the task in some depth for the acquisition of the Louisiana Territory and California
- Is primarily descriptive (*Louisiana Territory*: Napoleon attempted to acquire more money by selling France's colonial outposts; all of the fertile farmland would promote Jefferson's ideas of democracy powered by agriculture; pushed Native Americans westward onto reservations; bloody battles ensued; Helen Hunt Jackson's book, *A Century of Dishonor*, outlines such injustices; *California*: equal balance of free states and slave states in Congress; acquisition of California would offset the balance; in the Compromise of 1850, California was admitted as a free state and the Fugitive Slave Law was enacted to balance the deal for the South); includes faulty application (*California*: Northwest Ordinance)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: Corsican Napoleon Bonaparte; very low price; doubling the size of the nation; unconstitutional; *California*: miners and frontiersmen; runaway slaves; personal liberty laws)
- Demonstrates a general plan of organization; includes an introduction that links territorial expansion to the Proclamation of 1763 and Manifest Destiny and a conclusion that notes the acquisitions created social conflict

Conclusion: Overall, the response fits the criteria for Level 2. Although the response includes some analysis, only one effect of the acquisition of Louisiana is fully developed. In addition, the response fails to discuss the historical circumstances leading to the acquisition of California and includes only one effect for this acquisition.

The United States has expanded throughout history due to the acquisition of new territories. Some of these acquisitions have had positive effects, and some have had negative effects on the United States. In particular the acquisition of the Louisiana Territory in 1803 had positive effects on the United States, while the acquisition of California in 1848 had negative effects on the United States.

To begin, in 1803 the United States acquired the Louisiana Territory. The action that led to the acquisition of the Louisiana Territory was a result of Napoleon Bonaparte losing power in France. Thomas Jefferson saw this as an opportunity to gain more territory for the United States. As a result, Jefferson purchased the Louisiana Territory from Napoleon, for fifteen million dollars. The acquisition of the Louisiana Territory had a variety of positive effects on the United States. For one, the addition of this territory instantly doubled the size of the United States. Another positive effect was that Thomas Jefferson was praised as a president, and became well known for his purchase of the Louisiana Territory. Lastly, an additional effect that the acquisition of the Louisiana Territory had on the United States was that it encouraged westward expansion. After the Louisiana territory was acquired people immediately began expanding westward. This also led to the idea of Manifest Destiny, the belief that the United States should continue to expand westward.

Another territory that was acquired by the United States was California in 1848. The acquisition of California was the result of the United States winning that territory from Mexico. Unfortunately, the acquisition of California had mostly negative effects, with the exception that it expanded the United States size. As for the negative effects,

Anchor Paper – Thematic Essay—Level 2 – B

once California was acquired, the issue was raised as to if California would be admitted as a free or slave state. This caused much tension between the North and south because if California was to be a free state, it would benefit the North in the House of Representatives, but if it was a slave state it would benefit the south in the House.

The United States expanded in size due to the acquisition of new territories. The acquisition of some territories had positive effects on the United States while others had negative. Specifically, the Louisiana Territory, acquired in 1803, positively affected the United States while California, acquired in 1848, had negative effects on the United States.

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

- Minimally develops all aspects of the task for the Louisiana Territory and California
- Is primarily descriptive (*Louisiana Territory*: Jefferson purchased the Louisiana Territory from Napoleon for fifteen million dollars; the addition of this territory instantly doubled the size of the United States; encouraged westward expansion; *California*: the acquisition of California was the result of the United States winning this territory from Mexico; expanded the United States size; caused much tension between the North and the South)
- Includes few relevant facts, examples, and details (*Louisiana Territory*: Thomas Jefferson; Manifest Destiny; *California*: issue if California would be free or slave state); includes inaccuracies (*Louisiana Territory*: acquisition a result of Napoleon Bonaparte losing power in France; *California*: benefit to the North/South in the House of Representatives)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that overstate the positive impact of the Louisiana Purchase and the negative impact of acquiring California.

Conclusion: Overall, the response fits the criteria for Level 2. The response addresses every aspect of the task but does so with little depth or detail.

