

# FOR TEACHERS ONLY

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

## UNITED STATES HISTORY AND GOVERNMENT

Thursday, January 28, 2016— 9:15 a.m. to 12:15 p.m., only

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

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

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <http://www.p12.nysed.gov/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 ..... 3 .....	13 ..... 3 .....	26 ..... 3 .....	39 ..... 4 .....
2 ..... 4 .....	14 ..... 1 .....	27 ..... 4 .....	40 ..... 1 .....
3 ..... 1 .....	15 ..... 3 .....	28 ..... 2 .....	41 ..... 3 .....
4 ..... 2 .....	16 ..... 1 .....	29 ..... 4 .....	42 ..... 4 .....
5 ..... 2 .....	17 ..... 2 .....	30 ..... 2 .....	43 ..... 4 .....
6 ..... 4 .....	18 ..... 1 .....	31 ..... 2 .....	44 ..... 1 .....
7 ..... 3 .....	19 ..... 3 .....	32 ..... 1 .....	45 ..... 4 .....
8 ..... 1 .....	20 ..... 2 .....	33 ..... 1 .....	46 ..... 3 .....
9 ..... 2 .....	21 ..... 1 .....	34 ..... 3 .....	47 ..... 3 .....
10 ..... 4 .....	22 ..... 2 .....	35 ..... 4 .....	48 ..... 4 .....
11 ..... 3 .....	23 ..... 4 .....	36 ..... 2 .....	49 ..... 3 .....
12 ..... 1 .....	24 ..... 2 .....	37 ..... 1 .....	50 ..... 2 .....
	25 ..... 3 .....	38 ..... 2 .....	

## 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**  
**January 2016**

**Theme: Foreign Policy—Latin America and the Caribbean**

During the 19th and 20th centuries, the foreign policy goals of the United States led to many diplomatic *and/or* military actions involving nations in Latin America and the Caribbean.

**Task:** Select *two* United States diplomatic *and/or* military actions involving nations in Latin America and the Caribbean and for *each*

- Describe the historical circumstances that led to the United States action
- Describe a goal the United States had in pursuing this action
- Discuss the success *and/or* failure of the United States in achieving this goal

You may use any United States diplomatic and/or military action involving nations in Latin America and the Caribbean. Some suggestions you might wish to consider include issuance of the Monroe Doctrine in 1823, declaration of war against Mexico in 1846, declaration of war against Spain in 1898, acquisition of the Panama Canal Zone in 1903, Roosevelt Corollary to the Monroe Doctrine in 1904, announcement of the Good Neighbor Policy in 1933, naval blockade of Cuba in 1962, and adoption of the North American Free Trade Agreement (NAFTA) in 1994.

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

**Scoring Notes:**

1. This thematic essay has a minimum of *six* components (for *each* of *two* diplomatic and/or military actions involving nations in Latin America and the Caribbean, discussing the historical circumstances that led to the action, a goal of the United States in pursuing the action, and the success and/or failure of the United States in achieving that goal).
2. The actions taken by the United States do not need to be identified as diplomatic or military as long as the information is implied in the discussion.
3. A description of the action itself may or may not be included in the discussion of historical circumstances that led to the United States action.
4. The diplomatic and/or military actions selected must be from the 19th or 20th centuries; however, the discussion of the historical circumstances and/or the success or failure of the actions may include information from other centuries.
5. The description of the goal the United States had in pursuing an action may appear in any part of the response.
6. The goals the United States had in pursuing these actions may be similar as long as separate and distinct information is included for each, e.g., the acquisition of the Panama Canal Zone in 1903 and the adoption of NAFTA in 1994 were both attempts to increase trade.
7. The historical circumstances and the success and/or failure of the United States actions in Latin America and the Caribbean may be discussed from any perspective as long as the positions taken are supported by specific facts and details.
8. The discussion of the success and/or failure of each action must relate directly to the goal described in the response.
9. If more than two diplomatic and/or military actions are discussed, only the first two actions may be rated.

### Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the historical circumstances that led to *each* of *two* United States diplomatic and/or military actions involving nations in Latin America and the Caribbean during the 19th and 20th centuries, a goal of the United States in pursuing the action, and the success and/or failure of the United States in achieving that goal
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *declaration of war against Mexico*: connects the annexation of Texas, the ensuing boundary dispute, and the killing of American troops in the disputed territory to President Polk’s demand for war to achieve the nationalist goal of Manifest Destiny that resulted in victory over Mexico, adding valuable farmland, rich mineral deposits, and Pacific ports but escalated divisive sectionalism over the expansion of slavery; *declaration of war against Spain*: connects the Monroe Doctrine’s policy of keeping European nations from gaining new colonies in the Western Hemisphere, reports of Spanish atrocities in Cuba, and the sinking of the USS *Maine* to intense public pressure for war with the goal of eliminating Spanish control of Cuba and protecting United States interests in Latin America that resulted in ending Spanish rule in Cuba but began decades of United States economic dominance and military intervention in the Western Hemisphere and increased anti-Americanism in Latin America
- Richly supports the theme with relevant facts, examples, and details, e.g., *declaration of war against Mexico*: Texas independence; election of 1844; Rio Grande; Nueces River; Zachary Taylor; “American blood has been shed on American soil”; Treaty of Guadalupe Hidalgo; Mexican Cession; “sea to shining sea”; gold rush; Asian trade; California as a free state; Compromise of 1850; Fugitive Slave Act; Civil War; *declaration of war against Spain*: reconcentration camps; yellow journalism; William Randolph Hearst; “Remember the Maine”; President William McKinley; Theodore Roosevelt and the Rough Riders; “splendid little war”; Puerto Rico, Guam, and the Philippines; United States as a world power; imperialism; Platt Amendment; Big Stick policy; Roosevelt Corollary; Panama Canal; Fidel Castro; Bay of Pigs; Guantanamo Bay
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

### Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing one action more thoroughly than the other *or* by discussing one aspect of the task less thoroughly than the other aspects
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates\* information), e.g., *declaration of war against Mexico*: discusses how the annexation of Texas and the killing of American troops in disputed territory on the border led President Polk to demand war to achieve the goal of Manifest Destiny, and how victory over Mexico gave the United States the Southwest and California with its farmland, minerals, and Pacific ports; *declaration of war against Spain*: discusses how yellow journalism reported Spanish abuses in Cuba and the sinking of the USS *Maine* led to public pressure for war to achieve the goal of eliminating Spanish rule in Cuba and protecting United States interests in Latin America, and how the war ended Spanish control of Cuba and led to “policing” of the Western Hemisphere by the United States
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

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

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

**Score of 2:**

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

United States foreign policy often focused on Latin America in order to gain advantages for itself politically and/or economically. The best example of American foreign policy in Latin America is the Monroe Doctrine, written by secretary of state John Quincy Adams during the administration of James Monroe, which outlines and sets the tone for American foreign policy between the United States and Latin America. Theodore Roosevelt's corollary to the Monroe Doctrine, best exemplified by the phrase "speak softly and carry a big stick" further defined America's foreign policy in the region. Both diplomatic policies were put in place to serve American self interest.

The Monroe Doctrine is one of the most important statements of foreign policy in American history. It was written in the early 1800's while America was just emerging from the early stages of its history. Although the United States had maintained itself as a sovereign country after the War of 1812, it was hardly a world power. Still President Monroe felt the need to protect United States interests and the doctrine was a key way to gain respect for the young nation. This opportunity came from Latin America, which, after years of European colonization, was undergoing successful revolutions to free itself from colonial rule. These revolutions started during the long period when Europe was at war during Napoleon's reign. Spain was weak and unable to put the revolutions down.

Secretary of state John Quincy Adams made it very clear that further European intervention in the Americas would not be tolerated. He crafted the Monroe Doctrine which states that the Americas were closed to further colonization and European interference would be considered a dangerous, unfriendly act. The United States was

determined to prevent Spain from re-establishing its colonial empire in the Western Hemisphere. Although this might seem like an altruistic document written to defend the rights of the South Americans' to rule themselves, this is not the case. A more in depth look at the whole issue shows that the United States had a self interest in having weak new republics as neighbors. This document is the foundation of United States policy in Latin America, however during Monroe's time period it was only effective because British naval power enforced it by making sure other European countries stayed away. America was hardly powerful enough to defend the doctrine at the time. In fact, the British had previously suggested a joint declaration with the United States but Adams wisely declined. In later years, after the United States established itself as a world power with its own strong navy, it was able to uphold the document on its own and limit European involvement in our hemisphere. The Monroe Doctrine was later relied on in other diplomatic disputes in the 19th century. President Polk used it in the disagreement over Oregon with Britain in the 1840s. It was later applied to foreign plans to build a canal in Central America, something that would only succeed under Teddy Roosevelt. One failure of this policy however is that today many Latin American people resent and are hostile toward the United States because of its heavy handed and selfish actions in the name of the Monroe Doctrine.

