

FOR TEACHERS ONLY

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

UNITED STATES HISTORY AND GOVERNMENT

Tuesday, June 13, 2017— 9:15 a.m. to 12:15 p.m., only

VOLUME
1 OF **2**
MC & THEMATIC

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

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

Scoring the Part I Multiple-Choice Questions

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

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

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

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
June 2017

Theme: **Change — Post–World War II United States**

Since the late 1940s, significant political, social, and economic developments have had positive and negative effects on the United States and on American society. Many of these developments continue to affect American society.

Task:

Select *two* significant developments that occurred since the late 1940s and for *each*

- Describe the historical circumstances surrounding the development
- Discuss *positive and/or negative* effects of this development on the United States or on American society

You may use any significant development that occurred since the late 1940s from your study of United States history. Some suggestions you might wish to consider include the baby boom, McCarthyism, the nuclear arms race, desegregation of schools, suburbanization, migration to the Sun Belt, the feminist movement, and increased consumerism.

Scoring Notes:

1. This thematic essay has a minimum of *six* components (for *each* of *two* political, social, or economic developments in the United States that occurred since the late 1940s, discussing the historical circumstances surrounding the development and *at least two* positive and/or negative effects of *each* development).
2. The historical circumstances surrounding the post–World War II developments may be similar as long as separate and distinct information is included for each, e.g., soldiers returning from World War II married and had families (baby boom); soldiers returning from World War II took advantage of the GI Bill to buy homes (suburbanization).
3. Any combination of positive and/or negative effects may be used to address the task.
4. The effects do not need to be identified as political, social, or economic, nor do they have to be identified as positive or negative as long as it is implied in the discussion.
5. The effects may be immediate or long term.
6. The effects may be similar as long as separate and distinct information is included for each, e.g., *McCarthyism*: created fear about communists in the United States government that expanded the use of loyalty oaths; *nuclear arms race*: created fear about a nuclear attack that prompted construction of fall-out shelters
7. The effects may be discussed from any perspective as long as the position taken is supported by accurate facts and examples.
8. If more than two developments are discussed, only the first two developments may be scored. However, a third development may be included in the discussion if it is relevant to the topic, e.g., suburbanization is a possible effect of the baby boom.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by discussing the historical circumstances surrounding *each* of *two* developments in the United States that occurred since the late 1940s and *at least two* positive *and/or* negative effects of *each* development
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information), e.g., *McCarthyism*: connects the fear of communist aggression, the post–World War II policy of containment, and Cold War setbacks to Senator Joseph McCarthy’s rise to power with accusations that violated constitutional rights and strengthened support for anticommunist measures but were later repudiated as demagoguery; *suburbanization*: connects the post–World War II baby boom, the GI Bill, and the construction of an interstate highway system to the massive migration of the middle class to suburbs that helped many achieve the American dream of home ownership but contributed to the rapid decay of inner cities, de facto segregation, and an increased dependence on automobiles
- Richly supports the theme with relevant facts, examples, and details, e.g., *McCarthyism*: Soviet hegemony in Eastern Europe; Soviet atomic bomb in 1949; fall of China; containment; accusation of card-carrying communists in the State Department; Korean War; McCarran Act; House Un-American Activities Committee; Alger Hiss; “fifth amendment communists”; Hollywood blacklisting; ruined reputations; silenced government critics; televised Army hearings; “witch hunt”; threat to free speech; Senate censure; McCarthyism as a label for unsubstantiated accusations; *suburbanization*: returning soldiers; expanding economy; President Eisenhower; consumerism; Levittown; interstate highways; bedroom communities; commuters; shopping malls; white flight; tax-base erosion; urban poverty and crime; increased dependence on petroleum; pollution
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than other aspects of the task *or* by discussing all aspects of the task for one development more thoroughly than for the second development
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., *McCarthyism*: discusses how the post–World War II fear of communist aggression and nuclear war prompted Senator Joseph McCarthy to make accusations of communist subversives in the United States government, violating the constitutional rights and reputations of innocent Americans and increasing support for containment; *suburbanization*: discusses how the post–World War II baby boom and the construction of interstate highways prompted Americans to migrate from cities to suburbs, increasing their dependence on automobiles and contributing to the decay of inner cities
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

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

Note: If *all* aspects of the task have been thoroughly developed evenly and in depth for one development 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.