The United States started out as only thirteen colonies, but has grown to include a large portion of North America. The acquisition of territory throughout history always brought about strong reactions and important effects. Two examples of important acquired territories are Texas and Hawaii. Each showed the issues in American government or policy at the time.

The annexation of Texas was quite a debate at the time, revealing the strong opinions about the spread of slavery. The positive side to the annexation of Texas was the addition of a huge amount of land to the United States. The negative side was that it stirred up strong feelings of sectionalism. Texas was filled with many Americans, so when it declared itself independent from Mexico it asked for annexation, but Mexico was not happy about this. Annexation by the United States angered Mexico and was one of the factors that led to the Mexican-American War.

A second important territorial acquisition was Hawaii in 1898. This had some negative implications because it could be seen as the start of American imperialism. From this point, the United States started to interfere in other countries to promote its own interests, without much regard for the people living there. Queen Liliuokalani wanted the United States out of Hawaii, so American annexation of Hawaii was forced with much questionable maneuvering and not really with the consent of Hawaii itself.

The addition of new territory will always have long lasting effects and implications for a country. The effects may be negative, positive, or both, but they will affect the entire country. Two examples of this are the annexation of Texas and Hawaii. Both had important issues surrounding them which changed American history.

Anchor Level 2-C

The response:

- Minimally develops some aspects of the task for the acquisition of Texas and Hawaii
- Is primarily descriptive (*Texas*: the annexation of Texas was quite a debate at the time, revealing the strong opinions about the spread of slavery; Texas was filled with many Americans, so when it declared itself independent from Mexico, it asked for annexation; annexation by the United States angered Mexico and was one of the factors that led to the Mexican-American War; *Hawaii*: it could be seen as the start of American imperialism; the United States started to interfere in other countries to promote its own interests, without much regard for the people living there; Queen Liliuokalani wanted the United States out of Hawaii, so American annexation of Hawaii was forced with much questionable maneuvering and not really with the consent of Hawaii itself)
- Includes very few relevant details (*Texas*: addition of huge amount of land to the United States; sectionalism)
- Demonstrates a general plan of organization; includes an introduction that is slightly more than a restatement of the theme and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 2. The description of the historical circumstances for Hawaii hints at but does not develop the effects. The discussion of Texas mentions the issues without discussing them and alludes to the role that the Mexican War played in the acquisition of Texas.

Throughout the duration of United States history, the U.S. has acquired many new territories. These territories such as the Louisiana Territory, Texas, and Hawaii were acquired by multiple different means. While acquiring these territories were a pivotal move in American history, they had both positive and negative impacts on the country as a whole.

The Louisiana Territory was an important acquisition in American history. It was acquired by means of the Louisiana Purchase. This land was acquired from France for roughly a million dollars. Thomas Jefferson was weary of this purchase because it went against his strict construction beliefs. Despite this fact, it was beneficial to the United States because the Mississippi River made transporting goods easier and more convenient.

The territory of Texas is a pivotal obtainment as well. Acquired through the Mexican cession with the Treaty of Guadalupe Hidalgo it added to the mass of the U.S. However, this was after the Spanish-American War which cost the lives of many Americans, as well as Mexicans.

Finally the acquisition of Hawaii was another beneficial acquirement. Hawaii was beneficial to the United States for its crops, such as coffee, sugar, and bananas. The United States sent people over to Hawaii to converse with Queen Liliuokalani and were unable to obtain the land peacefully, but did so by force & imprisonment.

By acquiring new territories, the United States benefitted the country as a whole. While many territories and acquirements make up the modern day U.S. they were all obtained by different means, as seen with the obtaining of Texas, Hawaii, and the Louisiana Territory.

Anchor Paper – Thematic Essay—Level 1 – A

These were beneficial to the U.S., but sometimes detrimental to those the land was obtained from.

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

- Minimally develops a few aspects of the task for the acquisition of the Louisiana Territory
- Is descriptive (*Louisiana Territory*: this land was acquired from France; was beneficial to the United States because the Mississippi River made transporting goods easier and more convenient)
- Includes no additional relevant facts, examples, or details; includes several inaccuracies (*Louisiana Territory*: acquired for roughly a million dollars; *Texas*: acquired through the Mexican Cession with the Treaty of Guadalupe-Hidalgo; was after the Spanish American War)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that restate the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response shows some knowledge of the Louisiana Purchase but contains no accurate information about the acquisition of Texas. The example of Hawaii cannot be considered as it is the third example selected.