The Roosevelt corollary to the Monroe Doctrine was an aggressive extension of the original plan. During and after McKinley's administration the United States carried out imperialist actions in which it intervened and ruled over areas inhabited by foreign people

outside of the continental United States. America had established itself as a world power both with its industrialized economy and its victory in the Spanish American War. Roosevelt was an avid imperialist having fought in the Spanish American War which gave the United States a number of colonies such as Puerto Rico, Guam and the Philippines. Roosevelt's foreign policy is best described by the phrase "speak softly and carry a big stick," meaning he was not afraid to use American might to intervene in Latin American countries that were unstable, vulnerable to outside influence or "guilty of chronic wrongdoing." The corollary demonstrated United States power to maintain order in Latin America. Roosevelt used this police power to stabilize the Western Hemisphere and protect United States economic and national security interests. Although it often caused resentment by the inhabitants of the area, it proved to be a success in achieving United States objectives. One example of this "big-stick" policy was the Panama Canal, in which Roosevelt encouraged and supported a revolution by the native Panamanians against their Colombian rulers in order to gain the rights to build a canal through the isthmus of Panama. Roosevelt hardly cared about the inhabitants of Panama having their own self government. What he wanted, and achieved, was a two ocean navy, as recommended by Admiral Alfred Mahan. He had been willing to pay the Colombians for Panama but when they didn't accept his initial offer he used his corollary to intervene and start a revolution in order to bolster U.S. military power in the Western Hemisphere. Half a century later, President Kennedy used the "big stick" when he ordered a naval blockade to force the Soviet Union to remove its missiles from Cuba.

The United States has sent Marines into numerous Latin American countries to stop unrest or to help protect American business interests. These interventions often resulted in a United States backed government that kept order but lacked popular support. This was a direct cost of United States "success."

In conclusion, United States foreign policy in Latin America is determined by its own self interests. Both the policy statements of President Monroe, the Monroe Doctrine, and President Roosevelt, the Roosevelt corollary to the Monroe Doctrine, exemplify the fact that the United States has taken on the role of being in charge of the Western Hemisphere. Both have defined our relationships with Latin America and have met with some success. Although this often resulted in anti-American sentiments that are still felt today.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for the issuance of the Monroe Doctrine and the Roosevelt Corollary
- Is more analytical than descriptive (*issuance of Monroe Doctrine*: the doctrine was a key way to gain respect; opportunity came from Latin America, which was undergoing successful revolutions to free itself from colonial rule; further European intervention in the Americas would not be tolerated; the United States was determined to prevent Spain from reestablishing its colonial empire in the Western Hemisphere; although this might seem like an altruistic document written to defend the right of South Americans to rule themselves, this is not the case; the whole issue shows that the United States had a self-interest in having weak new republics as neighbors; it was only effective because British naval power enforced it; America was hardly powerful enough to defend the doctrine; after the United States established itself as a world power with its own strong navy, it was able to uphold the document on its own; many Latin American people resent and are hostile toward the United States because of its heavy-handed and selfish actions in the name of the Monroe Doctrine; *Roosevelt Corollary*: an aggressive extension of the original plan; America had established itself as a world power both with its industrialized economy and its victory in the Spanish-American War; Roosevelt was not afraid to use American might to intervene in Latin American countries that were unstable, vulnerable to outside influence, or guilty of “chronic wrongdoing”; used this police power to stabilize the Western Hemisphere and protect United States economic and national security interests; encouraged and supported a revolution by the Panamanians against their Colombian rulers in order to gain the rights to build a canal through Panama; President Kennedy used the big stick when he ordered a naval blockade to force the Soviet Union to remove its missiles from Cuba)
- Richly supports the theme with relevant facts, examples, and details (*issuance of Monroe Doctrine*: after the War of 1812; young nation; years of European colonization; Secretary of State John Quincy Adams; foundation of United States policy; President Polk used it in the disagreement over Oregon; applied to foreign plans to build a canal in Central America; *Roosevelt Corollary*: outside of the continental United States; colonies such as Puerto Rico, Guam, and the Philippines; resentment by the inhabitants; Panama Canal; two-ocean navy; Admiral Alfred Mahan)
- Demonstrates a logical and clear plan of organization; includes an introduction which asserts that United States foreign policy in Latin America was motivated by national self-interest and concludes that United States Latin American policies have resulted in anti-American sentiments that are still felt today

**Conclusion:** Overall, the response fits the criteria for Level 5. The response focuses on the Monroe Doctrine and the extension of the Doctrine through the Roosevelt Corollary. Multiple examples demonstrating the usage of these policies to attain United States economic and national security goals are provided. Good analytic statements are supported with appropriate historical details.

Throughout American History, Latin America and the Caribbean have been a key area of focus for our foreign policy. This has resulted in the use of diplomatic and military action by the United States to protect its interests in Latin America. Two significant policy actions that have occurred were the acquisition of the Panama Canal Zone and the naval blockade of Cuba in 1962.

President Theodore Roosevelt had supported “big stick” diplomacy throughout his presidency. He believed that the United States should police the Western Hemisphere and that it should use its military to gain its goals in Latin America. As a Spanish-American war hero, and a disciple of Alfred Mahan, Roosevelt wanted a strong navy and supported imperialism. To build such an overseas empire, a strong, two-ocean navy was needed. Roosevelt wanted to build up the Navy in the Atlantic and Pacific oceans and make it fast and mobile by building a canal to connect the oceans. When a small uprising occurred in Panama for independence from Colombia, Roosevelt took advantage of this small scale revolution. He sent a warship to prevent the Columbians from suppressing the revolution. Roosevelt then quickly negotiated with the Panamanians to build a canal through their new country, which the Columbians had not allowed. Getting access to the Panama Canal Zone was just the first step. Building the canal was a huge engineering challenge, one that took most of a decade to achieve. This was very successful because it connected the Atlantic and Pacific oceans and allowed the United States Navy faster ship mobility by passing through the isthmus canal rather than making the long journey around South America. This facilitated a huge naval buildup and allowed America to have a powerful, multiocean navy that is

unequaled in the world today. During World War II the canal was a major route between the Atlantic and Pacific theaters of war. Theodore Roosevelt's bold maneuvers to gain the Panama Canal Zone allowed the United States to build a world class navy which played an important role in the defeat of the Axis powers.

During John Kennedy's presidency the Cold War heated up in the Western Hemisphere and nuclear war became a real threat to the United States. The Cuban government under Fidel Castro became allied with the Soviet Union after the failed Bay of Pigs invasion. In 1962, Cuba allowed the USSR to challenge the United States by putting intermediate range missiles on its soil, within striking distance of the U.S. When U.S. surveillance showed missile launch pads in Cuba, the Kennedy Administration agonized over a number of measures to deal with the crisis, including bombing or an invasion of Cuba. After days of intense debates among his advisors, Kennedy ordered a naval blockade of Cuba to prevent further buildup of nuclear missiles. As commander-in-chief, Kennedy demanded that Soviet missiles be dismantled or the United States would invade Cuba. This was very successful because the Soviet leader Khrushchev "blinked" — and Soviet ships were peacefully turned away and all the launch sites in Cuba were permanently removed. America kept peace while protecting itself from the potential of nuclear weapons just off its coast. The Cuban missile crisis, as it was called, ended peacefully and days of panic turned to relief. Around the world, the young president gained respect. Even in winning, Kennedy knew how close the world had been pushed to nuclear war. The next year he took steps to ease tensions. In a famous graduation speech at American University,

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

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Kennedy reminded Americans of our common humanity and the need for peaceful coexistence with the Soviets. His choice to blockade Cuba, rather than invade it, left the nation safer and the world more peaceful, at least temporarily.

Diplomatic and military action has been used to achieve foreign policy goals in Latin America by the U.S. Gaining control of the Panama Canal Zone and creation of the naval blockade of Cuba were both actions taken by the U.S to protect America. Both helped safeguarding our national security.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for the acquisition of the Panama Canal Zone and the naval blockade of Cuba
- Is more analytical than descriptive (*acquisition of Panama Canal Zone*: believed the United States should police the Western Hemisphere and use its military to gain its goals in Latin America; to build an overseas empire a strong, two-ocean navy was needed; wanted to make navy fast and mobile by building a canal to connect the oceans; when a small uprising occurred in Panama for independence from Colombia, Roosevelt took advantage; sent a warship to prevent the Colombians from suppressing the revolution; during World War II the canal was a major route between the Atlantic and Pacific theaters; allowed the United States to build a world-class navy; *naval blockade of Cuba*: Cold War heated up in the Western Hemisphere and nuclear war became a real threat; Cuba allowed the USSR to challenge the United States by putting intermediate-range missiles on its soil, within striking distance of the United States; Kennedy administration agonized over a number of measures to deal with the crisis; Kennedy ordered a naval blockade to prevent further buildup of nuclear missiles; demanded that Soviet missiles be dismantled or the United States would invade Cuba; Soviet leader Khrushchev “blinked” and Soviet ships were turned away and all the launch sites in Cuba were permanently removed; days of panic turned to relief; Kennedy knew how close the world had been pushed to nuclear war; the next year he took steps to ease tensions; left the nation safer and the world more peaceful)
- Richly supports the theme with relevant facts, examples, and details (*acquisition of Panama Canal Zone*): “big stick” diplomacy; Spanish-American War hero; disciple of Alfred Mahan; negotiated with the Panamanians; long journey around South America; powerful multi-ocean navy; a major factor in the defeat of the Axis Powers; *naval blockade of Cuba*: Fidel Castro; failed Bay of Pigs invasion; surveillance; launch pads; Cuban missile crisis; Kennedy gained respect; graduation speech at American University; common humanity; peaceful coexistence)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that claims that both actions were successful in achieving national security

**Conclusion:** Overall, the response fits the criteria for Level 5. The response is cohesive and well-developed. It includes a clear overview of the historical circumstances that led to each policy action. Effective analytic statements and integrated details support the discussion of how each action successfully protected the national security of the United States.

Throughout the 19th and 20th centuries, the United States has demonstrated a great deal of influence in Latin America. In 1823, the Monroe Doctrine was invoked during a time of U.S. isolationism as a tool to prevent European involvement in Latin America. The naval blockade of Cuba was implemented in 1962 by president John F. Kennedy during an entirely different time of U.S. foreign policy. It was a direct effort to contain the spread of communism and prevent nuclear war with the Soviet Union. Both the Monroe Doctrine of 1823 and the naval blockade of Cuba in 1962 showed the United States' interest in the region of Latin America.