Since the 1940's there has been so much change, whether it be political, social, or economic throughout the United States. While these changes have not always been good, they have thoroughly impacted the country. The development of the nuclear arms race with the Soviet Union has greatly increased scientific knowledge & studies while also increasing fear for the everyday citizen. Also, the desegregation of schools was a large step for African Americans but also increased violence.

During WWII, President Roosevelt secretly assembled a group of renowned scientists to design a weapon that could force the Axis powers to surrender. The Manhattan Project resulted in two bombs that were dropped on Japan, ushering in the dangerous nuclear age. But America's monopoly on atomic weapons was short lived. The Soviets got the bomb in 1949 and then the U.S. made the much more powerful hydrogen bomb in 1954. After this the race shifted to missile technology where the Soviets took the lead with Spudnik in the late 1950s. The nuclear arms race took off again around the 1960's when John F. Kennedy was president. The Cold War tensions between the U.S.S.R. and the United States, had escalated quickly. With both superpowers developing large nuclear weapons, such as H-bombs and A-bombs, the fear of an all out nuclear war disturbed the minds of all U.S. citizens. This race was great for the scientific and technological advances at this time period. By motivating scientists to out do the Soviet Union, better technology was built. The U.S. began harnessing the power of nuclear energy by building nuclear power plants across the country to feed America's increasing need for electricity. This arms race helped lead to the Americans being the first to go to the Moon

following the U.S.S.R.'s Spudnik launch into space. Kennedy had promised to put a man on the moon before the end of the decade and the nuclear rocket scientists helped make this possible. However while this race was great for the scientific and technological viewpoint, it was horrifying for the citizens. Imbedded in their minds was the constant fear that any day the U.S.S.R. could completely blow up the U.S. and the U.S. could also blow-up the U.S.S.R. These fears nearly proved true in the Cuban Missile Crisis, which started because the soviet union was placing nuclear missiles in Cuba, aiming them at the U.S. This fear would last all throughout the Cold War, ending in the early 1990's. This would lead American society to never fully trust the soviet union and not develop good relations with them. While the nuclear arms race was good for American Society by promoting scientists to develop new technologies, increasing the defense of the U.S., it also instilled a fear that at any point in time the U.S. and the U.S.S.R. would completely destroy each other, therefore causing a catastrophic nuclear war. And the meltdown at the Chernobyl nuclear site in the 1980's showed that even the peaceful use of nuclear power could decimate the earth.

During Reconstruction, former slaves got their first chance to learn how to read and write in the Freedmen schools. But under the Jim Crow laws that started in the 1870's, these schools were always segregated and white schools had better teachers and facilities. Black children were treated as inferior by those who believed the white race was superior. All of this was justified by the Plessy v. Ferguson decision in 1896 which accepted the lie that separate facilities were equal. Desegregation of schools was brought on by the 1950's case of Brown

v. the Board of Education, where the ruling was that separate was inherently unequal, thereby promoting desegregation in schools so that the African American children did not get a bad education. This was the first great step in the Civil Rights Movement to assure equal rights to African Americans in all parts of society. The NAACP victory in the Brown case led to increased agitation by other African American organizations like the Southern Christian Leadership Conference. In the 1960s, their two greatest achievements were the passage of the 1964 Civil Rights Act which finally made all segregated public facilities illegal and the 1965 Voting Rights Act which fulfilled the promise of the 15th amendment.

However, the desegregation of schools created a backlash of opposition and sometimes violence throughout the United States. Some whites did not want black children going to a white school and would rally so that wouldn't happen. These racist beliefs held by people would continue on into the present. There was increased violence throughout the nation trying to keep the segregation of schools. One particular example, was the Little Rock High School in Arkansas, where nine black children were brought into the Little Rock School in order to make it desegregated. There were riots all throughout the town especially on the school grounds to try and prevent this. The nine children were harassed and verbally abused by these large hateful crowds, forcing President Eisenhower to send the army to keep these students safe. Similar opposition happened when federal judges ordered various city and suburban areas to bus students to create more integration in an area's schools. This busing often occurred in northern parts of the country and caused great controversy. While

Anchor Paper – Thematic Essay—Level 5 – A

desegregation of schools paved the way for African Americans to acquire equal rights, this development met with an increase of violence and racist attitudes, that are still held among some people in the present day.