Almost every nation favors the idea of spreading themselves to acquire more land. The bigger the better. By expanding their land, they may win into new barriers, or positive enforcements. Some groups of people move in order for a better, more ideal life than what they already have. Many people had the mind set that they should own all of America. In 1848, many people rushed to California in order to find and make a better life. Not only were there many extravagant benefits, but there were also some draw backs.

Flocks of people hurried to California when there was mention of a Gold rush. Few lucky personnales struck upon some gold, and word quickly spread. The gold was not only a symbol for wealth, but a better life. Encountering gold would help them make their lives instantly better. Thus, people started settling in California, and the rate of people increased. Initially, Americans believed that they should own California because of the Manifest Destiny. That stated that, a theory, America should be from the Atlantic ocean to the pacific ocean; we should own all of the land. Of course this proved to be beneficial for Americans when they found valuable natural reasources that could prove to be helpful for a wealthy life.

As a result of the Manifest Destiny, most Americans believed that they should own the land from both oceans; the whole continent. When acquired the land in 1848, there were mixed results. Many people struck lucky and gain a better wealthy life. Others didnt happen to luck out and resulted in Poverty when they didnt find the gold that they had intended to have.

Anchor Level 1-B

The response:

- Minimally develops a few aspects of the task for the acquisition of California
- Is descriptive (*California*: initially, Americans believed that they should own California because of Manifest Destiny; America should be from the Atlantic Ocean to the Pacific Ocean; flocks of people hurried to California when there was mention of a gold rush); includes weak application (*California*: the gold was not only a symbol for wealth, but a better life; proved to be beneficial for Americans when they found valuable natural resources that could prove to be helpful for a wealthy life)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; lacks focus; includes a weak introduction and a conclusion that restates the goal of Manifest Destiny

Conclusion: Overall, the response fits the criteria for Level 1. Much of the discussion of California is on the effects on the gold rush settlers rather than the effects of the acquisition on the United States. Furthermore, no mention is made of a second acquisition.

In the early to mid-1800's the American populace was consumed by the idea of manifest destiny. This theory stated that it was America's god-given right and duty to expand westward, spreading democracy and civilization to new territories. The advent of canals, turnpikes, and later railroads further encouraged westward expansion in the 1800's. Expansionist events such as the 1804 Louisiana Purchase and the 1848 Mexican cession had mainly negative effects by heightening sectional tensions in the Antebellum Era.

Greatly strained during the Napoleonic wars, France was eager to sell the Louisiana Territory at a very low price, making the Louisiana Purchase widely recognized as the "greatest real estate bargain of all time." Thus, under President Thomas Jefferson, the United States annexed this territory which included the entire Mississippi River and New Orleans. However, this acquisition caused major issues when Missouri petitioned to enter the Union. In Missouri, slavery was well-established, so its admission had the capacity to upset the then-even balance between slave states and free states in the senate. This prompted sectionalist tensions, an example being the Tallmadge Amendment. Proposed by James Tallmadge from New York, this amendment called for the end of slavery in Missouri. This was quickly defeated, but showed that the Northern free states and Southern slave states were in discord. Finally, Speaker of the House Henry Clay of Kentucky proposed the Missouri Compromise in 1820. This called for the admittance of Missouri as a slave state, but Maine as a free state, keeping the delicate senatorial balance. The Compromise abated sectionalist tensions for awhile, but it is evident that tensions were spiked by this territory's acquisition.