The Monroe Doctrine was a policy of the U.S. introduced in 1823 to support the newly independent nations that broke free from the Spanish Empire. It stated that further efforts to colonize land or interfere with states in North or South America would be viewed as direct acts against the U.S. and would require U.S. intervention. However, the United States promised to ignore any European colonies already in Latin America, and would only prevent new ones from forming. The main goal of the Monroe Doctrine was to protect the United States national security and ensure that the new and fragile independent former colonies would not be recolonized by European powers. The Atlantic Ocean served as a protective barrier but it was not enough. The U.S. wanted to keep the "Old World" from meddling in the "New World." The Monroe Doctrine might have been widely disregarded due to the United States' lack of a substantial, powerful navy, however, with the support of Great Britain's navy, the doctrine began to have influence. The new independent nations in the Americas would provide the U.S. and Great Britain with new economic markets for

goods, which also encouraged British support in enforcing the Monroe Doctrine. Eventually the United States would gain the power needed to enforce the policy itself. It would also gain power and prestige as well as the respect of Europeans. Although it was not an overnight success, the Monroe Doctrine became one of the defining documents in United States foreign policy. It is one of the longest standing policies of the U.S, and it was used and reinforced by many presidents to police the Western Hemisphere. Theodore Roosevelt used his "big stick" policy to police the hemisphere and John F. Kennedy did when he ordered the naval blockade of Cuba.

The US naval blockade of Cuba in 1962 was put into place during a time of fear and danger in our history. It was the height of the Cold War with the Soviet Union and tensions were at their peak. Although no shots were ever fired between the US and USSR, the Cold War was a terrible period fueled by fierce competition, bitter rivalries, and great fear. It was the closest that the world has ever come to nuclear warfare and therein lay the sense of danger that plagued Americans until the fall of the USSR in 1991. In the early 1960s, during the presidency of JFK, it became known that the Soviet Union was building missile sites in Cuba, just 90 miles off the shore of Florida. They were spotted by US spy planes and they became the biggest problem Kennedy would ever face as president because they could cause the immediate annihilation of major US cities. His reaction was to place a blockade, or ring of ships, around Cuba. His decision to blockade Cuba was less aggressive than other options. However, it worked only because the Soviets backed down and turned their ships around. His bold response avoided nuclear war without invading Cuba. Within a few months,

Kennedy publicly called for a changed relationship between the superpowers. This signaled a new willingness to communicate between the superpowers. Both realized the need for open communications to avoid the destruction of the earth. The Cold War continued, but the absolute terror of the crisis was over. Although the Cold War would continue for almost 30 more years, Kennedy's goals for the blockade were accomplished.

US influence in Latin America began with the Monroe Doctrine of 1823. Over time the US grew to be more respected by European nations. Later this doctrine was used by many American presidents to influence the region. During the early 60's, the naval blockade of Cuba of 1962 strongly showed the United States willingness to intervene to guarantee American national security. The blockade was a great success in preventing a nuclear war between the US and USSR. It also was a success of the Kennedy presidency. Both events signified that the US was an important force to be reckoned with in the Western Hemisphere and one that would not back down, giving us the power and reputation we have today.

## Anchor Level 4-A

### The response:

- Develops all aspects of the task for the issuance of the Monroe Doctrine and the naval blockade of Cuba
- Is both descriptive and analytical (*issuance of Monroe Doctrine*: introduced to support the newly independent nations that broke free from the Spanish empire; further efforts to colonize land or interfere with states in North or South America would be viewed as direct acts against the United States; promised to ignore any European colonies already in Latin America and would only prevent new ones from forming; wanted to keep the “old world” from meddling with the “new world”; might have been widely disregarded due to United States lack of a powerful navy; with support of Great Britain’s navy the doctrine began to have influence; became one of the defining documents of United States foreign policy; used and reinforced by many presidents to police the Western Hemisphere; *naval blockade of Cuba*: Cold War period fueled by fierce competition, bitter rivalries, and great fear; the Soviet Union was building missile sites in Cuba, just 90 miles off the shore of Florida; biggest problem Kennedy would ever face as president because they could cause the immediate annihilation of United States cities; his decision to blockade Cuba was less aggressive than other options; it worked because the Soviets backed down; response avoided nuclear war without invading Cuba; signaled a new willingness to communicate between the superpowers; both realized the need for open communication to avoid the destruction of the earth); includes faulty analysis (*naval blockade of Cuba*: although no shots were ever fired)
- Supports the theme with relevant facts, examples, and details (*issuance of Monroe Doctrine*: new economic markets; Theodore Roosevelt; “big stick” policy; blockade of Cuba; *naval blockade of Cuba*: fall of the USSR in 1991; United States spy planes; ring of ships)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes the Monroe Doctrine was invoked during a time of isolationism and the naval blockade was an effort to contain communism, and a conclusion that observes that the United States is an important force in the Western Hemisphere.

**Conclusion:** Overall, the response fits the criteria for Level 4. Although the degree of analysis is slightly greater in the treatment of the Monroe Doctrine, discussion of both topics demonstrates a good understanding of the task. A solid working knowledge of the Monroe Doctrine and the naval blockade of Cuba is shown in the discussion despite some repetition.

The United States had foreign policy goals during the 19th and 20th century which caused a number of military and diplomatic actions. Many of these actions involved Latin American and Caribbean nations. Some of these were the Monroe Doctrine and the declaration of war against Mexico in 1846. These things occurred as a result of the United States' foreign policy.

In the 19th century, president Monroe issued the Monroe Doctrine. He did so because of the nation's foreign policy of neutrality. In this time, the nation was following George Washington's advice to stay out of foreign alliances and foreign problems and instead focus on itself. In 1823, Monroe's Doctrine declared that European nations should stay out of the western hemisphere, and in turn America will stay out of European affairs. It forbade further colonization in Latin America and wanted to sustain the independence of the weak new countries who had recently revolted against Spain. Monroe was encouraged to propose this doctrine by Secretary of State John Quincy Adams. After the "victory" in the war of 1812 the nation experienced an "era of good feelings" and nationalism. We hoped that the new countries forming in the 1820's would follow our example and maintain self-rule. We issued the doctrine because we wanted to protect ourselves from powerful European countries expanding their control in our hemisphere. This doctrine was more or less a success, self evident in the fact that there was relatively little European interference in the Americas throughout the 19th century. While independent countries were left free to grow and develop into lucrative trading partners with the United States, we kept a watchful eye on European powers that were too aggressive.

In 1846, President Polk asked Congress for a declaration of war on Mexico. The publicized reason for declaring war was the rally cry "American blood on American soil!" It was said that soldiers at the Mexico-US border in Texas had been attacked by Mexican soldiers. The truth was that Polk had aggressively placed his soldiers in disputed territory to provoke the Mexicans at the border in order to incite war. Polk hoped that in fighting the Mexican War, the U.S. would increase the size of the Union and fulfill the nation's Manifest Destiny, a promise he made during his campaign. Abraham Lincoln, before his time as president, was one person to try to call Polk out on his claim of Mexican aggression. Lincoln questioned the exact place where blood was spilled. This became known as the "Spot Resolutions". But the hunger for land was more powerful than concern over right or wrong. This war turned out to be very successful. The United States was victorious and gained California and the Southwest with its gold, huge area of farmland and access to the Pacific Ocean. However, we paid Mexico for the land we acquired so as not to seem belligerent. Soon, the Mexican Cession stirred up controversy as the country couldn't decide whether it should allow slavery or disallow it. David Wilmot had proposed the Wilmot Proviso, advocating that any land obtained from the war be free. This never passed but it was a notable document because it started the debate over the expansion of slavery in the land we hoped to win. The Mexican War was advantageous for America by adding land but it also created issues about slavery that could not be solved by the Compromise of 1850 and instead would end in civil war.

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

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In the 19th and 20th centuries, American foreign policy led to several interactions with Latin America and Caribbean nations. Two of these were the Monroe Doctrine and the Mexican War. The Monroe Doctrine kept Europe out of the western Hemisphere, ideally protecting the Caribbean nations and Latin America from colonization. The Mexican War resulted in the lucrative and vast Mexican Cession that would be settled by citizens in an effort to expand into the frontier. Foreign policy had a large effect on the United States' interactions with other nations.

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## Anchor Level 4-B

### The response:

- Develops all aspects of the task by discussing the issuance of the Monroe Doctrine and the declaration of war against Mexico
- Is both descriptive and analytical (*issuance of Monroe Doctrine*: the nation was following George Washington’s advice to stay out of foreign alliances and foreign problems; forbade further colonization in Latin America and wanted to sustain the independence of the weak new countries which had recently revolted against Spain; issued because we wanted to protect ourselves from powerful European countries expanding their control in our hemisphere; there was relatively little European interference in the Americas throughout the 19th century; while independent countries were left free to grow and develop into lucrative trading partners with the United States, we kept a watchful eye on European powers that were too aggressive; *war against Mexico*: reason for declaring war was the rally cry “American blood on American soil”; Polk had aggressively placed his soldiers in disputed territory to provoke the Mexicans at the border in order to incite war; Polk hoped that in fighting the Mexican War the United States would increase the size of the Union and fulfill the nation’s Manifest Destiny; Abraham Lincoln was one person to try to call Polk out on his claim of Mexican aggression; hunger for land was more powerful than concern over right or wrong; Mexican Cession stirred up controversy as the country could not decide whether it should allow slavery; the Mexican War was advantageous for America by adding land but it also created issues about slavery that could not be solved by the Compromise of 1850 and instead would end in civil war)
- Supports the theme with relevant facts, examples, and details (*issuance of Monroe Doctrine*: neutrality; Western Hemisphere; Secretary of State John Quincy Adams; era of “good feelings” and nationalism; *war against Mexico*: Spot Resolutions; California and the Southwest; gold; huge area of farmland; access to the Pacific Ocean; Wilmot Proviso; expansion of slavery)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that reviews some key points in the discussion

**Conclusion:** Overall, the response fits the criteria for Level 4. The response demonstrates a good understanding of the task. It includes analysis and detail in its discussion of the Mexican War. The discussion of the Monroe Doctrine would have been strengthened if more details had been included.