Since the start of the 1940's there has been much change regarding scientific & technological development along with the increase of black rights. The establishment of the nuclear arms race and the act of desegregating schools has impacted the nation both positively and negatively. The developments of the nuclear arms race and desegregation of schools has impacted American society greatly.

Anchor Level 5-A

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the nuclear arms race and the desegregation of schools
- Is more analytical than descriptive (*arms race*: Roosevelt secretly assembled a group of renowned scientists to design a weapon that could force the Axis powers to surrender; Manhattan Project resulted in two bombs that were dropped on Japan, ushering in the dangerous nuclear age; Cold War tensions between the USSR and the United States had escalated quickly; United States began harnessing the power of nuclear energy by building nuclear power plants across the country to feed America's increasing need for electricity; Kennedy had promised to put a man on the moon before the end of the decade and the nuclear rocket scientists helped make this possible; imbedded in their minds was the constant fear that any day the USSR could completely blow up the United States and the United States could also blow up the USSR; meltdown at the Chernobyl nuclear site in the 1980s showed that even the peaceful use of nuclear power could decimate the earth; *desegregation*: under the Jim Crow laws that started in the 1870s, these schools were always segregated and white schools had better teachers and facilities; black children were treated as inferior by those who believed the white race was superior; *Plessy v. Ferguson* decision accepted the lie that separate facilities were equal; brought on by the 1950s case of *Brown v. Board of Education*, for which the ruling was that separate was inherently unequal; first great step in the civil rights movement to assure equal rights to African Americans in all parts of society; NAACP victory in the *Brown* case led to increased agitation by other African American organizations like the Southern Christian Leadership Conference; created a backlash of opposition and sometimes violence throughout the United States; the nine children were harassed and verbally abused by these large, hateful crowds, forcing President Eisenhower to send the army to keep these students safe; similar opposition happened when federal judges ordered various city and suburban areas to bus students to create more integration)
- Richly supports the theme with relevant facts, examples, and details (*arms race*: fear; World War II; Soviets got the bomb in 1949; United States made powerful hydrogen bomb in 1954; race shifted to missile technology; superpowers; scientific and technological advances; *Sputnik*; Cuban missile crisis; *desegregation*: Reconstruction; Freedmen schools; 1964 Civil Rights Act made segregated public facilities illegal; 1965 Voting Rights Act fulfilled the promise of 15th amendment; racist beliefs)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are slightly beyond restatements of the theme

Conclusion: Overall, the response fits the criteria for Level 5. The response provides high-level analysis with broad chronological coverage of the nuclear arms race and the desegregation of schools. Many relevant examples demonstrate a strong understanding of the task and of the chosen topics.

The period after the 1940's ushered in a time of revolutionary political, social and economic development in the United States. Of course, like many things these events and developments had positive & negative effects in American society. Two significant developments in foreign and domestic policy were the nuclear arms race, and the desegregation of schools.

After the brutal, and bloody World War Two which took millions of lives, the United States jumped right into another war with the Soviet Union. World War Two left the two superpowers, former war allies, against each other. Americans believed that the Soviets wanted world domination, especially after Eastern Europe fell behind the Iron Curtain. One of the main components of the Cold War was the nuclear arms race. Maintaining a strong nuclear arsenal would be the best way to contain communism. Even though the U.S. and the Soviet Union didn't actually go to "war" in a sense, they still were competing against each other to try to "one up" the other. The Cold War created a tense environment in the U.S. Americans became extremely afraid of communism. The hysteria was so high that if anyone was even thought to be a Communist there would be upheaval. Senator Joseph McCarthy took advantage of this hysteria over fear of communists and nuclear arms to condemn hundreds of Americans to be labeled as potential threats to the United States. The nuclear arms race, also began building up. After the atomic bomb, both the U.S. and the Soviet Union began creating even more dangerous nuclear weapons. The threat of a nuclear attack on the U.S. made Americans extremely uneasy, and the mere thought that the Soviet Union had weapons that with one push of a button could result in the deaths of millions terrified them. A positive effect of the nuclear arms race was