Thematic Essay—Practice Paper – A

In the 1840's, America annexed two new territories that would have an effect similar to that of the Louisiana Purchase. The Oregon Territory was annexed peacefully in 1846 when the U.S. compromised with British claims to the land. The Mexican Cession, on the other hand, was annexed in the 1848 Treaty of Guadalupe Hidalgo following the Mexican-American War. (Texas was also annexed in 1845 causing an argument over the boundary between Texas and Mexico that led to the war.) This cession included areas of the Southwest and California. Thus, America was opened up to these far western areas. The results were largely negative as sectionalism and slavery issues became the political battlefield. When California, a region where slavery was not established, petitioned for statehood, the senate balance was once more threatened. Similar to the Tallmadge Amendment, the Wilmot Proviso had proposed the nonextension of slavery in new territories also. This was also quickly rejected. Again, Henry Clay proposed a compromise—The Compromise of 1850, which allowed California to be free but extended popular sovereignty (the right to vote on slavery) to all other territories. This situation has many parallels to the early-1800's conflict regarding MO, but in the end, the political situation was more precarious in the 1850's. The 1850 compromise didn't solve the tension problem because of some of its other parts, especially the new fugitive slave law. Then there was a Kansa-Nebraska Act which allowed popular sovereignty in the areas, but then there was Bleeding Kansas under President Pierce. There were some John Brown raids and it was really kind of rough. Then we had the Civil War.

Throughout American history, the acquisition of new territories has been valued by the American people for the new opportunities that come with new land. However, acquiring new territories has never come without a price; while new land opens up new resources, it often will also lead to new conflict. The American Acquisition of Hawaii and Louisiana territory are prime examples of points in history where new land has both positive and negative results.

Hawaii was an interesting prospect for American acquisition, mainly because it was not agreed on nationally. President Grover Cleveland, when first faced with the opportunity to gain Hawaii as a territory, chose not to conquer the chain of islands. Cleveland was aware that the Hawaiian people, lead under Queen Liliuokalani had no desire to become American. Because of this he turned down the opportunity in respect for Hawaiian freedom rather than making waves and adding people to the union who would not want to be there. However, Cleveland's feelings were not shared by all, and once his presidency ended, America did, in fact, end up acquiring Hawaii. This acquisition transpired after government officials were sent to Hawaii to check its status, and reported back, falsely, that the Hawaiian people wanted to become American. The positive aspects of, in 1898, acquiring Hawaii were the new resources it opened America to, such as exotic fruits like the pineapple. Yet it came at the cost of oppressing the Hawaiian peoples' wishes and a level of governmental deception.

Similarly, the Louisiana Purchase led to positive and negative outcomes. On one hand, the 1803 acquisition of land helped the nation reach its goal of Manifest Destiny. Under the opinion of the "more land, more power" viewpoint the Louisiana Purchase was a great move

Thematic Essay—Practice Paper – B

by the United States. Yet, it too came with a price. Unfortunately the Louisiana Purchase led to the continuation of the American pattern of oppressing the Native Americans. After already being moved from the east coast, westward the Native Americans once again were forced to deal with the conflict caused by American cohabitation, a battle the Native Americans were too familiar with losing. The American move back into Native American lands brought many skirmishes between the two groups. Once again it is seen through history that new land comes with a cost greater than that of dollars.

While Americans can agree that new land for the country provides many helpful resources & opportunities. It must also be recognized that new territorial acquisitions often lead to negative side effects. With this in mind Americans can learn from history and make efforts to maximize the positive outcomes of territory acquisition and attempt to eschew the negative side of things.

Although not as fervent in the hunt for new territories, the United States did indeed inherit some imperialistic tendencies from our European founders. Especially when considering the 1840s ideal of Manifest Destiny, acquiring new territories was in the fabric of our nation's framework. The acquisition of the Louisiana Purchase and California exhibit the American expansion in a great sense, but also represent the role (and duty) of the Federal Government during the process of gaining lands.

In 1803, Thomas Jefferson believed in an America of the common man and sought to limit the power of the central government. Yet he actually challenged the constitutional limits of the President during this year as he bought the Louisiana Purchase from Napoleon in order to get control of the port of New Orleans for American farmers. The Mississippi River was the main shipping highway used by western farmers to get their goods to market. Jefferson, being a strict interpreter of the constitution, chose to act upon the offer within a looser construction. Nowhere is it stated that the President can purchase new territories, however, by purchasing the lands via treaty, Jefferson remained within his rights as President. This action helped the nation's economy and removed a strong nation from our borders.

