

# FOR TEACHERS ONLY

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

## UNITED STATES HISTORY AND GOVERNMENT

Thursday, August 13, 2015— 8:30 to 11:30 a.m., only

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

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

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

#### Scoring the Part I Multiple-Choice Questions

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

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

Part I			
1 ..... 4 .....	13 ..... 4 .....	26 ..... 2 .....	39 ..... 3 .....
2 ..... 3 .....	14 ..... 4 .....	27 ..... 3 .....	40 ..... 2 .....
3 ..... 1 .....	15 ..... 2 .....	28 ..... 1 .....	41 ..... 1 .....
4 ..... 1 .....	16 ..... 1 .....	29 ..... 1 .....	42 ..... 4 .....
5 ..... 2 .....	17 ..... 4 .....	30 ..... 4 .....	43 ..... 3 .....
6 ..... 3 .....	18 ..... 4 .....	31 ..... 4 .....	44 ..... 3 .....
7 ..... 3 .....	19 ..... 1 .....	32 ..... 1 .....	45 ..... 2 .....
8 ..... 4 .....	20 ..... 3 .....	33 ..... 3 .....	46 ..... 1 .....
9 ..... 4 .....	21 ..... 1 .....	34 ..... 2 .....	47 ..... 1 .....
10 ..... 2 .....	22 ..... 3 .....	35 ..... 4 .....	48 ..... 4 .....
11 ..... 3 .....	23 ..... 2 .....	36 ..... 1 .....	49 ..... 3 .....
12 ..... 2 .....	24 ..... 1 .....	37 ..... 3 .....	50 ..... 2 .....
	25 ..... 2 .....	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**  
**Thematic Essay**  
**August 2015**

**Theme: Foreign Policy**

Throughout United States history, presidents have made foreign policy decisions that have been opposed by individuals and groups. These decisions have had an impact on both the United States and on other countries and regions.

**Task:** Select *two* United States foreign policy decisions that have been opposed by individuals and groups and for *each*

- Describe the historical circumstances that led the president to make the decision
- Discuss why an individual and/or group opposed the decision
- Discuss the impact of this foreign policy decision on the United States and/or on another country or region

You may use any foreign policy decision that has been opposed by individuals and groups from your study of United States history. Some suggestions you might wish to consider include James K. Polk's decision to send troops to the Rio Grande (1846), William McKinley's decision to annex the Philippines (1898), Woodrow Wilson's support for the Treaty of Versailles (1919–1920), Franklin D. Roosevelt's aid to Great Britain before United States entry into World War II (1939–1941), Harry Truman's decision to defend South Korea (1950–1953), Lyndon B. Johnson's decision to send combat troops to South Vietnam (1965), and George W. Bush's decision to invade Iraq (2003).

**Scoring Notes:**

1. This thematic essay has a minimum of *six* components (for *each* of *two* foreign policy decisions, discussing the historical circumstances that led the president to make the decision, why an individual and/or group opposed the decision, and the impact of this foreign policy decision on the United States and/or on another country or region).
2. The historical circumstances that led the president to make a foreign policy decision may be described from a broad or narrow perspective as long as they are supported by accurate facts and details, e.g., President Johnson sending combat troops to South Vietnam as an exercise of Cold War containment or as a response to the Gulf of Tonkin incident.
3. The discussion of why an individual and/or group opposed the decision may consider immediate opposition or opposition that grew over time.
4. The discussion of the presidents' foreign policy decisions may be similar as long as each discussion includes separate and distinct facts and examples.
5. The individual and/or group who opposed the president's decision should be identified, e.g., opposition to the Treaty of Versailles by isolationists, the Senate, reservationists, or Henry Cabot Lodge.
6. The discussion of the individual and/or group who opposed the decision must include the reasons for opposition, e.g., the reasons college students opposed Lyndon Johnson's decision to send combat troops to South Vietnam included the draft, the widening of the war to Cambodia, atrocities against civilian villagers, and/or the corrupt South Vietnam regime.
7. The reason an individual and/or group opposed the decision and the impact of the decision may be discussed from any perspective as long as the position taken is supported by relevant facts and information.
8. The discussion of the impact of the presidential foreign policy decision may be either immediate or long term.
9. The same president may be chosen for both foreign policy decisions, but the facts concerning each decision must be distinct, e.g., President Harry Truman decided to introduce the Truman Doctrine and decided to defend South Korea.
10. If more than two presidential foreign policy decisions are discussed, only the first two decisions may be rated.

### Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the historical circumstances that led presidents to make *each* of *two* foreign policy decisions, why an individual and/or group opposed the decision, and the impact *each* foreign policy decision had on the United States and/or on another country or region
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., *Woodrow Wilson's support for the Treaty of Versailles*: connects President Wilson's desire to make World War I the "war to end all wars" and his idealistic dream of an international peacekeeping organization to his stubborn battle for ratification of the Treaty of Versailles that met strong opposition from Republican Senators who were left out of the treaty negotiations and were concerned that the League of Nations would threaten United States' sovereignty, and to the formation of a weak League that failed to stop Axis aggression but set the standard for the future United Nations; *Lyndon B. Johnson's decision to send combat troops to South Vietnam*: connects the domino theory in Southeast Asia and the Gulf of Tonkin incident to President Johnson's decision to send combat troops to South Vietnam that incited protests by college students who faced conscription and were outraged over atrocities committed against civilian Vietnamese villagers, and to how President Johnson's decision resulted in an escalating military stalemate, widespread distrust of government, and eventually the extension of suffrage to 18-year-old citizens
- Richly supports the theme with relevant facts, examples, and details, e.g., *Woodrow Wilson's support for the Treaty of Versailles*: moral diplomacy; Fourteen Points; "make the world safe for democracy"; Paris Peace Talks; two-thirds vote of Senate required for treaty ratification; Henry Cabot Lodge; reservationists; irreconcilables; Article X; isolationist tradition; Washington's Farewell Address; whistle-stop tour; public disillusionment with World War I; San Francisco Conference; General Assembly and Security Council; *Lyndon B. Johnson's decision to send combat troops to South Vietnam*: containment; Ho Chi Minh; communist North Vietnamese incursion; Vietcong; Indochinese peninsula; civil war; undemocratic regime in South Vietnam; attack on United States destroyers; increase of presidential war powers; draft dodgers; Students for a Democratic Society; My Lai; Agent Orange; "real time" television coverage; unification of Vietnam under communism; Pentagon Papers; War Powers Act; Vietnam syndrome; 26th amendment
- 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 foreign policy decision 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., *Woodrow Wilson's support for the Treaty of Versailles*: discusses how President Wilson's idealistic plan to create a League of Nations to prevent future conflicts after the carnage of World War I led him to fight for ratification of the Treaty of Versailles, how Senate Republicans opposed the treaty because they believed that joining the League of Nations would violate the tradition of isolationism and force the United States to fight in future wars, and how Wilson's uncompromising support for the Treaty of Versailles resulted in Senate rejection of the treaty and weakened the League of Nations' ability to prevent World War II; *Lyndon B. Johnson's decision to send combat troops to South Vietnam*: discusses how belief in the domino theory and the Gulf of Tonkin incident led President Johnson to send combat troops to South Vietnam, how college students protested the war because of the draft and reports of atrocities against innocent civilians, and how the war failed to contain communism and created widespread distrust of the government
- 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** foreign policy decision 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.**

A nation's social, economic and political success is often in direct correspondance with its foriegn policy. In the years following both WWI and WWII, public opinion was divided in this area. Controversy often broke out, which led to serious opposition to policies amongst individuals and social groups. Woodrow Wilson's support of the Treaty of versailles divided the government and nation, as Lyndon B. Johnson's authorization to send troops to South Vietnam created both social and political turmoil; these foriegn policy decisions had resounding effects on the U.S. and other countries, which would eventually come to define the eras of post-World Wars.

As the horrors of WWI came to an end, the Central Powers surrendered to the Allies in 1918. The Allied countries, primarily Britain, France, Italy, and the U.S. were left with rebuilding a shattered Europe and the desire to make Germany pay for a war Britain and France thought Germany had provoked. Earlier, Wilson had proposed his fourteen points, which were his goals for creating a post-war peace. After much debate, the Allies came to agree on the Treaty of versailles, which contained many compromises and one of Wilson's crucial points: Article X, or the League of Nations. By creating an international organization, the Big Four hoped to solve conflicts with words and treaties, rather than combat. Having fought so diligently for this article, Wilson proposed the Treaty to the Senate for ratification, naively expecting strong support. In a sweeping decision, the Senate rejected the treaty. Conservatives and liberals alike felt that our country had long been rooted in isolationist policies based on former President Washington's advice to avoid entangling alliances. A disappointed Wilson embarked on a cross country train

tour to campaign vigorously for public support to pass the treaty. Our nation was divided. Supporters of Wilson saw the importance of an international organization and felt it was the surest way to permanent peace. Others feared that involvement in a league of nations would threaten United States sovereignty and drag the U.S. into another WW. Reservationists, like Senator Lodge supported an amendment to the treaty, which would preserve Congress' power to declare war and limit our military support for the League of Nations. Congress refused to approve the treaty as is; Wilson refused to accept any changes and died soon after. Without United States ratification, a weak League of Nations was created, but without U.S. participation it remained ineffective. Perhaps if Wilson had received the support he hoped for, the U.S. might have strengthened the League, prevented the rise of dictators and the outbreak of WWII. But Wilson's dream of international cooperation to settle disputes peacefully would become the basis for the post-World War II creation of the United Nations. Instead of making the same mistake, and retreating into isolationism after World War II the United States took the lead in writing the United Nations' Charter and hosting the U.N. headquarters. Isolationism would no longer be considered a realistic foreign policy for the United States.