that, it eventually helped end the cold war. The "race" was extremely long and expensive. To actually create nuclear weapons requires a lot of work & money. Eventually the Soviet Union became bankrupt because they had spent all their money on defense including nuclear weapons and their invasion of Afghanistan. The reason the United States won, is because they had a more sound and diversified economy to keep on building up their own defense including nuclear arms as well as financing programs such as Star Wars. All of the resources going toward nuclear weapons, and the great danger they created, did lead to some success with efforts to limit them. The United States and Soviet Union made SALT and START treaties to try to control the number of nukes and missiles. These efforts helped to slow the escalating arms race and helped to build some trust. Another positive effect on American society was that the nuclear arms race devoted a lot of time to scientific education and trying to find brilliant minds who could build and design all kinds of advanced technologies. The negative effect was that the arms race needed money and through deficit spending the national debt increased. Because of the money being spent on the cold war, especially the nuclear arms race, both superpowers suffered financially.

The desegregation of the South, occurred after the 1940's. The atmosphere of the United States during this time was fearful. The big fear was communism and the cold war, but in the homefront underlying racial tensions still existed. Even after the abolishment of slavery, the south was segregated. Because of long standing Jim Crow laws, African Americans still had little to no rights. In Plesy vs Ferguson in 1896, the Supreme Court decided that separate but equal

facilities were constitutional. Brown vs Board of Education in 1954 reversed the policy, making school segregation illegal. The Supreme Court said that separate schools were "inherently unequal." But African Americans still lived much of their lives in fear. The Klu Klux Klan was still present and horrifying. The desegregation of schools, such as Little Rock Arkansas, where "colored" children entered an all white school created much upheaval. President Eisenhower was forced to intervene to enforce a federal court order that the state of Arkansas was blocking. He sent in airborne troops to protect the black students. A negative effect of this was that white Americans in the South were extremely upset. Many parents took their children out of public schools as a protest against this. Elite private schools for white children only were created throughout the South so segregation was de facto rather than by law. However the desegregation of schools was a giant step for African American equality in U.S. society. Finally they were entitled to the same level of public education, because black schools had never had as many of the resources as white schools. This was a step forward for black Americans in the civil rights movement. To them, the desegregation of schools was a symbol of optimism. It represented a hope that one day they could and would receive their full equal rights. This optimism helped further the drive of African Americans to keep fighting for their rights beyond the school house doors. It helped spark the civil rights movement that won major changes in the 1960's.

After the 1940's life in the United States saw great development in a social, political and economic level. Both the nuclear arms race & school desegregation defined the post World War II Era in American life.

Anchor Level 5-B

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the nuclear arms race and the desegregation of schools
- Is more analytical than descriptive (*arms race*: Americans believed that the Soviets wanted world domination, especially after Eastern Europe fell behind the Iron Curtain; maintaining a strong nuclear arsenal would be the best way to contain communism; even though the United States and the Soviet Union did not actually go to war in a sense, they still were competing against each other to try to one-up the other; thought that the Soviet Union had weapons that with one push of a button could result in the deaths of millions terrified them; Soviet Union became bankrupt because they had spent all their money on defense including nuclear weapons and their invasion of Afghanistan; great danger they created did lead to some success with efforts to limit them; devoted a lot of time to scientific education and trying to find brilliant minds who could build and design all kinds of advanced technologies; *desegregation*: even after the abolishment of slavery the South was segregated; because of long-standing Jim Crow laws, African Americans still had little-to-no rights; *Brown v. Board of Education* reversed the policy, making school segregation illegal; Supreme Court said that separate schools were inherently unequal; Little Rock, Arkansas, where “colored” children entered an all-white school created much upheaval; President Eisenhower was forced to intervene to enforce a federal court order; elite private schools for white children-only were created throughout the South so segregation was de facto rather than by law; finally they were entitled to the same level of public education, because it was known that black schools had never had as many of the resources as white schools; this optimism helped further the drive of African Americans to keep fighting for their rights beyond the schoolhouse doors; helped spark the civil rights movement that won major changes in the 1960s)
- Richly supports the theme with relevant facts, examples, and details (*arms race*: brutal and bloody World War II; two superpowers; former war allies; Senator Joseph McCarthy; diversified economy; Star Wars; SALT and START treaties; deficit spending; national debt increased; *desegregation*: racial tensions; *Plessy v. Ferguson*; “separate but equal”; Ku Klux Klan; airborne troops)
- Demonstrates a logical and clear plan of organization; includes an introduction that calls the developments revolutionary and a conclusion that states the developments defined the post-World War II era

Conclusion: Overall, the response fits the criteria for Level 5. The historical circumstances surrounding the nuclear arms race and the desegregation of schools lead into the discussion of the Soviet Union’s collapse and the increase of private schools in the South, which demonstrates a good understanding of the effects of the nuclear arms race and the desegregation of schools on American society.