The Louisiana Purchase doubled the size of the United States, thus creating a vast new area to be settled and explored. Conflicts with Native Americans inevitably erupted, as white settlers and the federal government grabbed the hunting lands of the Plains Indians. The benefits of this new territory greatly expanded and solidified the economic power of the U.S. The Purchase gave control of the mighty Mississippi River to the U.S. with the port city of New Orleans. The

United States no longer had to beg a foreign country for the right of deposit and New Orleans became one of the busiest trade centers, broadening commerce with Europe and the Caribbean. American farmers' crops could now be sold to eastern cities and all over the world. Before this few crops made their way over the Appalachians to the east.

The acquisition of California in 1848 presented its own issues when becoming a state. The present southwestern states had been ruled by Mexico until the United States victory over Mexico in 1848. It took a war to achieve Manifest Destiny because Mexico refused to give up the land peacefully by selling it to the United States. During the war, California had the Bear Flag Revolution to finally liberate itself from Mexican rule. That victory, as well as the extensive media hype generated by the Gold Rush, had thousands running to sunny California. As the 49ers rushed to find gold, they quickly settled into lawless towns with only vigilante justice. The miners themselves were exploited as swindlers cheated them out of their few nuggets of gold. Population was not an issue in assuring statehood; conflicts between Northern free and Southern slave states slowed the process of accepting California into statehood.

Henry Clay once again attempted a compromise that would appease free states and slave states by introducing legislation that would allow California to enter as a free state and would also strengthen fugitive slave laws. The compromise of 1850 settled the tension over slavery only temporarily. During the next decade, the issue of the expansion of slavery would lead to greater conflict and would eventually lead to the Civil War.

Thematic Essay—Practice Paper – C

American expansion in Louisiana and California helped to strengthen the nation economically by bringing in new resources like the gold in California and by creating new opportunities for farmers in the plains. But the benefits also came with a cost to Native Americans and to the whole country in the Civil War. The implications and consequences of this expansionist ideal would be personified by numerous treaties and plenty of bloodshed. Yet without these additions the true strength of the United States government might have never been secured.

Thematic Essay—Practice Paper – D

United States wanted to acquire more territory to add on to the American land. Then American became involved with South American countries over the control of Mexico. This became known as the Mexican war. America thought that more land and control meant that they would be more powerful and look like they were in control. They fought with South America over the addition of Mexico. Mexico's view deserved some attention too. Mexico believed that they didn't have much freedom and that they had no say in government and what they wanted. Some positive effects of acquisition of gaining the territory of Mexico was that the US gained land and added on to their population. A negative effect of acquisition was that the US were looked upon as expansionists.

Another example of US expansion was the addition of Hawaii. The gain of Hawaii was called the annexation of Hawaii. The annexation of Hawaii had both positive and negative impacts on the United States as a whole. Some positive impacts were

Over the years the United States has acquired many territories through various means and for various reasons. Territories have been acquired as the result of wars or have been purchased from other countries. Territories have been acquired for mainly economic reasons and have been used as land for railroads or land for farming. Two such territories that were acquired by the US and had an impact of the US are the Louisiana Territory and Alaska.

Prior to US ownership, the Louisiana Territory was owned by France but French leaders decided to sell it in 1803 when they needed money. Jefferson, who was the US President at the time, was interested in the land but was unsure if it was Constitutional for the President to purchase land for the country. Ultimately, President Jefferson bought the territory which doubled the size of the US.

The acquisition of the territory had a significant impact on the US. The Port at the mouth of the Mississippi River was acquired which eased the trade and flow of goods along this river. Furthermore, more farm land was available which led to farmers traveling west to farm cheap and plentiful land. Farmers used the Mississippi and its tributaries to ship their goods to markets, making their land more valuable. However, this territory had some negative affects as well. White farmers felt threatened by Native Americans on the plains, so Native Americans in this territory were constantly moved off their land to reservations. Most importantly, the acquisition of the Louisiana Territory helped begin the idea of Manifest Destiny, especially after the Lewis and Clark expedition improved the US claims to the Pacific Coast.

Another important territory that was acquired was Alaska in 1867.

Like the Louisiana Territory, Alaska was sold by another country, in this case Russia. Similarly, there was much debate about the decision to buy Alaska. Many saw no use for it and viewed it as a barren waste land. Ultimately, it was purchased in 1867 and was one of the only territories not connected to the continental U.S.