After WWII the United States intervened throughout the world in a conflict known as the Cold War. High tensions with the USSR brought about an arms race, indirect combat, and the closest the world has ever been to nuclear war. In a battle for world supremacy, Communist Russia backed the formation of new leftist governments throughout the world. In an attempt to check this growth of

communism, the U.S. adopted a new foreign policy that George Kennan called "containment." While containment was first applied to Europe, the Korean War led us to apply it throughout Asia, including in Vietnam. Lyndon B. Johnson used the domino theory to justify the sending of American troops to South Vietnam, in order to combat Ho Chi Minh's communist aggression in Vietnam and to stop the spread of communism to the rest of Southeast Asia. This decision met growing opposition among the public. Many argued that the U.S. had no justifiable cause to participate in a distant civil war in Southeast Asia that did not directly involve our country. As the draft was soon enlarged, young Americans eligible for the draft but who could not yet vote formed stubborn opposition. College students vehemently protested the escalation of the war, and boys burned their draft cards or fled the draft. Draft dodgers were imprisoned or fled to Canada. As the war dragged on without victory but with great devastation, it became clear that the government had been lying to the public, especially after the publication of the Pentagon Papers. Johnson's conduct of the war provoked anti-government feelings throughout the nation. His promises of "light at the end of the tunnel" were empty, creating a credibility gap that forced Johnson to decide not to run for re-election in 1968. The sending of troops to Vietnam directly led to the domestic social revolution. The Vietnam War would become an embarrassing failure for our country's containment policy with a dispicable loss of American and Vietnamese life, and the loss of all of Vietnam to communism. After this dismal failure, we were left with a generation who mistrusted government and a Congress that attempted to limit the war-making powers of the President.



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

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Both president Wilson's support of the treaty of Versailles and L.B.J.'s decision to involve the U.S. militarily in Vietnam, met steadfast opposition and created domestic opposition. Had these foreign policies been different lives might have been saved and entire wars prevented. However, both Wilson and Johnson had enjoyed great success with numerous social reforms until their foreign policy downfalls distracted them from their domestic agenda.

## Anchor Level 5-A

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing Woodrow Wilson’s support for the Treaty of Versailles and Lyndon B. Johnson’s decision to send combat troops to South Vietnam
- Is more analytical than descriptive (*Woodrow Wilson*: proposed his Fourteen Points which were his goals for creating a post-war peace; by creating an international organization, the Big Four hoped to solve conflicts with words and treaties rather than combat; conservatives and liberals felt that our country had long been rooted in isolationist policies, based on former President Washington’s advice to avoid entangling alliances; others feared that involvement in a League of Nations would threaten United States sovereignty and drag the United States into another world war; if Wilson had received the support he hoped for, the United States might have strengthened the League, prevented the rise of dictators and the outbreak of World War II; Wilson’s dream of international cooperation to settle disputes peacefully would become the basis for the post–World War II creation of the United Nations; *Lyndon B. Johnson*: communist Russia backed the formation of new leftist governments throughout the world; the Korean war led us to apply containment throughout Asia, including in Vietnam; Johnson used the domino theory to justify sending American troops to South Vietnam to combat Ho Chi Minh’s communist aggression in Vietnam and to stop the spread of communism to Southeast Asia; many argued that the United States had no justifiable cause to participate in a distant civil war; young Americans, who could not yet vote, formed stubborn opposition; promises of “light at the end of the tunnel” were empty, creating a credibility gap; Vietnam War would become an embarrassing failure for our country’s containment policy; left a generation who distrusted government and a Congress that attempted to limit the war-making powers of the President)
- Richly supports the theme with relevant facts, examples, and details (*Woodrow Wilson*: horrors of World War I; Britain, France, Italy, and the United States were the Allied countries; Central Powers surrendered; make Germany pay; Article X; reservationists; Senator Lodge; ratification; Senate rejected the treaty; United Nations Charter; *Lyndon B. Johnson*: Cold War; arms race; George Kennan; college students; draft dodgers; *Pentagon Papers*; loss of all of Vietnam to communism)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes these two presidential decisions defined the eras after the world wars and a conclusion that points out both presidents enjoyed success with social reforms until foreign policy downfalls distracted them

**Conclusion:** Overall, the response fits the criteria for Level 5. The response demonstrates a clear grasp of the major foreign policy trends following the world wars and the presidents’ roles in provoking opposition. A strong introduction and conclusion frames a thorough discussion of the historical circumstances, opposition, and impact of each decision.

Since the United States became a country, it followed a policy of isolationism. However, as the United States started to gain power, the country became more involved in world affairs. With the United States paving its way for becoming a world power, there were some groups or individuals who opposed United States involvement in certain foreign affairs. Such opposition can be seen in the decisions concerning the annexation of the Philippines and in the signing of the Treaty of Versailles.

After the victory in the Spanish-American War, the United States was seen as a world power. Many Americans believed that the nation should expand overseas since Manifest Destiny was already complete. During the war the United States acquired the Philippine archipelago located in Southeast Asia. With the Philippines now in the hands of the United States, President McKinley prayed over what to do with it. The supporters of the annexation of the Philippines gave many reasons why annexation was beneficial to the country, one of them being ethnocentrism or the "White Man's Burden": the idea that Americans are better and they have a moral duty to "civilize and sanitize" the Filipino people. But perhaps the most important factor that led to President McKinley's decision to annex the Philippines is the fact that it could become the window of the United States to lucrative Chinese markets. This opportunity provided raw materials and overseas markets for the country as it rapidly industrialized. This decision by McKinley became part of the Treaty of Paris with Spain, which the United States Senate then had to ratify or reject. While many Americans supported McKinley and annexation, the anti-imperialists believed that annexing the Philippines meant that Filipino nationalists would fight against the United States as they had

fought against Spain. The hypocrisy of the annexation was clear to them because Americans had fought the war with Spain in order to free the country of Cuba, and now were taking control of the Philippines. The United States had always been pushing for democracy and if the United States annexed the Philippines, it would be against their beliefs in self-determination. Labor unions, like the AFL, were against the annexation because of the fear of competition from cheap Filipino labor. Despite the opposition, President McKinley still decided on annexing the Philippines which resulted in more chaos. The Filipinos refused to be controlled by another foreign country and rebelled which resulted in two years of brutal guerilla warfare. The Filipinos' dream of independence was crushed. During this era, the Supreme Court ruled that the Filipino people were not entitled to the full rights of American citizenship. The United States took overseas colonies with no intention of ever making them states, unlike the territories that were added to the Union during Manifest Destiny.

In the final year of World War I, the United States entered the war, and the Allies were able to defeat the Central Powers. The resulting Treaty of Versailles, agreed upon by the Big Four, included many of the selfish goals of Britain and France who wanted Germany to be punished for the war given the huge loss of life of British and French armies, but the reparations, loss of German territory, and demilitarization would plant bitter seeds. President Wilson, an advocate of world peace and moral diplomacy, did not seek territory or compensation for the United States, but demanded that one of his Fourteen Points, the League of Nations, be adopted. Wilson hoped that the League would be able to fix the problems that the Treaty had

created. However, many Americans, notably the isolationists in the Senate, opposed the treaty. The war had cost the United States a lot. Despite the victory, disillusioned Americans believed that the United States should not further be involved in the affairs of other countries and should instead return to its isolationist past. Also, being a member of the League of Nations was against the warning of former president George Washington about creating permanent alliances. Reservationists in the Senate warned that membership in the League would mean that the United States would be forced to fight in other countries' wars. The result was that the Senate refused to ratify the treaty and the United States did not join the League of Nations, much to the bitter disappointment of Woodrow Wilson. The public voted for a "return to normalcy" in the 1920 elections and the United States tried to isolate itself from any direct commitments that might lead to conflict. During the Roaring Twenties Americans turned against immigrants and foreign ideas. Without the United States, the League was essentially a failure in many ways like when it took no effective action against German, Italian and Japanese aggression. Many people wonder if the League would have been more successful in preventing World War II if the United States were involved but it is one of the questions that can never be answered.

Through history, the United States has always been divided when it comes to foreign policies. United States involvement in world affairs has sparked significant opposition from different groups of people and the resulting decisions have always created an impact on both the country and other foreign countries.

## Anchor Level 5-B

### The response:

- Thoroughly develops all aspects of the task evenly and in depth by discussing William McKinley’s decision to annex the Philippines and Woodrow Wilson’s support for the Treaty of Versailles
- Is more analytical than descriptive (*William McKinley*: many Americans believed that the nation should expand overseas since Manifest Destiny was complete; it could become the window of the United States to lucrative Chinese markets; the hypocrisy of the annexation was clear because Americans fought the war with Spain in order to free the country of Cuba, and now were taking control of the Philippines; labor unions feared competition from cheap Filipino labor; the Filipinos refused to be controlled by another foreign country and rebelled; Supreme Court ruled that the Filipino people were not entitled to the full rights of American citizenship; United States took overseas colonies with no intention of ever making them states; *Woodrow Wilson*: treaty included many of the selfish goals of Britain and France, who wanted Germany to be punished for the war given the huge loss of life; Wilson hoped that the League would be able to fix the problems that the Treaty had created; disillusioned Americans believed the United States should not further be involved in the affairs of other countries; being a member of the League of Nations was against the warning of former President George Washington about creating permanent alliances; the Senate refused to ratify the treaty and the United States did not join the League; Americans turned against immigrants and foreign ideas; many people wonder if the League would have been more successful in preventing World War II if the United States was involved)
- Richly supports the theme with relevant facts, examples, and details (*William McKinley*: world power; archipelago; Southeast Asia; ethnocentrism; “White Man’s Burden”; moral duty; “civilize and sanitize”; raw materials; rapidly industrialized; Treaty of Paris; Filipino nationalists; self-determination; AFL; two years of brutal guerilla warfare; *Woodrow Wilson*: Central Powers; Big Four; reparations; moral diplomacy; isolationist; reservationists; “return to normalcy”; Roaring Twenties; German, Italian, and Japanese aggression)
- Demonstrates a logical and clear plan of organization; includes an introduction that states the United States gained power as it became more involved in world affairs and a conclusion that restates the theme

**Conclusion:** Overall, the response fits the criteria for Level 5. The response uses an in-depth discussion of historical circumstances to support a strong analysis of the two foreign policy decisions and the opposition to each.