The world after World War II was changed significantly forever. The Middle and later 20th century saw new social ideas and beliefs emerge. Many new ideas led to progress while others seemed to further damage the growth of the American people. The feminist movement and the age of McCarthyists have had permanent effects on American society and continues to positively and negatively impact the U.S.

The Feminist movement of the 1960s was a reaction to the inequality women had felt for the past hundreds of the years. With books like *The Second Sex* by Simone de Beauvoir and *The Feminine Mystique* by Betty Friedan, more people were aware of how terribly the female sex had been treated. From the late 50's into the 60's, women formed associations like "NOW" and held protests to gain equal rights with men. The injustices felt by many were brought to light and to create positive change. One key change was getting wording into the 1964 Civil Rights Act which made it illegal to discriminate based on gender. The feminist movement had many positive effects on American society. Women felt now that they didn't just have to be married to be "fulfilled" but could be single and have a job. Many more women started going to college in the 60's and 70's. This helped them get better jobs outside of "traditional" jobs as teachers and nurses. But the feminist movement was far from completely successful. Women are still not treated or paid the same as men and are often discriminated against in the workplace. Feminists have become a mockery in today's society, not much different from the 19th century ridicule of the Seneca Falls Convention. Feminists of the 60's and 70's wanted equal rights to men but instead of recognizing their value, the country even refused to ratify an Equal Rights

Amendment. In today's culture women are even more viewed just as objects of desire and victims of rape are often not believed. The Feminist movement gained a voice by opening up to the masses the injustices done to women. But as time has progressed, women are still seen as the weaker sex. However, the other reality is that women have made gains in business, politics and other areas of American life. Old ideas die hard, but real progress has still been made.

As with the Feminist movement, the McCarthy era has had significant impacts on American society. There had been a "Red Scare" in the 1920's as illustrated by the hysteria during the Palmer Raids, and another one emerged after World War II. A "Red Scare" was an exaggerated fear of communist infiltration into the U.S. At the front of the 40-50's Red scare was Senator Joe McCarthy. He adamantly opposed communism and claimed that spies and communists were everywhere from the State Department to Hollywood movie studios. McCarthy conducted "witch hunts" where he attacked anyone who maybe had leftist leanings or had dared to criticize him. These Congressional hearings led to betrayal and injustice. Jobs and reputations were lost with no proof of wrongdoing. But, McCarthy's power weakened and finally he was censured and silenced. But this scare has negatively impacted American Society. Throughout the Cold War, fear of communism was strong and dominated many people's thoughts. In the 1980's of the Reagan Administration, there was great Cold War fear, especially over nuclear weapons. People are still sometimes persecuted unfairly due to their beliefs such as the fears raised by terrorism. McCarthyism continues to have a negative impact on the United States.

Anchor Paper – Thematic Essay—Level 4 – A

After WWII, the U.S saw many different changes take place throughout the following decades. New ideas and beliefs have changed thoughts and have been revolutionary. These ideas have both benefited and hurt American culture, though it may not always be easy to detect. This can be seen with the feminist Movement and McCarthyism. These developments continue to affect the U.S today; women still are not equal to men and beliefs out of the mainstream are still attacked.