During the 19th and 20th centuries, American foreign policies evolved as the United States increased its international involvement. These foreign policies led the United States to become involved in Latin America and the Caribbean through both diplomatic and military actions. Two of these actions are the declaration of war against Spain in 1898 and the naval blockade during the Cuban Missile Crisis of 1962. In each of these events, the United States had specific goals that led them to become involved.

In the late 1800s, American sentiment was being aroused against Spain. The Spanish were oppressing Cubans seeking freedom. United States newspapers showed shocking pictures of Spanish mistreatment of defenseless Cubans. The animosities between the United States and Spain were greatly increased when the American ship *The Maine* was sunk, allegedly by Spanish conspirators, in Havana Harbor in Cuba. Although there was no conclusive evidence that the Spanish were veritably guilty, this event was greatly exaggerated by yellow journalism and the American people began to call for war. In 1898, under the presidency of McKinley, the Spanish-American War began. The stated goal of American military involvement was to drive the Spanish out of Cuba, but there is evidence that the United States had imperialistic motives as well. Some Americans had started to believe that the United States should acquire overseas territories in order to become a great world power. Due to the fighting by the Rough Riders—led by Theodore Roosevelt—the United States successfully removed the Spanish from Cuba. In addition, the United States had seized the Philippines during the war and annexed them in the peace treaty. Yet continued involvement in Cuba and the Philippine insurrection made

anti-imperialists in the American public doubt the genuineness of the federal government's stated goal to help the oppressed Cubans gain independence. Militaristically, America's involvement in the war was successful because Spanish oppressors were removed from both Cuba and the Philippines, but there was controversy because the United States certainly did not grant true independence to the Cubans and brutally put down the revolt by the Filipinos. The United States established a protectorate over Cuba and fought a war in the Philippines to keep it as a United States possession.

America was involved in Cuba again in the 1960s. At this time, the United States and the Soviet Union were involved in an arms race as a part of the Cold War. Both nations were trying to augment their nuclear weapons in order to protect their world position. Tensions erupted in 1962, when an American spy plane spotted Russian missile launching sites in Cuba. John F. Kennedy, the president at the time, ordered a naval blockade of Cuba to prevent further importation of Soviet weaponry. This was the closest America came to nuclear war with the Soviet Union, but diplomatic negotiations prevented a catastrophic result. Khrushchev agreed to remove the missile bases from Cuba if the United States removed its weapons from Turkey. Diplomatically, this action – which occurred during the Cuban Missile Crisis – was successful in averting nuclear war with the Soviet Union and removing the threat of Soviet nuclear weaponry from our hemisphere. President Kennedy was considered a hero because he accomplished the goal of protecting the United States. This only worked out so well because Khrushchev “blinked” and backed down. The blockade allowed Kennedy to show military strength without having

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

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to bomb Cuba or invade the island.

For a variety of reasons, the United States became involved in international affairs through foreign policy. Arguably, involvement in the Spanish-American War was successful because the United States drove the Spanish out of Cuba through military efforts.

Diplomatically the naval blockade during the Cuban Missile Crisis was successful because it led to the peaceful end to the crisis.

## Anchor Level 4-C

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the declaration of war against Spain more thoroughly than the naval blockade of Cuba
- Is both descriptive and analytical (*Spanish-American War*: the Spanish were oppressing Cubans seeking freedom; United States newspapers showed shocking pictures of Spanish mistreatment of defenseless Cubans; the American ship the *Maine* was sunk, allegedly by Spanish conspirators; stated goal of American military involvement was to drive the Spanish out of Cuba but there is evidence that the United States had imperialist motives as well; some Americans had started to believe that the United States should acquire overseas territories in order to become a great world power; continued involvement in Cuba and the Philippine insurrection made anti-imperialists in the American public doubt the genuineness of the federal government's stated goal; Spanish oppressors were removed from both Cuba and the Philippines but there was controversy because the United States certainly did not grant true independence to the Cubans and brutally put down the revolt by the Filipinos; *naval blockade of Cuba*: the United States and Soviet Union were involved in an arms race as part of the Cold War; both nations were trying to augment their nuclear weapons in order to protect their world position; Kennedy ordered a naval blockade of Cuba to prevent further importation of Soviet weaponry; this was the closest America came to nuclear war with the Soviet Union but diplomatic negotiations prevented a catastrophic result; Khrushchev agreed to remove the missile bases; President Kennedy was considered a hero because he accomplished the goal of protecting the United States)
- Supports the theme with relevant facts, examples, and details (*Spanish-American War*: Havana Harbor; yellow journalism; presidency of McKinley; Rough Riders; Theodore Roosevelt; annexed them in the peace treaty; to help the oppressed Cubans; protectorate over Cuba; war in the Philippines; United States possession; *naval blockade of Cuba*: American spy plane; Russian missile launching sites; weapons from Turkey; Cuban missile crisis)
- Demonstrates a logical and clear plan of organization; includes an introduction that restates the theme and a conclusion that reviews key ideas from the discussion

**Conclusion:** Overall, the response fits the criteria for Level 4. The response presents an analytic discussion of the goal and the controversies surrounding the Spanish-American War. However, the discussion of the naval blockade of Cuba would have been strengthened by additional supporting facts and details.

During the nineteenth and twentieth centuries, the United States was concerned with the well-being of the western hemisphere. The United States immersed itself in war with Spain concerning Cuba in 1898 and performed covert operations in Nicaragua in the 1980s to support democracy in the Western Hemisphere.

In the late nineteenth century, the United States looked to Cuba as a trading partner especially for sugar. However, Spain was the mother country of Cuba. When Spain tightened its control over Cuba in the 1890s, the United States wanted to aid Cuba in its fight for independence because it was similar to the American revolution. Exaggerated news stories of Spanish atrocities against the Cubans and the explosion of the Maine led to a public demand for war. In hopes of eliminating Spain from the picture, the United States offered to help Cuba oust Spanish rule. The United States' government called upon the Monroe Doctrine of 1823 that had opposed European interference in Latin America, to justify military action in Cuba. In 1898, Congress declared war on Spain. Accordingly, Cuba obtained independence as a result of the Spanish-American War. However because the United States feared European interference in Latin America Cuba was put under United States guidance and forced to become a United States protectorate. By ensuring the "well being" of Cuba, United States businesses benefitted.

In the late twentieth century, the United States was primarily focused on containing communism and avoiding the domino theory from becoming a reality. We especially did not want Communism to gain strength in Central America. In Nicaragua, the longtime dictator President Somoza was overthrown by the Sandiniste

Liberation Front. Somoza was then replaced by Communist Daniel Ortega. President Ronald Reagan, a tough anti-communist, desperately wanted to return democracy to Nicaragua. An anti-Communist group, the Contras sought to oust Ortega. The United States under President Reagan wanted to give military aid to the Contras in their fight for democracy because Reagan supported democracy over communism. President Reagan repeatedly asked Congress for an aid bill. The Central Intelligence Agency under Reagan provided training and funds to assist the Contras even though the Boland Amendments were passed to prevent aid from being given. Still in hopes of protecting the well-being of Nicaragua, the National Security Council staff covertly raised money from the secret sale of weapons to our enemy Iran and diverted the profits to the Contras in Nicaragua. By aiding the Contras, the United States hoped to protect the western hemisphere, and itself, by containing communism. Instead, when the Iran-Contra Scandal became public, the illegal aid stopped and Communist control of Nicaragua continued.

The Spanish American War and aid to the Contras serve as prime examples of the United States wanting to protect the well-being of the western hemisphere during the nineteenth and twentieth centuries. By helping the western hemisphere, the United States hoped to help themselves and promoted democracy.

### Anchor Level 3-A

#### **The response:**

- Develops all aspects of the task with little depth for the declaration of war against Spain and aid to the Contra rebels in Nicaragua
- Is more descriptive than analytical (*Spanish-American War*: when Spain tightened its control over Cuba in the 1890s, the United States wanted to aid Cuba in its fight for independence because it was similar to the American Revolution; exaggerated news stories of Spanish atrocities against the Cubans led to a public demand for war; the United States called upon the Monroe Doctrine of 1823 that had opposed European interference in Latin America to justify military action in Cuba; Cuba obtained independence as a result of the Spanish-American War; by ensuring the “well-being” of Cuba, United States businesses benefitted; *aid to Contras in Nicaragua*: did not want communism to gain strength in Central America; Somoza was then replaced by communist Daniel Ortega; President Ronald Reagan, a tough anti-communist, desperately wanted to return democracy to Nicaragua; Reagan repeatedly asked Congress for an aid bill; CIA provided training and funds to assist the Contras; National Security Council staff covertly raised money from the secret sale of weapons to our enemy, Iran, and diverted the profits to the Contras; when the Iran-Contra scandal became public the illegal aid stopped and communist control of Nicaragua continued)
- Includes some relevant facts, examples, and details (*Spanish-American War*: Cuba as a trading partner; sugar; protectorate; *aid to Contras in Nicaragua*: containing communism; domino theory; Sandinista Liberation Front; Boland Amendments; Western Hemisphere)
- Demonstrates a satisfactory plan of organization; includes a brief introduction and conclusion that relate United States actions to protecting the well-being of the Western Hemisphere and to the support of democracy

**Conclusion:** Overall, the response fits the criteria for Level 3. The response uses accurate information and limited analysis to discuss the decision to go to war with Spain in Cuba and to aid the Contra rebels, demonstrating an understanding of the task. Further development of the success or failure of these actions would have enhanced this response.