Although the United States government has proclaimed policies of neutrality from time to time, it has still managed to get involved in various foreign affairs throughout its history. However these periodic involvements in overseas events never seem to go undisputed. Presidents Woodrow Wilson and Lyndon B. Johnson both made moves in the arena of foreign policy that aroused opposition from the American public and brought substantial impact upon the nation at home. Woodrow Wilson's support for the signing of the Treaty of Versailles met strong dispute in the Senate and shaped United States foreign relations for the years following, while Lyndon B. Johnson's action of sending troops in to aid South Vietnam against the communists in the North was protested adamantly by college students of the hippie generation.

After the United States finally entered World War I, President Woodrow Wilson presented his idealistic plan of Fourteen Points to be adopted for peace time. They included the policies of self-determination and free seas. His main point, a League of Nations, was adopted into the Treaty of Versailles which was to be signed by belligerent nations to mark the end of this international conflict. The League of Nations was the major part of this treaty which met sharp opposition in the Senate when Wilson presented it to be ratified. The League of Nations was Wilson's greatest dream because it would be an international organization of nations which would work to resolve conflicts peacefully and take any aggression to one nation as aggression to the entire league. The Senate opposed this because they saw it as a way to become quickly involved in another world war. President Wilson had made a political mistake when he failed to take any Republican

senators to the treaty negotiations at Versailles. This was a major reason Republican Senators refused all of Wilson's pleas to accept the treaty "as is" and instead pushed through a policy of isolationism which dominated the 1920s and did not completely disappear until the bombing of Pearl Harbor, marking United States entry into World War Two. Refusing to agree to Wilson's conditions, Congress never ratified the Treaty of Versailles but found other ways to officially end the nation's involvement in World War I. These actions removed the United States from any binding international peacekeeping organizations and made it easier for the country to stay isolated from European problems. While Europe struggled with economic hardships caused by the treaty, the United States entered a period of prosperity. During the Roaring Twenties businesses increased production and the stock market boomed. Americans mistakenly thought that if they ignored the rest of the world they would never have to face another world war.

At the close of World War Two in 1945, the United States entered what would become a prolonged era of Cold War with its opposing international superpower, the Communist Soviet Union. The U.S. adopted a policy of containment which stated that the nation's goal was to prevent communism from spreading any farther than where it was already established. This policy drove the United States involvement in various overseas conflicts throughout the Cold War. One particularly controversial action of the U.S. government was Lyndon B. Johnson's decision to send combat troops to aid South Vietnam. The northern supported Communist Vietcong had attacked and the United States felt that it was their duty as a democratic nation to fight



communism in South Vietnam to prevent other Southeast Asian countries from falling like “dominoes”. President Johnson escalated United States troop strength to aid the government of South Vietnam, involving the United States in an undeclared war. This action met bitter dispute from college students and young people back home who preached peace and love. These “doves” feared the draft, knowing it almost guaranteed that they would be sent to Vietnam to fight immediately following their graduation. Under the influence of drugs and rock and roll music, these flower children protested against fighting a war whose conflict didn’t directly involve the United States. They loudly proclaimed that if they were old enough to die for their country they should be old enough to vote. The United States foreign involvement in the Vietnam War and the opposition at home had various repercussions on the citizens and troops. This war led to an incredible loss of life both at home and overseas. Not only were troops viciously slaughtered by the lethal tactics of the Vietcong, but protesters at home were killed as well, particularly at a protest at Kent State University in Ohio. This war left the United States torn between those who desired to strictly contain communism and those who felt peace was the only answer.

Although throughout the years America has been involved in all kinds of foreign affairs, no actions of the government involving oversea conflict has been left unopposed. At the close of World War One no matter how persistently Woodrow Wilson pushed for the ratification of the Treaty of Versailles, the Senate refused to approve terms they saw unfit. Lyndon B. Johnson’s deployment of troops into South Vietnam for the purpose of containing communism during the Cold War met

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

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bitter dispute from hippies and proponents of world peace. The effects of both the affairs can be seen in the the years following these actions of government. Following the rejection of the Treaty of Versailles, the United States entered a period of isolationism and remained out of European and Asia affairs until its late entry into the second world war. The strong opposition met by the United States involvement in Vietnam was eventually answered by Richard Nixon's policy of Vietnamization, which involved the gradual handing over of the ground war to South Vietnamese troops.

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## Anchor Level 4-A

### **The response:**

- Develops all aspects of the task by discussing Woodrow Wilson’s support for the Treaty of Versailles and Lyndon B. Johnson’s decision to send combat troops to South Vietnam
- Is both descriptive and analytical (*Woodrow Wilson*: after the United States entered World War I, Wilson presented his idealistic plan of Fourteen Points to be adopted for peacetime; the League of Nations would be an international organization of nations which would work to resolve conflicts peacefully; the Senate opposed this because it was a way to become quickly involved in another world war; Republican Senators refused all of Wilson’s pleas to accept the treaty; pushed through a policy of isolationism; while Europe struggled with economic hardships caused by the treaty, the United States entered a period of prosperity; Americans thought that if they ignored the rest of the world, they would never have another world war; *Lyndon B. Johnson*: the United States entered a prolonged era of Cold War with its opposing international superpower, the communist Soviet Union; the United States adopted a policy of containment; duty as a democratic nation to fight communism in South Vietnam to prevent other Southeast Asian countries from falling like dominoes; protested fighting a war whose conflict did not directly involve the United States; proclaimed that if they were old enough to die for their country, they should be old enough to vote; not only were troops viciously slaughtered, but protestors at home were killed as well)
- Supports the theme with relevant facts, examples, and details (*Woodrow Wilson*: self-determination; free seas; Roaring Twenties; increased production; stock market boomed; *Lyndon B. Johnson*: close of World War II; Northern-supported communist Vietcong; escalated United States troop strength; undeclared war; doves; flower children; Kent State University in Ohio; Nixon’s policy of Vietnamization)
- Demonstrates a logical and clear plan of organization; includes an introduction that identifies the opponents of each decision and a lengthy conclusion which both reviews major points and adds comments about isolationism and Vietnamization

**Conclusion:** Overall, the response fits the criteria for Level 4. The response includes ample analysis of each presidential decision including discussion of the opposition and the impact of each decision.

Throughout the history of the United States, Presidents have made decisions regarding foreign policy that have been looked upon unfavorably by the people of the United States of America. From Johnson's decision of whether or not to send troops into a foreign conflict to Nixon's decision of whether or not to have friendly relations with a government unlike that of the U.S, Presidents have had to make the tough calls and suffer from the effects.

When Lyndon B. Johnson decided to send combat troops into Vietnam in 1965, he met little opposition at first. The United States, at the time, believed strongly in the "domino theory," or the theory that if one country fell to Communism, then the countries around it would do the same. In order to prevent South Vietnam from falling to Communism (which would make Laos, Cambodia and Thailand fall), Johnson sent troops in to fight against the Communists in the north led by Ho Chi Minh. After claims that the Communists had attacked United States ships in the Gulf of Tonkin, Lyndon B. Johnson pushed for even more involvement from the United States. The Gulf of Tonkin Resolution in 1964 gave Johnson as much power as he pleased to contain northern Communist aggression. In 1965 he began massive bombings and greatly increased the number of American combat troops in Vietnam. This forced a huge increase in the draft, with casualties and deaths rising as it became an American war. These decisions by the President became increasingly unpopular with many people within the United States.

The decisions of Johnson to have such a high involvement in Vietnam made many young people angry, especially college students. Many students protested the involvement in the war. They felt as if the

United States had no business being involved in a civil war when even the South Vietnamese people did not support their corrupt government. More and more young men were being drafted for a war that seemed meaningless. Students marched, chanting “hey, hey, LBJ, how many kids did you kill today?” and staged massive marches which at times shut down college campuses.

The number of Americans opposing the war grew so considerably that the President (who was now Richard Nixon in 1969) had no choice but to start a plan to get the troops out of Vietnam in a process called “Vietnamization,” where the South Vietnamese would eventually take over their own defense. Finally, in 1973, almost every troop was removed from Vietnam. Within two years, North Vietnamese forces quickly overran the South establishing one Communist country. Thousands of South Vietnamese who had fought the Communists left their homes and immigrated to the United States. Thousands of these “boat people” courageously escaped Vietnam, bringing their customs to the United States.

This war showed the Americans that they were not only beatable, but they could not just simply choose to stop Communism whenever they wanted to. It also made many Americans skeptical of using military solutions to solve foreign problems. The unpopular Vietnam war had led to negotiations with Communist countries supporting North Vietnam for “peace with honor”. Nixon and his advisor, Henry Kissinger, had started to believe that we could negotiate with both China and the USSR to play them off against each other. This was part of Nixon’s move to détente with the Soviets, especially on issues of nuclear weapons. So even before the Vietnam War ended, Nixon

became the first president to visit China. Nixon's decision to go to China was unpopular with conservatives in his own party who felt that the President was being "soft" on Communism. Nixon's decision came in spite of being in a Cold War with China and not yet officially recognizing the Communist government of China led by Mao Zedong.

Many Americans were at first stunned by this decision because they had strongly disliked any form of Communism for so long. The decision of the Nixon administration to thaw relations with the People's Republic of China opened up travel and trade with the world's most populated country. American companies would eventually be able to sell their products in China. Since then, many American products are manufactured in China and sold in the United States even though China is still a Communist country.

The Presidents' decision helped change the American outlook on Communist governments. While most Americans still feared Communism, they began to hope that we could co-exist.

The decisions about foreign policy by Johnson and Nixon greatly shaped how American society looked at foreign relations and gave Americans a new outlook.