Anchor Level 4-A

The response:

- Develops all aspects of the task but does so unevenly by discussing the feminist movement less thoroughly than McCarthyism
- Is both descriptive and analytical (*feminist*: a reaction to the inequality women had felt for the past hundreds of years; with books like *The Second Sex* by Simone de Beauvoir and *The Feminine Mystique* by Betty Friedan, more people were aware of how terribly the female sex had been treated; women formed associations like NOW and held protests to gain equal rights; this helped them get better jobs outside of traditional jobs as teachers and nurses; feminists have become a mockery in today's society, not much different from the 19th century ridicule of the Seneca Falls Convention; in today's culture women are even more viewed just as objects of desire and victims of rape are often not believed; women are still seen as the weaker sex; the other reality is that women have made gains in business, politics, and other areas of American life; *McCarthyism*: there had been a Red Scare in the 1920s as illustrated by the hysteria during the Palmer Raids; he adamantly opposed communism and claimed that spies and communists were everywhere from the State Department to Hollywood movie studios; McCarthy conducted "witch hunts" during which he attacked anyone who maybe had leftist leanings or dared to criticize him; jobs and reputations were lost with no proof of wrongdoing; throughout the Cold War, fear of communism was strong and dominated many people's thoughts; people are still sometimes persecuted unfairly due to their beliefs such as the fears raised by terrorism)
- Supports the theme with relevant facts, examples, and details (*feminist*: 1964 Civil Rights Act; to be fulfilled could be single and have a job; still not treated or paid the same; often discriminated against; country refused to ratify Equal Rights Amendment; gained a voice; *McCarthyism*: exaggerated fear of communist infiltration; congressional hearings; censured and silenced; 1980s; Reagan administration; nuclear weapons)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that note many new ideas were beneficial while others damaged the American people

Conclusion: Overall, the response fits the criteria for Level 4. The response uses analytical statements and good relevant details to discuss McCarthyism and its effect on the United States. The discussion of the feminist movement includes some analysis, though it is less detailed and includes contradictions regarding the impact of the feminist movement on women today.

From the late 40's to the early 60's, the United States entered the Baby Boom era. In this era a massive increase in American birthrates were mirrored by massive change in American political, economic and social systems. During this era two major developments unfolded, the nuclear arms race and the desegregation of schools. For the children growing up in this era the positive and negative effects of these developments had a profound effect on their lives.

The nuclear arms race started not when the United States made the atomic bomb or dropped it on Japan, but rather when the Soviet Union procured theirs. This prompted the nuclear arms race. The U.S. in response produced a larger bomb, the hydrogen bomb. When this bomb was detonated in the Bikini Atoll, all Americans knew that now the world could be destroyed at any moment. During the 50's the idea of "the bomb" consumed American culture and anxiety grew as a result. The idea of the bomb influenced young Americans to act more impulsively because the world could be destroyed at any moment. While the government spent millions of dollars on nuclear technologies private citizens wasted millions on bomb shelters and stocks of food in case of an attack. This constant fear was an unhealthy burden on Americans for decades. The nuclear arms race continued for decades as each side built "bigger and better bombs" and they each raced to get missiles, to make them able to hit more than one target—and of course to defend against their enemies missiles. After we almost went to war during the Cuban Missile Crisis there was repeated attempts to cool tension and control the number of bombs and missiles. But these left both sides with huge numbers of the means to destruction. This "balance of terror" has hung over the planet since the

1950's. Even today, the greatest threat to the planet is that rogue nations like North Korea or radical jihadists could unleash a nuclear bomb.

Another development that Baby Boomers were shaped by was the desegregation of schools. Before the Civil War, slave codes kept African Americans illiterate and after emancipation, Jim Crow laws provided them only a small chance to learn. Desegregation faced violent hostility from Southern Whites. The legal framework of this development was the Supreme Court case *Brown v. Board of Education*, (1954) that rejected the *Plessy* decision's "separate but equal" ruling as it applied to public schools. (*Plessy v. Ferguson*-1896). This decision caused Mass unrest in the south as there racism was deeply rooted. Opposition to the ruling even forced President Eisenhower to send in troops to protect the integrating black students in Little Rock, Arkansas. Still the outcome was positive because after blacks fought to attend integrated high schools they went on to protest those who barred them from enrolling in white universities and they eventually got in. Then, the new influx of black college graduates looking for white collar jobs were often discriminated against and once again they fought for their rights. One result was affirmative action, or a guarantee that blacks would be represented in lines of professional work. The idea of civil rights and the laws implemented on behalf of it may have not changed adults minds' about African Americans, however the children who sat side by side with a person of another color were changed forever. With each successive generation Americans would grow more and more tolerant of each other's differences. A true sign of this was the election of Barrack Obama to two terms as

Anchor Paper – Thematic Essay—Level 4 – B

president.