Alaska had a significant impact on the U.S that began with the discovery of gold and then oil. The gold added unexpected wealth to the U.S and led to more people moving to Alaska. The oil helped keep the U.S from being so dependent on foreign oil and impacted the economy. It made Alaska richer and more important than anyone ever thought it would be. However, the discovery of oil also had a negative impact because it resulted in the destruction of pristine lands and wildlife. Also, many native inhabitants were forced to move so businesses could drill for oil. Ultimately, Alaska proved to be a positive influence on the economy of the U.S.

Throughout U.S history there have been many territories acquired and there has been much debate about acquiring them. Once acquired, these territories have had both positive and negative affects on the economy, relations with foreign countries, and the native people on these territories. These impacts are still relevant today.

Practice Paper A—Score Level 3

The response:

- Develops some aspects of the task in some depth for the acquisition of the Louisiana Territory and the Mexican Cession
- Is both descriptive and analytical (*Louisiana Territory*: strained during the Napoleonic Wars; France was eager to sell the Louisiana Territory at a very low price, making the Louisiana Purchase widely recognized as the “greatest real estate bargain of all time”; under President Thomas Jefferson, the United States annexed this territory that included the entire Mississippi River and New Orleans; Tallmadge Amendment called for end of slavery Missouri; Tallmadge Amendment quickly defeated, but showed that the northern free states and southern slave states were in discord; Missouri Compromise abated sectionalist tensions for a while but it is evident that tensions were spiked by this territory’s acquisition; *Mexican Cession*: Texas was annexed in 1845, causing an argument over the boundary between Texas and Mexico that led to the war; included areas of the southwest and California; sectionalism and slavery issues became the political battlefield; many parallels to the early 1800s conflict regarding Missouri, but in the end the political situation was more precarious in the 1850s)
- Includes some relevant facts, examples, and details (*Louisiana Territory*: Speaker of the House Henry Clay; Missouri as slave state, Maine as free state; delicate Senatorial balance; *Mexican Cession*: Treaty of Guadalupe Hidalgo; Mexican-American War; Wilmot Proviso; Henry Clay; Compromise of 1850; popular sovereignty; Civil War)
- Demonstrates a satisfactory plan of organization; includes an introduction that connects the acquisitions to the idea of Manifest Destiny and the heightening of sectional tensions; lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 3. The response is framed by an overview of the tensions caused by the Louisiana Purchase and Mexican Cession. However, the brevity of historical circumstances for each acquisition and the disconnected facts concerning later events in the 1850s weaken the response.

Practice Paper B—Score Level 2

The response:

- Develops some aspects of the task for the acquisition of Hawaii and the Louisiana Territory
- Is primarily descriptive (*Hawaii*: President Grover Cleveland, when first faced with the opportunity to gain Hawaii as a territory, chose not to conquer the chain of islands; Cleveland’s feelings were not shared by all, and once his Presidency ended, America did end up acquiring Hawaii; came at the cost of oppressing the Hawaiian peoples’ wishes; *Louisiana Territory*: under the opinion of the “more land, more power” viewpoint, the Louisiana Purchase was a great move by the United States; Louisiana Purchase led to the continuation of the American pattern of oppressing the Native Americans; Native Americans once again were forced to deal with the conflict caused by American cohabitation, a battle the Native Americans were too familiar with losing; new land comes with a cost greater than that of dollars); includes faulty application (*Hawaii*: the new resources it opened America to, such as exotic fruits like the pineapple)
- Includes few relevant facts, examples, and details (*Hawaii*: Queen Liliuokalani; *Louisiana Territory*: Manifest Destiny; moved from the east coast westward; many skirmishes)
- Demonstrates a general plan of organization; includes an introduction and conclusion noting that new acquisitions bring new resources but also bring conflict

Conclusion: Overall, the response fits the criteria for Level 2. The strength of the response lies in its description of the acquisition of Hawaii and the discussion of the impact of the Louisiana Purchase on Native Americans. The historical circumstances for the Louisiana Purchase are not addressed and the effects of the acquisition of Hawaii are barely discussed.