## Anchor Level 4-B

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing Lyndon B. Johnson’s decision to send combat troops to South Vietnam more thoroughly than Richard Nixon’s decision to visit mainland China
- Is both descriptive and analytical (*Lyndon B. Johnson*: sent troops to fight against the communists in the north; Gulf of Tonkin Resolution gave Johnson as much power as he pleased to contain northern communist aggression; increased the number of American combat troops in Vietnam; forced a huge increase in the draft, with casualties and deaths rising as it became an American war; young men were being drafted for a war that seemed meaningless; in 1973, almost every troop was removed from Vietnam; within two years, North Vietnamese forces quickly overran the South, establishing one communist country; made many Americans skeptical of using military solutions to solve foreign problems; *Richard Nixon*: unpopular Vietnam War had led to negotiations with communist countries supporting North Vietnam for “peace with honor”; believed we could negotiate with both China and the USSR to play them off against each other; Nixon’s decision to go to China was unpopular with conservatives in his own party who felt that the president was being “soft on communism”; many Americans were stunned because they strongly disliked Communism; opened up travel and trade with the world’s most populated country; many American products are manufactured in China and sold in the United States; while most Americans still feared communism, they began to hope that we could coexist)
- Supports the theme with relevant facts, examples, and details (*Lyndon B. Johnson*: domino theory; Laos, Cambodia, and Thailand; Ho Chi Minh; attacked United States ships; massive bombings; college students; “Hey, hey LBJ, how many kids did you kill today?”; shut down college campuses; Richard Nixon; Vietnamization; “boat people”; *Richard Nixon*: détente; Henry Kissinger; first president to visit China; Mao Zedong)
- Demonstrates a logical and clear plan of organization; includes an introduction that notes presidents often have to make tough calls and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 4. The response shows understanding of the historical circumstances leading to Johnson’s decision to intervene in Vietnam, the rise of opposition, and the impact of the war. While the discussion effectively pivots from Vietnam to Nixon’s opening of China, this section lacks similar depth.

The President of the United States of America has a difficult job. Every decision he/she makes and will make will be under scrutiny by everyone. Many of these decisions will be disliked by some. Foreign Policy decisions are some of the most scrutinized decisions that are all part of the presidency. Some presidents have made calls that have been considered bad decisions.

In the Early 1960's, John F. Kennedy was elected president. He beat Richard Nixon in the very close 1960 election. Many thought that Kennedy was too young and inexperienced to be president. Mere weeks after entering the position, he learned of a secret plan of the CIA. The plan had been devised by his predecessor, Dwight Eisenhower, and was left for Kennedy to decide. The plan was to train and aid Cuban rebels to overthrow the new communist dictator, Fidel Castro. With Cuba being only 90 miles away from United States land, and the intense fear of the spread of communism during the Cold War, Kennedy decided to enact the plan. Trained Cuban exiles with the expected help of anti-Castro Cubans and air support, would invade Cuba and overthrow the communist government. However the invasion was crushed at the Bay of Pigs, due to information leaks and a lack of air support.

The invasion was an embarrassing failure for the young President, and critics questioned whether he was tough enough to stand up to communism. Critics complained that the United States did not give the air support that could have made a difference. They wondered how a small island could so easily thwart the plan of a major superpower. They looked at his decision as a failure and feared that communism would prevail, based on the "domino theory", that if one country fell



to communism, others would too. Not only was this a defeat for the United States in the Cold War, it also had a huge effect. After the Bay of Pigs, the relationship between Cuba and the Soviet Union grew stronger. In 1962–1963, the Cubans allowed the Soviets to build missile sites that could easily threaten the United States. During the Cuban missile crisis, John Kennedy used a naval blockade of Cuba to force the Soviets to remove the nuclear missiles from Cuba. Although it was a terrifying crisis, and Kennedy's previous weakness in the Bay of Pigs may have helped to bring it about, it proved Kennedy's strength and showed the world that the United States would stand up to communism.

Another foreign policy decision that was viewed dimly was President Lyndon B. Johnson sending troops to South Vietnam in 1965. Vietnam had been a powder keg, waiting to ignite. The French had occupied North & South Vietnam from the end of World War II till they were defeated by Vietnamese guerillas in 1954 at the battle of Dien ben Phu. The U.S had sent more and more military advisors to aid the South Vietnamese against the Communist North. Then in 1964, the Gulf of Tonkin happened. U.S war ships off the coast of Vietnam were fired upon. Johnson sent hundreds of thousands of troops from 1965 through 1968, becoming the biggest conflict since WWII.

The Vietnam War was viewed with great support in the beginning. But as the war raged on, the public began to distrust the government. They became more and more opposed to the war. Protests were common during the war. Martin Luther King, Jr began to speak out against the war. He pointed out that African Americans were more likely to be sent

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Anchor Paper – Thematic Essay—Level 4 – C

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to Vietnam than whites. He also said that poverty and economic injustice were being ignored as the war dragged on. Veterans were treated poorly and the 1960s generation of "hippies" viewed the government as a "war monger." Laws were passed in the 1970s to limit the president's power to send troops to foreign countries without a formal declaration of war. This decision brought major conflict within the U.S. and changed the U.S. forever.

Since the formation of the United States in 1776, government officials have made decisions that people did not agree with. Past Presidents have been questioned on foreign policy decisions and future Presidents will too. It is part of the democracy the U.S. was founded, allowing the people to question decisions of the Executive office.

## Anchor Level 4-C

### The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing the historical circumstances and impacts more thoroughly than the opposition to these decisions
- Is both descriptive and analytical (*John F. Kennedy*: he learned of a secret plan of the CIA; the plan was to train and aid Cuban rebels to overthrow the new communist dictator; the intense fear of the spread of communism during the Cold War; the invasion was an embarrassing failure for the young president; critics complained that the United States did not give the air support that could have made a difference; they wondered how a small island could so easily thwart the plan of a major superpower; after the Bay of Pigs, the relationship between Cuba and the Soviet Union grew stronger; the Cubans allowed the Soviets to build missile sites that could easily threaten the United States; showed the world that the United States would stand up to communism; *Lyndon B. Johnson*: the United States had sent more and more military advisors to aid the South Vietnamese against the communist North; Martin Luther King, Jr. began to speak out against the war; he also said that poverty and economic injustice were being ignored as the war dragged on; the 1960s generation of “hippies” viewed the government as a war monger; laws were passed in the 1970s to limit the president’s power to send troops to foreign countries without a formal declaration of war)
- Supports the theme with relevant facts, examples, and details (*John F. Kennedy*: Dwight Eisenhower; Fidel Castro; Cuba only 90 miles away from United States land; information leaks; domino theory; Cuban missile crisis; naval blockade; *Lyndon B. Johnson*: powder keg; French had occupied; 1954; Vietnamese guerillas; Dien Bien Phu; Gulf of Tonkin; biggest conflict since World War II; United States warships; veterans were treated poorly)
- Demonstrates a logical and clear plan of organization; includes an introduction that claims foreign policies are heavily scrutinized and a conclusion that points out democracy allows people to question presidential decisions

**Conclusion:** Overall, the response fits the criteria for Level 4. The discussion of the historical circumstances that led to both decisions is well done, with rich support. The response would have been strengthened by additional development of opposition for both selections.

Throughout the course of United States history, there have been numerous cases of societal opposition to foreign policy. In such cases, citizens would openly protest against the actions of their government. These foreign policies had a great impact on the nation as well as the other countries involved.

Franklin D. Roosevelt was a president beloved by his people. Despite his popularity, there was great controversy over his decision to aid Great Britain during World War II. Nazism was spreading like a disease throughout Europe and Britain was in danger of falling to its growing power. Hitler had already conquered much of the European continent and he vowed to complete his domination of Europe. Aid from the United States was highly needed, however economic turmoil and the memory of World War I deterred their aid. National suffering from the Great Depression encouraged the policy of isolationism in which the U.S would not involve themselves in foreign affairs and instead tend to their own troubles. This was demonstrated in the Neutrality Acts, which were meant to keep us out of future wars. Individuals opposed sending aid to Great Britain because they felt that it would unnecessarily suck them into a foreign war. Franklin D. Roosevelt nonetheless sent aid to Britain in spite of resentment. Roosevelt claimed that lending Britain the arms and goods they needed was actually our best defense. Although Congress debated the issue, Lend Lease helped save Britain in 1941 and throughout the war. This aid was critical in helping Great Britain defend against Germany. It also stimulated wartime industry and helped the United States escape the Depression.

Another foreign policy opposed by the public was involvement in the Vietnam War. This war must have been one of the most hated war

in United States history. Communist North Vietnam was threatening South Vietnam, which supported Democracy. The growing strength of the Viet Cong in South Vietnam prompted U.S. entry into the war. Lyndon B. Johnson refused to let a country fall to communism while he was president. The U.S. had been fighting the Cold War and trying to contain communism since the 1940s. Vietnam had been at war with France, which was beaten by the communists in the North. Presidents before Johnson had tried to help South Vietnam, but as things got worse in the 1960s Johnson was forced to send troops. He, however, grossly underestimated the determination of the North Vietnamese. A war that was estimated to extinguish quickly, lasted years with no real victories or gains. Carpet-bombing was a military practice used by the U.S., but this did not effectively stop the Viet Cong. Televisions displayed the terror occurring in Vietnam and opposition quickly grew. Protesters constantly attacked Johnson for continuing the war. Americans were enraged by Johnson's decision to begin bombing Cambodia in order to prevent the Viet Cong from using it as a passage into South Vietnam. After years of war, the U.S. instituted Vietnamization in which the South Vietnamese would take over the war, and the United States finally withdrew from Vietnam. There was no victory for the United States.

Opposition to United States foreign policy was common throughout history. Franklin Roosevelt's decision to aid Great Britain was largely resisted as it was believed to force the U.S. into a foreign war. Lyndon B. Johnson's decision to enter and continue war in Vietnam also faced resentment and took a great toll on the nation's moral. Despite opposition, both of these leaders entered the nation into conflict that brought about both positive and negative effects on the nation.