The United States was both militarily and diplomatically involved in Latin America and Caribbean nations in the 1800s and 1900s. Its involvement has significantly influenced the development of Western Hemisphere nations and world history.

One of the earliest and most famous examples of American diplomatic action concerning Latin American and Caribbean affairs was the 1823 issuance of President James Monroe's Monroe Doctrine. Issued during a time saturated with fear of European reconquest of Latin American lands, the Monroe Doctrine warned European nations that any imperialistic movements towards any nation in the Western Hemisphere would be regarded as an aggressive move towards the United States itself. The doctrine was, in effect, a thinly veiled threat of war on any nation that tried to turn Western Hemisphere countries into colonies. Realistically, we didn't have the power to back this up at first — but our power kept growing. In issuing this message, Monroe hoped to protect national security, establish the United States as the dominant Western Hemisphere country, eradicate any European imperialistic intentions for the West, and dispell any American fears of European reconquest. Weak new countries in Latin America and the Caribbean were certainly less of a threat than European empires. Monroe was successful in achieving these goals—the United States is still the premier nation in the Western Hemisphere to this day, and the United States didn't have issues with European imperialism in the Caribbean until Spain committed atrocities in Cuba in the late nineteenth century.

The United States during the Presidency of John Kennedy, imposed a naval blockade on Cuba in 1962 in the midst of what came to be

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

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known as the Cuban Missile Crisis. At that time, Americans were afraid that the Soviet Union would launch its missiles off of nearby Cuba and nuke the United States in order to end the Cold War/arms race once and for all. In blockading Cuba, United States leaders desperately hoped to cut off supplies and intimidate the Soviet Union into removing its missile sites and retracting its threat of bombing the United States. The United States (as always) was successful, and effectively negotiated a deal with the Soviet Union under which it wouldn't nuke the United States. The launching sites were removed and a nuclear testing treaty was signed.

### Anchor Level 3-B

#### **The response:**

- Develops all aspects of the task with some depth for the issuance of the Monroe Doctrine and little depth for the naval blockade of Cuba
- Is more descriptive than analytical (*issuance of Monroe Doctrine*: fear of European reconquest of Latin American lands; warned European nations that any imperialistic movements toward any nation in the Western Hemisphere would be regarded as an aggressive move toward the United States; a thinly veiled threat of war on any nation that tried to turn Western Hemisphere countries into colonies; we didn't have the power to back this up at first; Monroe hoped to protect national security, establish the United States as the dominant Western Hemisphere country, eradicate any European imperialistic intentions for the West, and dispel American fears of European reconquest; still the premier nation in the Western Hemisphere; the United States did not have issues with European imperialism in the Caribbean until Spain committed atrocities in Cuba in the late 19th century; *naval blockade of Cuba*: Americans were afraid that the Soviet Union would launch its missiles off of nearby Cuba and nuke the United States in order to end the Cold War; desperately hoped to cut off supplies and intimidate the Soviet Union into removing its missile sites; negotiated a deal with the Soviet Union; it would not nuke the United States; the launching sites were removed and a nuclear testing treaty was signed)
- Includes some relevant facts, examples, and details (*issuance of Monroe Doctrine*: President James Monroe; weak new countries; European empires; *naval blockade of Cuba*: John Kennedy; Cuban missile crisis; arms race)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The response provides a good analysis about the issuance of the Monroe Doctrine. Inclusion of more details of the historical circumstances and further discussion of the success of the actions would have enhanced the effort, especially regarding the naval blockade of Cuba.

The Foreign policy goals of the United States during the 19th and 20th centuries led to many diplomatic and/or military actions involving nations in Latin America and the Caribbean. 2 diplomatic and/or military actions were the declaration of war against Spain in 1898 and the naval blockade of Cuba in 1962.

1 Militaristic action involving Latin America and the Caribbean was the declaration of war against Spain in 1898. The historical circumstance that led to this action was the sinking of the U.S.S. Maine off the coast of Cuba and the yellow journalists blaming it on the Spanish. The goal the U.S. had in pursuing this action was to defeat the Spanish, and free Cuba from the revolt and suffering under Spanish rule. The U.S. wanted to drive Spain away from the Western Hemisphere applying the Monroe Doctrine. The Spanish were a military threat and the U.S. needed the key locations for ports in order to trade and boost the economy. The U.S. succeeded in achieving these goals by defeating the Spanish. The treaty ending the war gave the Philippines, Guam, and other small islands from Spain in the Pacific to the U.S. Cuba became an independent country under U.S. protection. The U.S. protected the Western Hemisphere by getting the Spanish out of Cuba. The declaration of war against Spain in 1898 was 1 successful militaristic action taken by the U.S. during the late 19th century.

Another militaristic action taken involving Latin America and the Caribbean was the naval blockade of Cuba in 1962. The historical circumstances that led to this were the production of atomic weapons in an arms race between the U.S. and the USSR and the fact that the U.S. and USSR were in the heat of a Cold War. U.S. spy planes had taken pictures of Soviet missile sites being built in Cuba. The goal

that the U.S. had in blockading Cuba was to get the USSR to withdraw their weapons from Cuba by cutting off their supplies and their hope was to get the USSR to turn their ships full of weapons and supplies around and head back to the USSR. The U.S. succeeded in doing this because the USSR withdrew their weapons and the weapons and supply ships turned around and went back to the USSR. This was the climax of the Cuban Missile Crisis and was the closest we came to a nuclear war. 1 militaristic action taken by the U.S. in the 20th century was a naval blockade of Cuba in 1962.

The foreign policy goals of the 19th and 20th centuries led to many diplomatic and/or militaristic actions taken involving the Caribbean and nations in Latin America. 2 militaristic actions involving nations in the Caribbean and Latin America were the declaration of war on Spain in 1898 and the naval blockade of Cuba in 1962.

### Anchor Level 3-C

**The response:**

- Develops all aspects of the task with little depth for the declaration of war against Spain and the naval blockade of Cuba
- Is more descriptive than analytical (*declaration of war against Spain*: sinking of the USS *Maine* off the coast of Cuba; yellow journalists blaming it on Spanish; to drive Spain away from the Western Hemisphere; needed key locations for ports; Cuba became an independent country under United States protection; protected Western Hemisphere by getting Spanish out of Cuba; *naval blockade of Cuba*: production of atomic weapons in an arms race between the United States and the USSR; in the heat of a cold war; get the USSR to withdraw their weapons from Cuba by cutting off supplies; get the USSR to turn their ships full of weapons and supplies around and head back to the USSR; this was the climax of the Cuban missile crisis and was the closest we came to a nuclear war)
- Includes some relevant facts, examples, and details (*declaration of war against Spain*: Monroe Doctrine; boost the economy; *naval blockade of Cuba*: spy planes; pictures of Soviet missile sites in Cuba)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 3. The response discusses all aspects of the task but without much analysis or elaboration.

The strong nation of America derives its power from the people and the policies it implements. When its interests are at stake, America springs to action to preserve its force, influence, and desire. During the 19th and 20th centuries, situations, which put our interests at stake, launched the United States into action. Policies like the Roosevelt Corollary to the Monroe Doctrine and the acquisition of the Panama Canal Zone, proved to be testaments to America's strong will and endurance.

Americans staked influence in Latin America and the Caribbean to sell goods and harvest natural resources for production. The Monroe Doctrine had long been in effect in 1903 when our nation acquired the Panama Canal Zone, so it had already invested a great deal of its time and money to prevent the tropical nations from being tainted by European influence. America desired to build this canal during its reign of imperialism to link the Atlantic Ocean and the Pacific Ocean and to make a quicker shipping route to the west coast. This project faced obstacles as Panama was under control of Colombia, and the superior nation did not want to release control of this isthmus. Panama revolted and gained independence, an action greatly supported by the United States. Another issue our country faced was the acquisition of money for the project, but this was resolved through donations from the American public. The success of this project was remarkable as it allowed for fast, easy transportation of goods to the west coast of America. No longer did commodities have to rely on railroads and terrestrial transport, for the Panama Canal offered a simpler mode of movement.

The Roosevelt Corollary was established in 1904 to extend the power and tradition of the Monroe Doctrine. America still had imperialistic goals in mind and intended to preserve its influence in Latin America to keep Europe out of the rich natural resources. The goal of this policy was also to protect American investments and potential business interests in the Latin nations to gain more profit as well as to grow as an international power. Unfortunately, President Theodore Roosevelt's ambitious goals were seen as overbearing and unnecessary. The Roosevelt Corollary, often regarded as the Bad Neighbor Policy worsened already tense relations between America and Latin America and was not approved by most U.S. citizens.

In times that offer potential to grow and gain power, America seizes upon any opportunity to do so. During the 19th and 20th centuries, this mindset and action was evident through the acquisition of the Panama Canal Zone to build the Panama Canal and the addition of the Roosevelt Corollary. Both intended to protect American interests, but their successes and failures differed as did their perceptions and effects.