Practice Paper C—Score Level 4

The response:

- Develops all aspects of the task for the Louisiana Territory and California but does so somewhat unevenly by discussing the effect of the Louisiana Purchase on Native American Indians less thoroughly than the effect on farmers
- Is both descriptive and analytical (*Louisiana Territory*: Thomas Jefferson believed in an America of the common man; he challenged the constitutional limits of the President when he bought the Louisiana Purchase from Napoleon in order to get control of the port of New Orleans for American farmers; conflicts with Native Americans inevitably erupted as white settlers grabbed the hunting lands of the Plains Indians; the purchase gave control of the mighty Mississippi to the United States with the port city of New Orleans; the United States no longer had to beg a foreign country for the right of deposit and New Orleans became one of the busiest trade centers; broadened commerce with Europe and the Caribbean; *California*: the present southwestern states had been ruled by Mexico until the United States victory over Mexico in 1848; took a war to achieve Manifest Destiny because Mexico refused to give up the land peacefully by selling it to the United States; as the 49ers rushed to find gold, they quickly settled into lawless towns with only vigilante justice; the miners were exploited as swindlers cheated them out of their few nuggets of gold; conflicts between northern free and southern slave states slowed the process of accepting California into statehood; the Compromise of 1850 settled the tension over slavery only temporarily; issue of expansion of slavery would lead to greater conflict)
- Supports the theme with relevant facts, examples, and details (*Louisiana Territory*: strict interpreter of the Constitution; purchasing lands via treaty; doubled the size; farmers' crops sold to eastern cities; *California*: Bear Flag Revolution; gold rush; Henry Clay; legislation to strengthen fugitive slave laws; Civil War)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that tie the acquisitions to positive and negative effects

Conclusion: Overall, the response fits the criteria for Level 4. The discussion recognizes some important positive and negative effects of each acquisition, but only mentions the negative effect of the Louisiana Purchase on Native American Indians.

Practice Paper D—Score Level 0

The response:

Includes no relevant information about territories acquired by the United States

Conclusion: The response fits the criteria for Level 0. The statements about taking control of Mexico from South America and annexing Hawaii show a lack of understanding of the task.

Practice Paper E—Score Level 3

The response:

- Develops all aspects of the task with little depth for the acquisition of the Louisiana Territory and Alaska
- Is more descriptive than analytical (*Louisiana Territory*: was owned by France, but French leaders decided to sell it in 1803 when they needed money; Jefferson was interested in the land but was unsure if it was constitutional for the President to purchase land for the country; the port at the mouth of the Mississippi River was acquired, which eased the trade and flow of goods along this river; farmers felt threatened by Native Americans on the plains; Native Americans in this territory were constantly moved off their land to reservations; *Alaska*: was sold by another country, in this case Russia; much debate about the decision to buy Alaska; discovery of gold added unexpected wealth and led to more people moving to Alaska; discovery of oil helped keep the United States from being dependent on foreign oil; discovery of oil also had a negative impact because it resulted in the destruction of pristine lands and wildlife; many native inhabitants were forced to move so businesses could drill for oil)
- Includes few relevant facts, examples, and details (*Louisiana Territory*: doubled the size; farmers could ship their goods; helped begin the idea of Manifest Destiny; Lewis and Clark; *Alaska*: barren wasteland; not connected to continental United States)
- Demonstrates a satisfactory plan of organization; includes an introduction that states that territories have mainly been acquired for economic reasons and a conclusion that restates the theme

Conclusion: Overall, the response fits the criteria for Level 3. The response relies on generalizations and overstatements to frame the discussion. The historical circumstances of the acquisitions are mentioned but are not well developed. The effects would be strengthened by additional details.

United States History and Government Specifications January 2014

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Geography—Territorial Acquisitions: Places and Regions; Foreign Policy; Presidential Decisions and Actions	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government
Document-based Essay	Government; Foreign Policy; Presidential Decisions and Actions; Interdependence; Constitutional Principles; Citizenship	Standards 1, 2, 3, 4, and 5: United States and New York History; World History; Geography; Economics; Civics, Citizenship, and Government

Notes:

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

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

The *Chart for Determining the Final Examination Score for the January 2014 Regents Examination in United States History and Government* will be posted on the Department's web site at: <http://www.p12.nysed.gov/assessment/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <http://www.forms2.nysed.gov/emsc/osa/exameval/reexameval.cfm>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.