### Anchor Level 3-A

#### **The response:**

- Develops most aspects of the task in some depth for Franklin D. Roosevelt's and Lyndon B. Johnson's foreign policy decisions
- Is both descriptive and analytical (*Franklin D. Roosevelt*: Nazism was spreading like a disease through Europe and Britain was in danger of falling; Hitler already conquered much of the European continent; suffering from the Great Depression encouraged the policy of isolationism; individuals opposed sending aid to Great Britain because they felt it would unnecessarily suck them into a foreign war; lending Britain arms was our best defense; aid was critical in Great Britain's defense against Germany; stimulated wartime industry and helped the United States escape the depression; *Lyndon B. Johnson*: one of the most hated wars in United States history; Johnson refused to let a country fall to communism while he was president; United States trying to contain communism since the 1940s; underestimated the determination of the North Vietnamese; war lasted years with no real victories or gains; televisions displayed the terror occurring in Vietnam and opposition quickly grew; Americans were enraged by Johnson's decision to begin bombing Cambodia; the United States finally withdrew; there was no victory for the United States)
- Includes some relevant facts, examples, and details (*Franklin D. Roosevelt*: economic turmoil; Neutrality Acts; Lend-Lease; *Lyndon B. Johnson*: communist North Vietnam; carpet bombing; protestors; Vietcong; Vietnamization; great toll on the nation's morale)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that briefly reviews the decisions

**Conclusion:** Overall, the response fits the criteria for Level 3. Good analysis appears throughout the response. However, the groups opposing Johnson's decision are not identified and the response lacks specific details to support some of the generalizations.

Ever since the birth of our Nation in 1776, America has always influenced foreign nations. Particularly in the early 1900's, we had a lot of influence over international events. Woodrow Wilson and Franklin D. Roosevelt in particular were among the most influential when it came to foreign policy. FDR, & Wilson's various decisions were not strongly supported by everyone, and this opposition helped shape the nation.

The year is 1919 and World War I has just ended. Although the US did not play as long of a role as the European Nations in defeating Germany, we still felt that we should be equally represented at Versailles. When drafting the treaty, Woodrow Wilson wanted to include his points about "self-determination" or the right of suppressed nations to revolt against their oppressor. He did get another of his 14 points, a League of Nations, into the treaty. The League of Nations established a peacetime organization to prevent future wars, however it proved to be unsuccessful due to major opposition from Congress. Congress felt that we should return to our policy of isolationism and avoid foreign commitments. Because Congress refused to ratify the Versailles Treaty, the United States did not join the League, and therefore the League did not hold any real power. Wilson's failure to win approval of the League from Congress shaped the Nation because it set us up for WWII. Because of the ineffectiveness of the League, Hitler was easily able to seize power in Germany and start the second World War as the United States stayed isolated.

Fast forward to 1939 where the World is at war once again. FDR at the head of the US, decided that it was wrong to sit by and watch as

Germany took over the European continent. However, FDR wanted to obey the policy of neutrality, so in response, he got Congress to pass the "cash and carry" act which aimed to help Britain but still remain neutral. The Lend-Lease Act caused clear opposition from the American populus who didn't support helping the Allies against the Axis countries. But FDR gained Congress' support by saying that it was better for Britain to be able to keep fighting. Britain's navy helped protect us from the Nazis. Although FDR kept talking about neutrality, these two Acts went against that policy and led to us making weapons in our factories. After the bombing of Pearl Harbor, even FDR's greatest critics wanted a declaration of war.

Many Presidents have made tough decisions for the Nation, particularly Woodrow Wilson and F.D. Roosevelt. Their 2 decisions helped shape the course of history by getting the US involved in the second world war.

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### Anchor Level 3-B

#### **The response:**

- Develops all aspects of the task with some depth for Woodrow Wilson’s and Franklin D. Roosevelt’s foreign policy decisions
- Is more descriptive than analytical (*Woodrow Wilson*: felt that we should be equally represented at Versailles; he got another of his Fourteen Points, a League of Nations, into the Treaty; Congress felt we should return to our policy of isolationism; refused to ratify the Treaty; the United States did not join and the League did not hold any real power; Hitler was easily able to seize power in Germany and start the second world war; *Franklin D. Roosevelt*: decided it was wrong to sit by and watch as Germany took over the European continent; aimed to help Britain but still remain neutral; the Lend-Lease Act caused clear opposition from the American populace that did not support helping the Allies; Roosevelt gained Congress’s support by saying it was better for Britain to be able to keep fighting; two acts went against neutrality and led to us making weapons in our factories)
- Includes some relevant facts, examples, and details (*Woodrow Wilson*: World War I; self-determination; peacetime organization; prevent future wars; *Franklin D. Roosevelt*: “cash and carry” act; Pearl Harbor; declaration of war)
- Demonstrates a satisfactory plan of organization; includes an introduction that claims the United States had a lot of influence over foreign nations and a conclusion that states the two decisions shaped the course of history by involving the United States in World War II

**Conclusion:** Overall, the response fits the criteria for Level 3. The response presents an insightful overview of the tasks, but would have been strengthened with additional details and development.

Throughout United States History, presidents have made foreign policy decisions that have been opposed by individuals and groups. These decisions have had an impact on both the United States and on other countries and regions. These decisions would include Woodrow Wilson's support for the Versailles Treaty from 1919-1920, as well as Harry Truman's decision to defend South Korea from 1950-53.

After World War I the United States was a true world power. However the United States turned to a foreign policy of neutrality. When President Wilson announced his Fourteen Points he was trying to fix the major problems that he thought led to World War I. When the war ended, the peace treaty that was signed had very harsh terms for Germany. The proposal of the Treaty of Versailles included the League of Nations. This League's purpose was to prevent future World Wars. Many, in fact the majority of people opposed the League because many thought it would drag the United States into future wars. It was also the fact that the League of Nations did not have any type of military to enforce its solutions. In order to pass this treaty the Senate needed to ratify it with a 2/3 vote. The Senate did not ratify the treaty but the U.S would later find itself in many other conflicts.

In 1950, communist North Korea invaded South Korea. Seeing this the United Nations took action against this. The U.S, being part of the U.N joined as well under President Harry Truman. The United States foreign policy at the time was containment. Which was to stop the spread of communism. Many opposed the choice of Truman because they believed this war was not the responsibility of the U.S, however with a policy of containment the United States supported the South Koreans.

Both of these decisions had major impacts on the United States, some of which continue to this day. Instead of joining the League of Nations the U.S. eventually joined the United Nations as well as NATO. In spite of the goal of the U.S. to stay out of future wars with their decision to not ratify the Treaty of Versailles, they would eventually become involved in World War 2. With the end of the Korean War in 1953, with an armistice, North and South Korea were divided by a line called the 38th parallel. To this day North and South Korea remain divided. Recently North Korea ended the armistice and have tested their nuclear weapons. Also North Korea has threatened to launch nuclear warheads at South Korea and U.S military bases there. These decisions by President's Truman, and Wilson continue to effect our every day lives.

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### Anchor Level 3-C

#### **The response:**

- Develops most aspects of the task in little depth for Woodrow Wilson's and Harry Truman's foreign policy decisions
- Is more descriptive than analytical (*Woodrow Wilson*: after World War I, the United States was a true world power; peace treaty had harsh terms for Germany; League's purpose was to prevent future world wars; many thought it would drag the United States into future wars; instead of joining the League of Nations, the United States eventually joined the United Nations and NATO; became involved in World War II; *Harry Truman*: communist North Korea invaded South Korea; United Nations took action; United States supported the South Koreans; North and South Korea were divided; North Korea has threatened to launch nuclear warheads at South Korea); includes weak analysis (*Harry Truman*: many opposed the choice of Truman because they believed this war was not the responsibility of the United States)
- Includes few relevant facts, examples, and details (*Woodrow Wilson*: neutrality; Fourteen Points; two-thirds vote; Senate did not ratify treaty; *Harry Truman*: containment; spread of communism; armistice; 38th parallel)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a brief conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. The response displays an understanding of both decisions and their long-term impacts but includes only a minimal discussion of opposition to Wilson's support for the Treaty of Versailles and Truman's defense of South Korea.

In America's history, many presidents made risky choices that led to the disagreement of the American people. Perhaps the most risky choices adhered to foreign policy decisions. In 1965, President Lyndon B. Johnson decided to send troops to South Vietnam. Franklin D. Roosevelt aided Britain before the start of World War II between the years 1939 and 1941. President Truman decided to drop the atomic bomb on the people of Japan. All of these presidential decisions were criticized to some degree by the American public, and they had an impact not only on U.S. citizens but on other countries and regions.

When Vietnam won its independence from China, it separated into a Northern country and a Southern country. North Vietnam was communist and controlled by Ho Chi Minh. There was constant tension between North Vietnam and the nationalist South Vietnam. Because South Vietnam was anti-communist, America felt the need to defend them against communist influence. The U.S. was afraid of the domino theory, that if one country fell to communism then all surrounding countries would follow. Johnson decided to send troops into South Vietnam so that they could take over the North and help in the U.S. mission to expel communism. However, many Americans felt that it was best if they kept out of foreign affairs that had nothing to do with American interests. The country was separated between the doves (wanted American troops to leave Vietnam) and the hawks (wanted U.S. to increase military force). With the spraying of Agent Orange, a herbicide that destroyed the Vietnamese forest, and the horrors of My Lai, the killing of innocent Vietnamese villagers in search for spies, the American people saw an ugly side of war through their television screens. The credibility gap between the government

and U.S. citizens increased as people became more aware of the destructiveness of the Vietnam War.

\_\_\_\_\_ Preceding World War II, F.D.R. adopted a policy of neutrality which stated that we would not fight in any more wars involving our allies. However, when Germany, Britain, France, and Japan began the Second Great War, Roosevelt decided to send supplies to Britain. This interference angered not only many Americans, but also the Japanese. The Axis powers felt threatened by the U.S. involvement and was angry the U.S. was giving aid to their enemy. This helped to spark the Japanese decision to bomb Pearl Harbor.

\_\_\_\_\_ One other controversial foreign policy decision was President Truman's decision to use the atomic bomb on Japan. He had the difficult choice of deciding between continuing with the war and having millions more die, or bombing Japanese citizens. Many U.S. citizens criticized his decision as a lack of regard for human life. However, it was only after the bombing of Hiroshima and Nagasaki that Japan surrendered and the Allies won World War II.

\_\_\_\_\_ Presidents' foreign policy decisions have a monumental impact on their country and on countries in relation to them. The sending of troops to South Vietnam, the aiding of Great Britain, and the decision to drop the atomic bomb on Japan were all important and difficult decisions that the presidents in conjunction to them made. Their impact has changed the world, and their decisions will be forever remembered.