## Anchor Level 2-A

### **The response:**

- Minimally develops most aspects of the task for the acquisition of the Panama Canal Zone and the Roosevelt Corollary
- Is more descriptive than analytical (*acquisition of Panama Canal Zone*: to link the Atlantic Ocean and the Pacific Ocean; a quicker shipping route to the West Coast; Panama was under control of Colombia and it did not want to release control of this isthmus; Panama revolted and gained independence; it allowed for fast, easy transportation of goods; no longer did commodities have to rely on railroads and terrestrial transport; *Roosevelt Corollary*: America still had imperialistic goals; to preserve its influence in Latin America; to keep Europe out of the rich natural resources; to protect American investments and potential business interests; to grow as an international power; worsened already tense relations between America and Latin America)
- Includes few relevant facts, examples, and details (*acquisition of Panama Canal Zone*: sell goods; harvest natural resources; Monroe Doctrine; imperialism; a simpler mode of movement; *Roosevelt Corollary*: President Theodore Roosevelt; overbearing; Bad Neighbor Policy); includes inaccuracies (*acquisition of Panama Canal Zone*: another issue our country faced was the acquisition of money for the project, but this was resolved through donations from the American public; *Roosevelt Corollary*: was not approved by most United States citizens)
- Demonstrates a general plan of organization; includes an introduction and conclusion that observes that the United States acts to protect its own interests

**Conclusion:** Overall, the response fits the criteria for Level 2. The response addresses most aspects of the task in a general way but lacks a thorough discussion, especially for the Roosevelt Corollary.

The United States' foreign policy has been very fickle throughout its history and has changed from isolationism and neutrality to imperialism and intervention. Latin America was one of the regions in which intervention or indirect involvement was common. The role of the U.S. in Latin America has ranged from providing aid, or acquiring lands, to naval blockades

The most strategic land acquisition by the U.S. was the acquisition of the Panama Canal Zone. In the past, those who wished to travel to the Pacific ocean from the Atlantic ocean, whilst travelling west would have to travel around the entire South American continent. This difficulty led the U.S. to pursue the goal of creating a shorter path. In 1903 the U.S. acquired the land necessary to construct a canal connecting the Atlantic and Pacific oceans in Panama, in exchange for a fixed price point in USD. The diplomatic actions taken in pursuit of establishing a short cut around the world were very successful and subsequently lucrative. The acquisition of the Panama Canal Zone is still heralded as one of the most important diplomatic actions involving Central or Latin America.

Contrasting land acquisition, the United States was also involved in the most infamous naval blockade of all time in the western hemisphere. In the midst of the cold war, a non-aggressive political war between the Soviet Union and the United States of America, the Soviet Union became allies with the pro-communist Latin American nation of Cuba. Suspecting the shipment of weapons of mass destruction, probably of the nuclear variety, and fearing a nuclear missile being armed so close to its shores, the U.S. decided to enact a naval blockade of Cuba in 1962. The goal of this blockade was to intercept nuclear

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

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weapons and prevent the arming of the Soviet Union's new communist ally, Cuba. By the conclusion of the blockade and after several peace talks with the Soviets, it became clear that the U.S. was successful in achieving these goals.

The United States of America was mostly successful in all its foreign policies regarding the nations to the south.

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

- Develops most aspects of the task in little depth for the acquisition of the Panama Canal Zone and the naval blockade of Cuba
- Is primarily descriptive (*acquisition of Panama Canal Zone*: those who wished to travel to the Pacific Ocean from the Atlantic Ocean whilst traveling west would have to travel around the entire South American continent; difficulty led the United States to pursue the goal of creating a shorter path; *naval blockade of Cuba*: the Soviet Union became allies with the pro-communist Latin American nation of Cuba; fearing a nuclear missile being armed so close to its shores; to intercept nuclear weapons and prevent the arming of the Soviet Union's new communist ally)
- Includes few relevant facts, examples, and details (*acquisition of Panama Canal Zone*: shortcut; lucrative; *naval blockade of Cuba*: Cold War; weapons of mass destruction; peace talks)
- Demonstrates a general plan of organization; includes an introduction that labels United States foreign policy as fickle and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response uses generalities to discuss the acquisition of the Panama Canal Zone and the naval blockade of Cuba demonstrating a basic understanding of the task. The response recognizes the goals of the two actions and calls them successful, but lacks further discussion and development.

The United States had many military and diplomatic involvement in Latin America and the Caribbean. During the mid to later 20th century a lot of the involvement steamed around Cuba. Two very important events were the Bay of Pigs and the Cuban Missile Crisis.

The Bay of Pigs was a plan to have Cuban exiles overthrow Fidel Castro the communist leader of Cuba. The C.I.A. trained the Cuban exiles in Florida. After their training was complete they were sent on boats to Cuba. Unknown to the exiles and the U.S. Castro had found out about the attack. The exiles were defeated fast and the United States involvement was revealed to the world. This had caused the United States to lose reputation and its tensions with the Soviet Union increased.

After the Bay of Pigs with tensions increasing between the U.S. and Soviet Union they stocked nuclear weapons. The U.S. put them in Turkey and this caused the Soviet Union to start sending them over to Cuba its ally. The United States warned Soviet Union they would destroy the ships if they tried to go to Cuba. John F. Kennedy then had a blockade made and the world got ready for World War III. At the last second Soviet leader Khrushchev called back his ships to prevent war. This made the Soviet Union look weak and help keep the world safe.

The U.S. had involvement in both events one for a good reason the other for mass panic.

The U.S.'s involvement prevent World War III and also made the U.S. look bad. This proves the U.S. had a lot of involvement in Latin America and the Caribbean.

## Anchor Level 2-C

### **The response:**

- Minimally develops some aspects of the task for the Bay of Pigs invasion and the naval blockade of Cuba
- Is primarily descriptive (*invasion of Bay of Pigs*: a plan to have Cuban exiles overthrow Fidel Castro, the communist leader of Cuba; tensions with the Soviet Union increased; *naval blockade of Cuba*: stocked nuclear weapons; the United States warned the Soviet Union they would destroy the ships; Soviet leader Khrushchev called back his ships to prevent war; this made the Soviet Union look weak and helped keep the world safe); includes faulty analysis (*naval blockade of Cuba*: the United States put them in Turkey and this caused the Soviet Union to start sending them over to Cuba)
- Includes few relevant facts, examples, and details (*invasion of Bay of Pigs*: CIA trained; sent on boats; defeated fast; *naval blockade of Cuba*: John F. Kennedy; World War III)
- Demonstrates a general plan of organization; includes an introduction that places both events in Cuba and a weak conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The response describes the invasion of the Bay of Pigs and the Cuban missile crisis as events. While the response correctly connects the Bay of Pigs invasion to the Cuban missile crisis, it develops most aspects of the task in a limited way.

During the 19th and 20th centuries, the foreign goals of the United States led to many diplomatic and/or military actions involving Nations in Latin America and the Caribbean. The United States increased their power when they declared war with Mexico and when they issued the Monroe Doctrine.

In 1823 the United States issued the Monroe Doctrine. This document stated European countries could no longer intervene in the Americas. They would no longer be able to have colonies in America, unless they were pre-existent. This would allow the United States to become the superpower nation in the Western Hemisphere. They would now be able to conquer new territories and they as a nation would be larger and more powerful.

In 1846 the United States declared war on the Mexicans. The United States wanted to expand its borders. The United States would go on to defeat the Mexicans in war easily. In 1849, the United States signed the Treaty of Guadalupe Hidalgo. This treaty ended the war and the United States was given the New Mexico territory in exchange for money. The United States would ultimately achieve its goals.

The United States have been trying to expand as a nation ever since the departure of John Adams as President. The Monroe Doctrine of 1823 and the Mexican War (1846), would allow the United States to access more land and power. With these events becoming a success the United States would become an Imperialistic Nation.

## Anchor Level 1-A

### **The response:**

- Minimally develops some aspects of the task for the issuance of the Monroe Doctrine and the declaration of war against Mexico
- Is descriptive (*issuance of Monroe Doctrine*: stated European countries could no longer intervene in the Americas; they would no longer be able to have colonies in America, unless they were pre-existent; *war against Mexico*: the United States wanted to expand its borders; defeated the Mexicans in war easily; treaty ended the war and the United States was given the New Mexico Territory in exchange for money)
- Includes very few relevant, facts, examples, or details (*war against Mexico*: Treaty of Guadalupe Hidalgo)
- Demonstrates a general plan of organization; includes a brief introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The discussion of the Monroe Doctrine focuses on the goal and intended outcomes, some of which are inaccurate. The discussion of the war against Mexico is brief but demonstrates a limited understanding of most of the task.

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**Anchor Paper – Thematic Essay—Level 1 – B**

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During the 19th and 20th centuries, the foreign policy goals of the United States led to many diplomatic and military actions involving nations in Latin America and the Caribbean.

One diplomatic action made by the United States was the Monroe Doctrine in 1823. The Monroe doctrine expanded trade with countries in Latin America. The United States did this action because they wanted more economic opportunities. The United States was successful in achieving this goal.

Another military action made by the United States was the naval blockade of Cuba in 1962. The main goal the United States had in pursuing this action was to contain communism and stop the U.S.S.R from using nuclear missiles.

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

- Minimally develops some aspects of the task for the naval blockade of Cuba
- Is descriptive (*naval blockade of Cuba: stop the USSR from using nuclear missiles*)
- Includes very few relevant facts, examples, or details (*naval blockade of Cuba: contain communism*)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response identifies the goal and success of the naval blockade of Cuba. However, all the information about the Monroe Doctrine is inaccurate.