## Anchor Level 2-A

### The response:

- Develops some aspects of the task in little depth for Lyndon B. Johnson's and Franklin D. Roosevelt's foreign policy decisions
- Is primarily descriptive (*Lyndon B. Johnson*: South Vietnam was anticommunist; need to defend it against communist influence; United States was afraid of the domino theory, that if one country fell to communism then all surrounding countries would follow; separated between doves [wanted American troops to leave Vietnam] and hawks [wanted United States to increase military force]; people saw ugly side of war on television; credibility gap between government and citizens increased as people became more aware; *Franklin D. Roosevelt*: Axis powers threatened by United States involvement; United States giving aid to their enemy); includes faulty analysis (*Lyndon B. Johnson*: when Vietnam won its independence from China, it separated into a northern country and a southern country; Johnson decided to send troops into Vietnam so that they could take over the North)
- Includes some relevant facts, examples, and details (*Lyndon B. Johnson*: North Vietnam was communist; Ho Chi Minh; spraying of Agent Orange; My Lai; killing of innocent Vietnamese; *Franklin D. Roosevelt*: neutrality; Allies); includes an inaccuracy (*Franklin D. Roosevelt*: decision helped spark the Japanese decision to bomb Pearl Harbor)
- Demonstrates a general plan of organization; includes an introduction that states foreign policy decisions were sometimes risky and a conclusion that notes foreign policy decisions have changed the world

**Conclusion:** Overall, the response fits the criteria for Level 2. The discussion of the domestic impact including why doves opposed the Vietnam War includes some good information. The remainder of the response is not developed and some statements lack understanding. The discussion of Harry Truman's decision to use the atomic bomb cannot be scored.

Throughout history there has been many situations having to do with foreign policy. Many times individuals and groups oppose these foreign policy decisions. Presidents have to make a hard decision when it comes to foreign policy and try and choose what is best for the country. Foreign policy is United States involvement in other areas of the world. Regardless of the choice of involvement or not, the United States and other regions throughout the world are impacted.

Harry Truman's decision to defend South Korea in 1950-1953 was a big decision. He felt we owed support to South Korea to help defend its independence. The past United States Presidents had helped build and propel the region and he felt they had a national promise of protection to keep. People opposed this decision because the United States was getting involved in unnecessary foreign affairs. The war in Korea had nothing to do with America so there was no reason to get involved. South Korea won its independence from North Korea. The foreign policy after this was to try and stay neutral but the U.S. didn't want enemies and no allies when comes time for war in the United States. Some people supported this decision but many opposed.

Lydon B. Johnson's decision to send combat troops to South Vietnam in 1965 was a very controversial issue. The whole idea of "containment" was brought about. The United States were trying to stop the spread of communism. More people opposed this decision than were supportive. People held rallies and did things to try and show their support to bring the troops home. The Tinker vs. Des Moines case hit the Supreme Court when two students got kicked out of school for wearing a wrist band showing their support for peace. The Supreme Court's decision was it was allowed for them to express their perspective on the



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

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war as long as it wasn't putting others in danger or causing major comotion. After a while even people who supported the troops going to vietnam in the beginning had changed their minds. The War Powers Act was put into place. This said that a president has the authority to send troops to a region fer 60 days but if after those 60 days congress doesn't declare war on that region the troops must come home. This effected foreign policy because it was able to get the united states out of pointless wars.

Over the years foreign policy has been changed in many different ways. All of which were to better equipt the united states in war time measuers. Although many people opposed the decisions dealing with foreign policy, they had to happen to better protect the U.S today.

## Anchor Level 2-B

### The response:

- Develops some aspects of the task for Lyndon B. Johnson and mentions Harry Truman's decision to defend South Korea
- Is primarily descriptive (*Harry Truman*: felt we owed support to South Korea to help defend its independence; *Lyndon B. Johnson*: the United States was trying to stop the spread of communism; two students kicked out of school for wearing wristbands to show support for peace; Supreme Court's decision allowed for them to express their perspective on the war as long it was not putting others in danger; people who supported the troops going to Vietnam changed their minds; War Powers Act was passed; a president has the authority to send troops to a region for sixty days); includes faulty and weak analysis (*Harry Truman*: the past United States presidents had helped build and propel the region and he felt they had a national promise of protection to keep; the United States didn't want enemies and no allies when it came time for war in the United States; *Lyndon B. Johnson*: if after those 60 days Congress does not declare war on that region the troops must come home; this affected foreign policy because it was able to get the United States out of pointless wars)
- Includes few relevant facts, examples, and details (*Lyndon B. Johnson*: containment; people held rallies; *Tinker v. Des Moines*); includes inaccuracies (*Harry Truman*: South Korea won its independence from North Korea; the foreign policy after this was to try and stay neutral; *Lyndon B. Johnson*: more people opposed this decision than were supportive)
- Demonstrates a general plan of organization; includes an introduction that defines foreign policy as involvement in other parts of the world and a conclusion that contains faulty analysis

**Conclusion:** Overall, the response fits the criteria for Level 2. The response includes almost no correct information on the Korean War or why the Vietnam War was opposed. However, it shows some knowledge of the historical circumstances and important impacts of the Vietnam War.

Throughout United States history presidents have had to make foreign policy decisions. Every decision made by a president in dealing with foreign aid was met with opposition to the decision. However, regardless of the opposition sometimes presidents need to make decisions that he feels will benefit the entire nation. Two examples of this are Lyndon B. Johnson's decision to send combat troops to South Vietnam in 1965 and George W. Bush's decision to invade Iraq in 2003. Both of these examples are foreign policy decisions that were met with opposition that the president had to make.

In 1965 Lyndon B. Johnson made a choice in foreign policy to send combat troops to Vietnam. In that time the United States took a stance against communism. Throughout the world communism was spreading and the United States decided on a policy of containment. This policy that the United States came up with was a major reason as to why Johnson sent troops into South Vietnam. The United States policy of containment was to stop the spread of communism by sending aid to those countries that were not yet communist but was surrounded by communist countries. In this way the U.S. could aid these still democratic countries from becoming communist. South Vietnam is an example of an area that was not communist but just north of it was a communist country that was threatening to spread. Therefore, based on the United States foreign policy of containment of communism Lyndon B. Johnson felt that South Vietnam needed aid and therefore combat troops were sent. This decision was met with a lot of opposition from the people. They opposed this decision because they felt that sending troops into Vietnam would not achieve anything. They still wanted to take an isolationist approach in foreign policy. The results of sending troops was a failure. The United States could not

successfully contain communism. Many American troops died in the war and the United States made no progress. Finally the northern area of Vietnam took over South Vietnam and forced America to retreat. The decision as a whole was a failure.

In 2003 George W. Bush made a decision to send troops into Iraq. This decision was made based off of the previous September 11, attacks by Al-Qaeda in 2001. President Bush thought to believe that Iraq had weapons of mass destruction and the U.S. had to get rid of them. Plus he thought Al-Qaeda was based in Iraq. For these reasons Bush thought it important to send in troops. People opposed this decision because they did not want to get involved in the Middle East & its affairs. The result of the decision was the loss of a lot of life and no found nuclear weapons. However, Osama Bin Ladin (the man who was behind the 2001 attacks) was killed. Troops are still in Iraq today.

Foreign Policy is always faced with opposition. Johnson's decision to send troops to South Vietnam and Bush's decision to send troops to Iraq both met with opposition. However, the Presidents still determined their decisions must be made.

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## Anchor Level 2-C

### **The response:**

- Minimally develops most aspects of the task for Lyndon B. Johnson's and George W. Bush's foreign policy decisions
- Is primarily descriptive (*Lyndon B. Johnson*: stop the spread of communism by sending aid to countries that were not yet communist; could not successfully contain communism; many American troops died in the war and the United States made no progress; *George W. Bush*: thought Iraq had weapons of mass destruction and the United States had to get rid of them; the result was loss of a lot of life and no found nuclear weapons); includes faulty analysis (*Lyndon B. Johnson*: still wanted an isolationist approach in foreign policy; *George W. Bush*: Osama bin Laden was killed)
- Includes few relevant facts, examples, and details (*Lyndon B. Johnson*: communism was spreading; containment; *George W. Bush*: September 11 attacks; al Qaeda; Middle East); includes an inaccuracy: decisions made by presidents dealing with foreign aid
- Demonstrates a general plan of organization; includes an introduction and conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 2. The response shows understanding of the containment policy in Vietnam but is overly repetitious. An understanding of the reasons for the invasion of Iraq is shown but the response does not adequately discuss the reasons for opposition to both decisions.

As leader of the United States the president has the power to make decisions that everyone in the country doesn't always agree with. As commander in chief of the military the president can send troops to other countries and make decisions about war. The president's best interest are for the country but he also wants to keep the world safe.

One example of the president doing something the whole country wasn't for was President Franklin D. Roosevelt sending Great Britain supplies during the beginning of World War II. People were against this because they wanted America to remain neutral and they thought this would bring us into another war. FDR sent G.B supplies because we were allies and we were on their side even when we weren't fighting in the war. By sending Great Britain supplies we became enemies with the Axis powers that were fighting against the British.

Another example is when Lyndon B. Johnson sent troops to South Vietnam. People were opposed to this idea because the American people didn't want to get involved in another war. President Johnson sent troops to help stop the spread of communism. He was trying to follow the policy of containment and contain communism in North Vietnam. The result of this was that the Vietnam War started which was not a war that was supported a lot by the American people. People thought if President Johnson would have not sent troops to South Vietnam the war wouldn't have started.

## Anchor Level 1-A

### **The response:**

- Minimally develops some aspects of the task for Franklin D. Roosevelt's and Lyndon B. Johnson's foreign policy decisions
- Is descriptive (*Franklin D. Roosevelt*: wanted United States to remain neutral; thought this would bring us into another war; Roosevelt sent Great Britain supplies because we were allies; we were not fighting in the war; by sending Great Britain supplies we became enemies with the Axis powers; *Lyndon B. Johnson*: sent troops to help stop the spread of communism)
- Includes few relevant facts, examples, or details (*Lyndon B. Johnson*: containment; communism in North Vietnam); includes an inaccuracy: (*Lyndon B. Johnson*: People thought if President Johnson would have not sent troops to South Vietnam the war wouldn't have started)
- Demonstrates a general plan of organization; includes an introduction that identifies the president as commander in chief and lacks a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. The response includes a few general ideas about each presidential decision but fails to expand on any of them.