Since becoming an independent country, the United States has been very important to developments in Latin America. Their interests and involvements in the Latin American and Caribbean societies has been both for diplomatic and militaristic reasons. Two such events include the events at the Panama Canal as well as the Cuban missile crisis.

In the early 1900s the United States was industrializing and on the way to becoming an economic powerhouse and so there was a desire to build a passage that allowed companies on the East Coast of the United States to export and import goods from Asia. It was then decided that a small strip of land in Panama, a small country south of Mexico, would be the location of said canal. Colombia controlled that land. We supported rebels to get that land and create Panama as a separate nation. After years of labor in the damp and mosquito ridden Latin American country, the Canal was finally completed. The purpose of this canal was to make trade easier between countries in the Pacific ocean and key ports such as New York and Boston. The building of the canal led to more growth of the American economy. America achieved this goal as the Panama Canal was a great success.

Another Latin American or Caribbean affair that the United States was involved in was the Cuban Missile Crisis. After Fidel Castro made it known that he would adopt communist policies in Cuba after he had won the revolution, the CIA immediately began to train Cuban exiles and those who opposed Castro. Their attack, known as the Bay of Pigs invasion, ultimately failed, prompting Castro to request military support from the Soviets. Nikoła Khrushchev agreed to Castro's requests and decided to move nuclear missiles into Cuba, a small country that

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**Thematic Essay—Practice Paper – A**

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was in close proximity to the U.S. Eventually after high tensions between the United States and the communists, John F. Kennedy decided to begin a negotiation with Khrushchev about removing the missiles. Kennedy believed that the threat of missiles being used against populated United States cities had to be ended. So, he ordered a naval blockade around Cuba. The two political leaders agreed that the arms would be removed from Cuba if the U.S. missiles in Turkey were also removed. The solving of this crisis removed America of the immediate danger of missiles in Cuba and also relieved tensions between the U.S. and the Soviets. This also led to further agreements about nuclear weapons and Kennedy to push for peaceful co-existence with the Soviet Union.

The United States intervened in Latin American countries for the purpose of bettering their own situation, whether it was diplomatic or militaristic.

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**Thematic Essay—Practice Paper – B**

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In the 19th and 20th Centuries the foreign policy goals of the United States led to many actions involving nations in Latin America and the Caribbean. Some of these actions had a positive affect others had a negative affect.

An action United States took involving nations in Latin America & the Caribbean is the Monroe Doctrine in 1904. The Monroe Doctrine was a policy. It stated that further efforts by European Nations to colonize land or interfere with States in North/South America would be viewed as acts of aggression, requiring U.S intervention. The United States wanted to guarantee no European power would move in. The Monroe Doctrine was disregarded.

Another action taken by the United States was The Good Neighbor Policy. This policy was made by President Hoover. The reason for this policy was to mend relations with United States and Latin American countries. After World War II, the U.S was able to persuade Latin America countries to join the United Nations. This policy accomplished its goal.

In conclusion the United States took actions such as The Monroe Doctrine and The Good Neighbor Policy.

I.) In the 19th and 20th centuries the United States had followed many foreign policies that had brought about diplomatic/military actions. A lot of these policies had dealt with Latin America and the Caribbean. The declaration of war against Spain in 1898 had caused a military action. The Naval Blockade of Cuba in 1962 was both a Diplomatic and a military action. Both of these Policies have had a major affect on our nation. They have caused changes to make it what it is today.

II.) The declaration of war against Spain in 1898 was due to Yellow Journalism. Hearst and other Journalists were writing about the Sinking of the Battleship Maine in Havana Harbor, Cuba. They were saying that it was attacked by Spain when it was probably due to an error in the building of the ship. The fire wall that was supposed to be between the Boiler room and the ammo room was not there. The Heat of the Boiler room set off the ammo and made the ship explode killing over 200 Americans. The Journalists blamed it on Spain and the U.S government reacted by issuing this declaration of war. We went to war with Spain to force them out of Latin America. We were successful and also able to take other Spanish colonies like the Philipeans. Although this was an unnecessary war, we were able to accuire new markets and raw materials which was what we needed to make our nation grow stronger. We achieved retaliation for the sinking of the Battleship Maine and drove the Spanish out of Cuba which was what we were after. Along the way we gained territories and this benefited our nation tremendously.

III.) The Naval Blockade of Cuba in 1962 was Part of the cold war, which had been going on since the end of WWII. It started when one of our U-2 Spy Planes captured on camera what looked to be missile

silos. There were nuclear missile silos that were being placed 90 miles right off the coast of the U.S in a communist country. Cuba was being backed by the Soviet Union the United States biggest enemy at the time. The Soviets were sending nuclear missiles to Cuba where they could destroy most of the U.S. They were responding to the U.S having left missiles in Turkey, which is right next to the Soviet Union. Once we realized what was going on, President John F. Kennedy issued a "Quarantine" of Cuba. He said it was a Quarantine because invading would have meant the start of World War III. It would have been a nuclear war and our world as we know it would not exist. This crisis, known as the Cuban Missile Crisis, lasted 13 days. Thanks to Bobby Kennedy, JFK's brother, WWII was avoided. The U.S had successfully gotten the USSR to withdraw its missiles from Cuba, and we withdrew ours from Turkey. Also the Hotline allowing communications between Washington D.C. and Moscow was created. This action by JFK had helped save our whole world as we know it.

IV.) Many Foreign Policies in Latin America and the Caribbean in the 19th and 20th centuries had brought about diplomatic and military actions. The Declaration of war against Spain in 1898 and the Naval Blockade of Cuba in 1962 are two of these foreign policies. The Declaration of war against Spain had caused war but gained us new markets and raw materials. The Naval Blockade of Cuba had prevented WWII and had helped the U.S get the upper hand in the fight against communism. Today we use the gained territories to sell our goods and get raw materials to make them. Also the world is still around because WWII, which would have been a nuclear war never occurred.

The United States has been very active in its involvement in Latin America since the early 19th century. Different actions and wars over U.S. interests have dominated the region. The U.S. has also embarked on many diplomatic missions to try and “persuade” the populace to work with America instead of against it. These events continue up to the modern era and show that a rocky relationship has existed between the two for ages.

The U.S. had manipulated the peoples of Panama towards the turn of the 20th Century. America wanted an all water route from coast-to-coast that didn't involve going around all of South America. They needed to be able to quickly move ships and troops to defend lands controlled in the Pacific. It was clear they needed to build a canal, the real question was where. The perfect spot for such a project was on the isthmus of Panama. It was the narrowest point between the two continents. There was only one problem: Columbia had control over the isthmus at the time. When the U.S. went to bargain to purchase the land, Columbia refused to budge on the issue. So what was the U.S. to do now? They would support the Panamanian rebels in Columbia. These rebels rose up against Columbia and declared themselves independent. President Roosevelt had sent a warship in the area to support the rebels and their cause. The country of Panama was born and the U.S. was allowed to build the canal. Just as they wanted, right from the beginning. Panama was carved in two by a ten mile canal zone owned and operated by the U.S. It took 10 years to build but the U.S. got its faster water route. The canal proved very important as a route for trade for decades and was especially important for the U.S. in fighting World War II in both the Atlantic and Pacific oceans. But

over the years Panamanians resented their loss of sovereignty. Eventually the U.S. signed treaties returning the canal to Panama. U.S. involvement in the Canal Zone continues today as we work with other countries to widen and expand it.

One very sticky situation for the United States was the Cuban missile crisis. It was an event that almost sucked the world in to nuclear war. In 1959, President Eisenhower was as shocked as the rest of the country when the U.S.-backed government in Cuba was toppled by Fidel Castro. Castro took over a country scarcely 90 miles from the U.S. mainland and set up a communist government. The CIA had prepared a special attack plan to retake Cuba, it was the Bay of Pigs Invasion. Newly elected President Kennedy gave it a go and Cuban-exiles went in to retake the island. When they failed in their objectives, the U.S. was caught in a precarious position. Our actions pushed Fidel Castro closer to the Soviets. But this was just the beginning of the nightmare. Soon, spy planes reported back that missile pads were being built in Cuba by the Soviets and that Soviet ships were enroute to Cuba carrying nuclear warheads. The immediate threat to the U.S. was so great that Kennedy knew action must be taken to remove the missiles and turn back the shipments. The Soviets' actions in Cuba could be seen as an act of war. In both the U.S. and U.S.S.R. people panicked as the U.S. and the U.S.S.R. were set on the brink of nuclear war. President Kennedy stated that if the Soviets did not withdraw the missiles from Cuba, he might be forced to use his own nukes to protect the U.S. What action could the U.S. take to make the Soviets blink? They would surround Cuba with warships. Kennedy ordered the Navy to create a blockade to prevent the Soviets from

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**Thematic Essay—Practice Paper – D**

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bringing in more missiles. Luckily, this was enough for Khrushchev to stop the shipments and finally relent. The missile sites were destroyed and equipment sent back to the Soviet Union, and nuclear conflict was avoided. But the effects of crisis would seep into the American conscious and haunt us for years to come. Kennedy's experience in the crisis convinced him that the U.S. and the USSR had to find a way to coexist. This led to the "Hotline" to improve communication and a treaty to stop the testing of nuclear weapons above ground. In Cuba, the missiles might be gone, but Castro was not. Over half a century later, we still have a communist dictator 90 miles away.