Throughout United States history, our Presidents have made many foreign policy decisions that affect the American people. These decisions have been opposed by many American groups and individuals and have impacted both the US and foreign countries.

One decision was in 1898 when President William McKinley chose to annex the Philippines. He made this decision to let the Philippines have their freedom because they promised it to them, they were on the other side of the world, and it would cost a lot. Many Americans disagreed though and believed it was a good place for navy ports, it made the US an imperial power, and it could help trade. Letting the Philippines be free allowed them to form a government, but took away a colony from the US.

Another presidential policy that impacted the US and other foreign nations was Woodrow Wilson's support for the Treaty of Versailles from 1919–1920. This treaty was created after World War I and Woodrow Wilson supported it. It ultimately blamed Germany for the entire war and punished them for it. Woodrow Wilson thought the treaty was fair and agreed with it. Many Germans were upset by it though and turned on the countries that ratified it. This in turn caused World War II, which impacted the US along with the rest of the world.

Over time our Presidents have made many foreign decisions that have affected many lives. Many people agreed with these decisions and many didn't. Opposition was seen from all over the world during these times.



## Anchor Level 1-B

### **The response:**

- Minimally develops some aspects of the task for Woodrow Wilson
- Is descriptive (*Woodrow Wilson*: this treaty was created after World War I; many Germans were upset by it though, and turned on the countries that ratified it; this caused World War II)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes an introduction and conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. Although the response shows some knowledge of the Versailles Treaty, it fails to demonstrate any understanding of McKinley's decision to annex the Philippines.

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## Thematic Essay—Practice Paper – A

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In the years of U.S. History, foreign policy decisions made by presidents have been refuted against by individuals and groups. These decisions have caused a huge impact on the U.S. nation and other countries. President James Polk and Lydon B. Johnson's decisions during times of war are examples of how opposing groups reacted.

President James Polk desperately wanted to achieve manifest destiny by annexing Mexican Territory. Polk had sent John Slidell to negotiate with Mexico for land but the Mexicans had refused. Polk then provoked war with Mexico by sending Zachary Taylor to the disputed territory by the Rio Grande which caused a battle and he declared "American blood has been shed on American soil" in order to convince Congress to declare war against Mexico and take the land he wanted. An individual by the name of Abraham Lincoln had opposed this decision as unjust by demanding to know where Mexico had started the war. This demand for evidence was called "spot resolutions". Many Whigs called the war a southern plot to expand slavery. The Mexican American War occurred from 1846-1848. It created a tremendous impact on the U.S. because now the issue of slavery had resurfaced over the question of whether the Mexican cession would be slave or free territory. David Wilmont had proposed the Wilmont proviso stating that territory acquired from the Mexican War will not have slavery. This was not passed. The compromise of 1850 admitted California as a free state, stopped the slave trade in Washington D.C. and strengthened the fugitive slave act. This foreign policy decision heightened sectionalism in the U.S. and brought the nation closer to Civil War.

Lydon B. Johnson wanted to continue to be involved in the Vietnam War to contain communism. General Westmoreland thought he could

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## Thematic Essay—Practice Paper – A

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see "the light at the end of the tunnel" and defeat communist North Vietnam but the Tet Offensive established that the war was not over when the North had a sneak attack on South Vietnam. Congress had granted a "blank check" to Johnson for the Vietnam War called the Gulf of Tonkin Resolution. The U.S never officially declared war on North Vietnam but president Johnson had enlarged the Draft to increase troops in South Vietnam. This decision of war was opposed by the counterculture, young "flower children" of the 60's who believed in peace and who did not want to be forced to fight, chanting "make love, not war." Facing increasing antiwar opposition, Lydon B Johnson declined his reelection nomination because of the war. Johnson's Great Society programs like the war on poverty had suffered as money went to the unpopular war. Democratic candidates split over the war, giving the election to conservative Richard Nixon.

Throughout history foreign policy made by presidents effected not only the nation but other countries also. Groups and individuals decided to take a stand opposing these foreign policy decisions.

There has always been opposition to decisions made by the government. Especially decisions made by the President. For years, this country has had to make choices on international relations; and for years, the people have disagreed on the Presidents choices on the matter. Foreign policy is one of the most difficult topics to make decisions on. It seems, though, there is always someone who has the opposite opinion.

At the end of World War One, for example, President Woodrow Wilson supported the Versailles Treaty. He fought hard for the treaty because it would create the League of Nations which would, hopefully, unite the world in a peacekeeping organization. Unfortunately, the congress opposed the idea of a League of Nations for the main reason that if one nation was aggressive toward another, the United States would be forced to fight in another world war.

The Congress pressed the issue of keeping out of Foreign affairs like President Washington said in his farewell address. Ultimately, the Treaty of Versailles and the League of Nations were turned down by Congress. The League was formed in Europe, but without the United States, it was not able to prevent World War II.

We jump forward a bit to the 1960's and see the President being opposed once again. During the Cold War, the United States was trying to stop the spread of communism. North Vietnam, like North Korea, was a threat to the containment of Communism when it attacked the South hoping to make it communist. In an attempt to stop the spread, President Johnson, as Commander in Chief, began sending combat troops to South Vietnam. As the war against communism raged on, the TV news stations began showing real clips

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**Thematic Essay—Practice Paper – B**

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from Vietnam. The public, seeing the brutality from not only our enemy, but from American soldiers, began to oppose the draft. American soldiers were not only hurting the enemy, but destroying villages full of innocent people as well. Americans were shocked at pictures of the slaughter at My Lai. This was a cause of the uproar of anti-war rebellion. Young people refused to turn up for duty, burned their draft cards and all together refused to cooperate with a Government that was fighting this kind of war.

The president of the United States can make decisions with the help of the congress, but the congress does not always support him. He must also get support from his people. This has been the problem for many presidents when facing Foreign policy.

Throughout United States history, presidents have made foreign policy decisions because certain circumstances. These decisions have been opposed by individuals and groups. There was an impact on both the United States and other countries and regions because of these foreign policy decisions. Both Harry Truman's decision to defend South Korea and Lyndon B. Johnson's decision to send combat troops to South Vietnam have been opposed by individuals and groups.

In 1950, the United States was practicing containment. They were trying to stop the spread of communism. North Korea wanted South Korea to become communism, but the U.S. stepped in to defend South Korea. The Soviet Union opposed Harry Truman's decision to defend South Korea. Many Americans also opposed this decision because many American soldiers were dying for another country. They were sacrificing their lives for South Korea. Americans also opposed it because all their tax money was being spent on the war in Korea. After the United States withdrew from Korea, the 38th parallel line kept North and South Korea separated. The U.S. created a new law, in which the President could only use military troops for 60 days unless Congress extends it. This was set up because the troops were used for a longer time than expected.

Lyndon B. Johnson's decision to send combat troops to South Vietnam was made because of similar circumstances of Harry Truman's decision. The U.S. was still trying to contain communism. North Vietnam was trying to force South Vietnam to join communism. Similar to the war in Korea, many Americans opposed the Vietnam war. This was because they thought the U.S. was getting involved in something they shouldn't. This war made the U.S. realize they can't contain communism and should stop trying.

Throughout History many United States presidents, if not all, have had to make important decisions involving international affairs, or more commonly known as foreign policy. These decisions have not only effected foreign regions, but have impacted the United States as well. Many individuals and groups have opposed various presidents decisions on these affairs, such as LBJ's decision to send troops to Vietnam in 1965, and George W. Bush's Command to invade Iraq in 2003.

Lyndon B. Johnson is probably best known for his devastating decision to send troops to Vietnam in 1965. This was because our allies, the French lost control of Vietnam. Shortly after the United States sent troops, the French fled, and it became a "war against Communism." While the Civil War raged, the U.S. Soldiers were stuck trying to fight an invisible enemy in a land unknown to them. This was the first "war" where U.S. troops didn't have a clue who they were fighting which led to the death of many innocent civilians. When word surfaced of Vietnam civilians dying, women and children mostly, an uproar of anti-war protest's started. Not only did LBJ decide to no longer run for his second term, but veterans were experiencing PTSD and the criticism of their fellow Americans when most didn't want to go to war in the first place. Because of LBJ's decision to send troops in Vietnam thousands of American lives were lost for a failed attempt to stop the spread of Communism in a place that had nothing to do with us.

On September 11<sup>th</sup>, 2001 the United States was attacked by a terrorist group called Al Qaeda. The physical loss was tremendous but the fear in the aftermath was enough to change the United States

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## Thematic Essay—Practice Paper – D

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forever America as a whole wanted revenge for the loved ones lost and the sense of safety that no longer existed. George W. Bush was president at the time of all this chaos and he manipulated America's fear, lust for vengeance and lack of information to get support to invade Iraq. The excuse was that the government had information from the CIA that Iraq was possibly making weapons of mass destruction, which is still debatable whether or not any of that was true. Many people think that Saddam Hussein was the leader of the terrorist attacks on 9/11 but it was Osama bin Laden who was the leader of al Qaeda, and hiding out in Afghanistan. Iraq had nothing to do with any attacks on the U.S. In fact there is no evidence that Saddam Hussein ever worked with Osama bin Laden. Many educated Americans protested the war in Iraq, saying we should focus on the war in Afghanistan instead and stop al Qaeda. George W. Bush's decision to send troops to invade Iraq wounded and maimed tens of thousands of American soldiers, many with severe head injuries and lost limbs. It delayed the efforts to stop the real threat, which was and is al Qaeda. Terrorism is more of a threat today than it would be if the United States had not invaded Iraq. To this day we are still fighting in Afghanistan, the longest war in American history, because of the stupid decision George Bush made to start two wars.

Being the President of the United States is an honor, but also overwhelming. Presidents not only have to deal with domestic problems but foreign affairs as well. These foreign policy decisions have been opposed by many groups and individuals and have had tremendous effects on foreign regions, and America as well.