The United States of America has been a very active influence in Latin America. The amount of interference we have exerted in the area has changed the region's history. We created a new nation because it suited our interests. In Panama, the U.S. ignored the sovereignty of Panama to rule over a region. In Cuba, we ended the threat to wipe out life on Earth but kept an enemy. U.S. involvement in Latin America exists because it has been our "back yard" for over 200 years. We interfered because of our economic interests and for our self-defense. The people of Latin America do not like us much as a result.

The U.S. has had a long history of foreign policy and relationship with the Caribbean and Latin America. Some of the policies were diplomatic while some were military actions. Both however have impacted the U.S. in many ways.

One action the U.S. took which affected it along with the world was the blockade around Cuba. The reasons for this was Cuba was communist and the world was in the middle of the Cold War. The U.S. had nuclear missiles in Turkey but the Soviets until they had the assistance of Cuba couldn't hit the United States. Now the U.S. was within the range of nuclear missiles. The U.S. put a blockade around Cuba to prevent the missiles from getting there. The strategy worked and the U.S. removed their missiles from Turkey in response to the removal of missiles from Cuba and it also led to a hot line between the U.S. and USSR since that was almost the end of the world.

Another action the U.S. took in Latin America was the Monroe Doctrine. Before the Doctrine was issued the European powers were gaining colonies and were setting their sights on Latin America. Most of the countries in Latin America had gained independence from the Spanish and didn't want to be a colony again. The U.S. also had economic interests in Latin America and they didn't want European powers in their backyard because the U.S. was gaining strength. The Doctrine was intended to prevent the Europeans from colonizing Latin America and it worked but only because the Atlantic Ocean separated Europe from the Americas and because the U.S. was closer to Latin America so it could enforce it. The U.S. managed to gain economic interest in Latin America without any fear of European competition and it showed that the U.S. was starting to emerge as a world power.

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**Thematic Essay—Practice Paper – E**

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The U.S. has had along history of both diplomatic and military actions with Latin America. Both of these actions have impacted the U.S. in many ways and it affects the U.S. to the present day and the foreign policies affect our relationship with Latin America and the Caribbean.

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**Practice Paper A—Score Level 3****The response:**

- Develops most aspects of the task in some depth for the acquisition of the Panama Canal Zone and the naval blockade of Cuba
- Is more descriptive than analytical (*acquisition of Panama Canal Zone*: the United States was industrializing and on the way to becoming an economic powerhouse; desire to build a passage that allowed companies on the East Coast of the United States to export and import goods from Asia; purpose to make trade easier between countries in the Pacific Ocean and key ports; building canal led to more growth of the American economy; *naval blockade of Cuba*: Fidel Castro made it known that he would adopt communist policies in Cuba after he had won the revolution; CIA began to train Cuban exiles and those who opposed Castro; failure of Bay of Pigs invasion prompted Castro to request military support from the Soviets; decided to begin a negotiation with Khrushchev about removing the missiles; threat of missiles being used against populated United States cities had to be ended; solving crisis removed America from the immediate danger and relieved tensions between the United States and the Soviets; led to further agreements about nuclear weapons and push for peaceful coexistence with the Soviet Union)
- Includes some relevant facts, examples, and details (*acquisition of Panama Canal Zone*: small strip of land; small country south of Mexico; damp and mosquito ridden; New York and Boston; *naval blockade of Cuba*: close proximity; John F. Kennedy; missiles in Turkey removed)
- Demonstrates a satisfactory plan of organization; includes an introduction that generally restates the theme and a conclusion that maintains that the actions were taken to better the United States

**Conclusion:** Overall, the response fits the criteria for Level 3. The response shows an understanding of the Cuban missile crisis and the need for the naval blockade of Cuba by including accurate facts and details. However, the discussion of the Panama Canal would have benefitted from further development of the historical circumstances that led to the acquisition of the Canal Zone and to the success of the canal.

## Practice Paper B—Score Level 1

### The response:

- Minimally develops some aspects of the task for the issuance of the Monroe Doctrine and the announcement of the Good Neighbor Policy
- Is descriptive (*issuance of Monroe Doctrine*: stated that further efforts by European nations to colonize land or interfere with states in North and South America would be viewed as acts of aggression requiring United States intervention; *announcement of Good Neighbor Policy*: mend relations with United States and Latin American countries)
- Includes very few relevant facts, examples, or details (*announcement of Good Neighbor Policy*: President Hoover); includes inaccuracies (*issuance of Monroe Doctrine*: 1904; *announcement of Good Neighbor Policy*: after World War II, the United States was able to persuade Latin American countries to join the United Nations)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are little more than restatements of the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. The response includes only brief statements about the goal of each action, demonstrating a very limited understanding of the task.

## Practice Paper C—Score Level 3

### The response:

- Develops all aspects of the task in some depth for the declaration of war against Spain and the naval blockade of Cuba
- Is more descriptive than analytical (*Spanish-American War*: Hearst and other journalists were writing about the sinking of the battleship *Maine* in Havana Harbor; they were saying that it was attacked by Spain when it was probably due to an error in building the ship; to force them out of Latin America; able to acquire new markets and raw materials; make our nation grow stronger; *naval blockade of Cuba*: part of the Cold War which had been going on since the end of World War II; one of our U-2 spy planes captured on camera what looked to be missile silos; Cuba was being backed by the Soviet Union, the United States biggest enemy at the time; invading would have meant the start of World War III; the United States had successfully gotten the USSR to withdraw its missiles from Cuba; helped save our world)
- Includes some relevant facts, examples, and details (*Spanish-American War*: yellow journalism; boiler room; killing over 200 Americans; Philippines; achieved retaliation; gained territories; *naval blockade of Cuba*: 90 miles off the coast; quarantine; Cuban missile crisis; lasted 13 days; Bobby Kennedy; withdrew missiles from Turkey; hotline)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that reviews the main points of the response

**Conclusion:** Overall, the response fits the criteria for Level 3. The goals of each action are included in the discussion of the success of the action. Good historical details provided in the discussion of the historical circumstances are the strength of this response and demonstrate an understanding of the task. Inclusion of additional analytic statements would have enhanced this response.

## Practice Paper D—Score Level 4

### The response:

- Develops all aspects of the task but does so somewhat unevenly with more depth in the discussion of the naval blockade of Cuba than in the discussion of the acquisition of the Panama Canal Zone
- Is both descriptive and analytical (*acquisition of Panama Canal Zone*: America wanted an all-water route from coast to coast that did not involve going around South America; the perfect spot for the project was on the isthmus of Panama; the narrowest point between the two continents; Colombia had control over the isthmus; rebels rose up against Colombia and declared themselves independent; the country of Panama was born and the United States was allowed to build the canal; Panama was carved in two by a ten-mile canal zone, owned and operated by the United States; the canal proved very important as a route for trade for decades; over the years Panamanians resented their loss of sovereignty; *naval blockade of Cuba*: the United States-backed government in Cuba was toppled by Fidel Castro; when the Cuban exiles failed in their objectives, the United States was caught in a precarious position; spy planes reported back that missile pads were being built in Cuba by the Soviets; the immediate threat to the United States was so great that Kennedy knew action must be taken to remove the missiles; Soviet actions could be seen as an act of war; Kennedy ordered the Navy to create a blockade to prevent the Soviets from bringing in more missiles; this was enough for Khrushchev to stop the shipments and finally relent; the missiles might be gone, but Castro was not; over half a century later, we still have a communist dictator 90 miles away)
- Supports the theme with relevant facts, examples, and details (*acquisition of Panama Canal Zone*: Columbia refused to budge; President Roosevelt had sent a warship; faster water route; 10 years to build; treaties returned canal to Panama; *naval blockade of Cuba*: Cuban missile crisis; Bay of Pigs invasion; brink of nuclear war)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that present a point of view critical of United States involvement in Latin America

**Conclusion:** Overall, the response fits the criteria for Level 4. The presentation of most ideas is supported with accurate facts about the acquisition of the Panama Canal Zone and the naval blockade of Cuba. Facts and details logically flow, demonstrating a good understanding of the task. Further analysis would have strengthened the discussion.

## Practice Paper E—Score Level 2

### The response:

- Develops all aspects of the task in little depth for the naval blockade of Cuba and the issuance of the Monroe Doctrine
- Is primarily descriptive (*naval blockade of Cuba*: Cuba was communist and the world was in the middle of the Cold War; to prevent the missiles from getting there; the United States removed their missiles from Turkey in response to the removal of missiles from Cuba; *issuance of Monroe Doctrine*: most of the countries in Latin America had gained independence from the Spanish and did not want to be colonies again; the United States also had economic interests in Latin America and they did not want European powers in their backyard; includes faulty analysis (*issuance of Monroe Doctrine*: the United States was closer to Latin America so it could enforce it; the United States was starting to emerge as a world power)
- Includes few relevant facts, examples, or details (*naval blockade of Cuba*: hotline; *issuance of Monroe Doctrine*: United States was gaining strength); includes an inaccuracy: (*naval blockade of Cuba*: the Soviets until they had the assistance of Cuba couldn't hit the United States)
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. The strength of the response is the discussion of the naval blockade of Cuba. Accurate facts and details demonstrate an understanding of this military and diplomatic action. The discussion of the Monroe Doctrine is overgeneralized and mixes accurate and flawed information, demonstrating a limited understanding.

# United States History and Government Specifications January 2016

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

	Theme	STANDARDS
Thematic Essay	Foreign Policy; Places and Regions; Interdependence	Standards 1, 2, 3, and 4: United States and New York History; World History; Geography; Economics
Document-based Essay	Constitutional Principles; Presidential Decisions and Actions; Foreign Policy; Government; Individuals, Groups, Institutions	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 2016 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.