The president of the United States of America has many responsibilities, one of which is to make decisions on foreign policy. Such foreign policy decisions always have an impact the United States, and other countries or regions involved. The president is required to consider all outcomes, and demonstrate good judgement when making such decisions but naturally not everyone is going to concur. Throughout history there have been several instances where certain groups or people of the United States opposed the President's foreign policy decision. For example, President Lyndon B. Johnson's decision to send troops into South Vietnam in 1965 was opposed by American civilians who called themselves "doves" and represented peace. Furthermore, George W. Bush's decision to go into Iraq in 2003 was not supported by many Americans. The President, is and has always had an obligation to make informed decisions regarding foreign policies, but in several cases throughout history, the people of the United States opposed the president's choice.

The Vietnam war was America's first "living room war". Americans were getting to see footage of what was going on overseas for the first time, and many began to question President Lyndon B. Johnson and the war itself. It was hard for American soldiers to tell apart the enemy from the average civilian because North Vietnamese people didn't look any different from South Vietnamese people. There began to be confusion on who they were fighting. Many innocent lives were taken, in the process. The "Doves" of America, or the people who wanted peace in Vietnam argued that the United States had no position being in Vietnam. Johnson's plan was originally to contain communism from spreading throughout Vietnam under Ho Chi Minh. But as the

.Souths government began to collapse due to corrupt leadership, many Americans questioned the purpose of the Vietnam war. The images revealed on television began to stir a credibility gap between the people and the government; the people believed the government wasn't providing them with all information. When soldiers returned from Vietnam they weren't welcomed or greeted with praise or honor, they were considered dishonorable by many. The USA Vietnam war veterans suffer the most from Post traumatic stress disorder; and many to this day believe it was an unnecessary war.

When George W Bush became president he started sending troops into Iraq in 2003. Similarly to the Vietnam War war images surfaced on television and now the Internet leaving Americans with gruesome images of the tragic occurences over seas. President Bush's intentions were to prevent Iraq and Iran from going to nuclear war, but many Americans questioned why the United States Army was there in the first place. The Obama administration has slowly removed troops from Iraq, but the damage done to Iraq is permanent and Iraq still has a lot to recover from.

Throught United States History the President has been required to make difficult decisions on foreign policy that would not only affect the United States' people and economy but also that of people in other countries or regions. Such decisions have often been opposed by people such as the "doves" when President Lyndon B Johnson decided to send troops into S. Vietnam, and many Americans when President Geopge W Bush decided to send troops into Iraq. Such wars have had a lasting impact on the United States and other parties involved; many parts of Iraq were devastated or destroyed, and Vietnam veterans suffer from

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**Thematic Essay—Practice Paper – E**

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the most horrific cases of Post traumatic stress disorder, and the United States will always be influenced by not only the foreign policy decisions made by the government administration today, but also by those made throughout United States history.

**Practice Paper A — Score Level 4****The response:**

- Develops all aspects of the task but does so somewhat unevenly by discussing James K. Polk’s decision to send troops to the Rio Grande more thoroughly than Lyndon B. Johnson’s decision to send combat troops to South Vietnam
- Is both descriptive and analytical (*James K. Polk*: wanted to achieve Manifest Destiny by annexing Mexican territory; provoked war with Mexico by sending Zachary Taylor to the disputed territory by the Rio Grande; Polk declared “American blood has been shed on American soil” to convince Congress to declare war against Mexico; Abraham Lincoln opposed this decision as unjust, demanding to know where Mexico had started the war; Southern plot to expand slavery; the issue of slavery had resurfaced over the question of whether the Mexican Cession would be slave or free territory; this foreign policy decision heightened sectionalism in the United States and brought the nation closer to civil war; *Lyndon B. Johnson*: wanted to continue to be involved in the Vietnam War to contain communism; the United States never officially declared war on North Vietnam; President Johnson enlarged the draft to increase troops in South Vietnam; opposed by the counterculture, young “flower children” of the 1960s who believed in peace and who did not want to be forced to fight; Johnson’s Great Society programs suffered as money went to the unpopular war; Democratic candidates split over the war, giving the election to conservative Richard Nixon)
- Supports the theme with relevant facts, examples, and details (*James K. Polk*: John Slidell; Whigs; “spot resolutions”; Wilmot Proviso; Compromise of 1850; California as a free state; stop slave trade in Washington, D.C.; strengthened the Fugitive Slave Act; *Lyndon B. Johnson*: General Westmoreland; Tet Offensive; sneak attack on South Vietnam; “blank check”; Gulf of Tonkin Resolution; “make love, not war”; War on Poverty; declined his reelection nomination)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that restate the theme

**Conclusion:** Overall, the response fits the criteria for Level 4. The response includes a strong array of people and events in its discussion of Polk and the Mexican War. The discussion of Lyndon B. Johnson and Vietnam lacks similar development and analysis.

## Practice Paper B—Score Level 3

### The response:

- Develops most aspects of the task in some depth for Woodrow Wilson’s and Lyndon B. Johnson’s foreign policy decisions
- Is both descriptive and analytical (*Woodrow Wilson*: fought hard for the treaty because it would create the League of Nations; Congress opposed the idea of League; if one nation was aggressive toward another, the United States would be forced to fight in another world war; Congress pressed keeping out of foreign affairs; League was formed in Europe, but without the United States it was not able to prevent World War II; *Lyndon B. Johnson*: United States was trying to stop the spread of communism; North Vietnam attacked the South hoping to make it communist; brutality from our enemy and our soldiers; the public began to oppose the draft; American soldiers were destroying villages full of innocent people; young people refused to turn up for duty, burned draft cards, refused to cooperate)
- Includes some relevant facts, examples, and details (*Woodrow Wilson*: World War I; peacekeeping organization; President Washington; Farewell Address; *Lyndon B. Johnson*: Cold War; North Korea; commander in chief; TV news stations; real clips; My Lai; antiwar rebellion)
- Demonstrates a satisfactory plan of organization; includes an introduction that states foreign policy decisions are difficult and often opposed and a conclusion that notes the president needs support from Congress and the public

**Conclusion:** Overall, the response fits the criteria for Level 3. The discussion of President Wilson’s support for the Treaty of Versailles is brief and would benefit from providing stronger historical circumstances. The response does a good job with opposition to the Vietnam War, but could be strengthened by including a broader discussion of the impact of the Vietnam War.

## Practice Paper C—Score Level 1

### **The response:**

- Minimally develops some aspects of the task for Harry Truman’s and Lyndon B. Johnson’s foreign policy decisions
- Is descriptive (*Harry Truman*: North Korea wanted South Korea to become communist; United States defended South Korea; North Korea and South Korea separated; *Lyndon B. Johnson*: North Vietnam was trying to force South Vietnam to join communism; war made the United States realize they cannot contain communism and should stop trying); includes faulty analysis (*Harry Truman*: the United States created a new law in which the president could only use military troops for 60 days unless Congress extends it; this was set up because the troops were used for a longer time than expected)
- Includes few relevant facts, examples, or details (*Harry Truman*: containment; 38th parallel; *Lyndon B. Johnson*: 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 shows similarities between the two presidential foreign policy decisions but fails to include separate and distinct information for each decision.

## Practice Paper D—Score Level 3

### The response:

- Develops most aspects of the task in some depth for Lyndon B. Johnson’s and George W. Bush’s foreign policy decisions
- Is more descriptive than analytical (*Lyndon B. Johnson*: war against communism; Vietnam civilians dying; antiwar protests; failed attempt to stop communism; *George W. Bush*: the United States was attacked; terrorist group; physical loss was tremendous; fear in the aftermath changed the United States; manipulated America’s fear, lust for revenge, and lack of information to get support to invade Iraq; educated Americans protested the war in Iraq; wounded and maimed tens of thousands of American soldiers; still fighting in Afghanistan, the longest war in American history)
- Includes some relevant facts, examples, and details (*Lyndon B. Johnson*: French lost control; civil war; invisible enemy; land unknown; PTSD; *George W. Bush*: al Qaeda; CIA; weapons of mass destruction; Saddam Hussein; Osama bin Laden); includes an inaccuracy (*Lyndon B. Johnson*: after the United States sent troops, the French fled)
- 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 shows a good understanding of the presidential decision by George W. Bush but lacks depth and development in its treatment of the historical circumstances and opposition concerning President Johnson’s decision to send combat troops to South Vietnam.

## Practice Paper E—Score Level 2

### The response:

- Develops some aspects of the task in some depth for Lyndon B. Johnson’s foreign policy decision and mentions George W. Bush’s decision to send troops to Iraq.
- Is primarily descriptive (*Lyndon B. Johnson*: America’s first “living room war”; hard for American soldiers to tell the enemy from civilians; many innocent lives were taken in the process; plan was originally to contain communism from spreading in Vietnam; South Vietnam’s government began to collapse; Americans questioned purpose of the war; images revealed on television; began to stir a credibility gap between the people and the government; veterans suffer from post-traumatic stress disorder; *George W. Bush*: the Obama administration has slowly removed troops; damage done is permanent and Iraq has a lot to recover from); includes weak analysis (*George W. Bush*: President Bush’s intentions were to prevent Iraq and Iran from going to nuclear war)
- Includes few relevant facts, examples, and details (*Lyndon B. Johnson*: doves; Ho Chi Minh; corrupt leadership)
- Demonstrates a general plan of organization; includes an introduction that suggests the president should make decisions based on information and good judgment and a conclusion that reiterates the negative and lasting effects of the decisions made by Presidents Johnson and Bush

**Conclusion:** Overall, the response fits the criteria for Level 2. All parts of the task for Lyndon B. Johnson’s decision to send combat troops to South Vietnam are addressed and the discussion about opposition to the war is especially informative, although the historical circumstances receive minimal coverage. The discussion of George W. Bush’s decision to invade Iraq is incomplete and lacks understanding.

# United States History and Government Specifications August 2015

## Part I Multiple-Choice Questions by Standard

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

## Parts II and III by Theme and Standard

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

***Notes:***

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

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



**The *Chart for Determining the Final Examination Score for the August 2015 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.