Those who grew up in the Baby Boomer era saw the climax of the arms race and the Civil Rights Movement. These developments profoundly effected Americans coming of age after World War II.

Anchor Level 4-B**The response:**

- Develops all aspects of the task for the nuclear arms race and the desegregation of schools
- Is both descriptive and analytical (*arms race*: started not when the United States made the atomic bomb or dropped it on Japan, but rather when the Soviet Union procured theirs; United States in response produced a larger bomb, the hydrogen bomb; while the government spent millions of dollars on nuclear technologies, private citizens wasted millions on bomb shelters and stocks of food in case of an attack; constant fear was an unhealthy burden on Americans for decades; continued for decades as each side built “bigger and better bombs”; these left both sides with huge numbers of the means to destruction; “balance of terror” has hung over the planet since the 1950s; even today, the greatest threat to the planet is that rogue nations like North Korea or radical jihadists could unleash a nuclear bomb; *desegregation*: before the Civil War, slave codes kept African Americans illiterate and after emancipation, Jim Crow laws provided them only a meager chance to learn; faced violent hostility from southern whites; rejected the *Plessy* decision’s “separate but equal” ruling as it applied to public schools; decision caused mass unrest in the South as their racism was deeply rooted; after blacks fought to attend integrated high schools they went on to protest those who barred them from enrolling in white universities and they eventually got in; may not have changed adults’ minds about African Americans but the children who sat side by side with a person of another color were changed forever; Americans would grow more and more tolerant of each other’s differences; true sign of this was the election of Barrack Obama to two terms as president)
- Includes relevant facts, examples, and details (*arms race*: Bikini Atoll; anxiety grew; act more impulsively; raced to get missiles; defend against their enemies’ missiles; Cuban missile crisis; *desegregation*: *Brown v. Board of Education*; Little Rock, Arkansas; affirmative action)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that connect both developments to the lives of baby boomers

Conclusion: Overall, the response fits the criteria for Level 4. The response includes good analytic statements within a broad discussion of the topics. Additional facts and details would have strengthened this discussion.

Countless changes surfaced in the post World War II era, but perhaps the most significant were McCarthyism and consumerism. McCarthyism worsened the Cold War, while consumerism propelled the economy in a good direction. Consumerism and McCarthyism contributed to the Cold War era.

In the late 1940s and early 1950s, Senator Joseph McCarthy used fear of communism to increase his political power. He began with a supposed long list of communists working in the State Department. He also publicized a list of communist sympathizers, made up of important political, social, science, and hollywood figures. The House UnAmerican Activities Committee investigated "un-American" activities in the United States. Hundreds of important figures, from movie stars to playwrights to scientists, were accused of being communists and urged to confess to un-American activities as well as give up names of friends and associates presumed guilty of the same "crime." People who were uncooperative were black listed, which meant their name was tarnished in front of the whole nation. Arthur Miller, a play writer was a victim of black listing, and he wrote *The Crucible* in response to the HUAC trials, comparing the process to the Salem Witch Trials of the 1600s. The Rosenbergs were former government scientists that were accused of planning to reveal government documents concerning nuclear weapons to the Soviet Union. The couple was eventually executed.

This procession of events is summed up as McCarthyism. McCarthyism was driven by blinding fear of Communism in the United States. American people were not acting rationally, but through fear. McCarthyism essentially forced people to self-

incriminate and incriminate friends and associates, which can be seen as violating the 5th Amendment. McCarthyism brought the cold war into the United States, making it not only a foreign conflict, but a domestic one as well. None of his victims were ever proved to be real threats to the country. McCarthy was finally brought down when he attacked the US army and was shown to be reckless in the hearings. He was finally censured by the US Senate, effectively ending his power within that body.

Also, consumerism increased after World War II. Tired of rationing during the war, young families were looking to buy new consumer goods. The 1950s were a time of heavy spending, which companies used as incentive to market labor-saving appliances and the first must-have televisions. The first reference to the “teenager” was introduced. A new market for consumerism was created for the teenager. Many teenagers had their own jobs and could afford to spend. Marketing and advertising was specifically targetted at teenagers as well, like comic books, cars, diners, and music especially. The popularity of Elvis Presley was thanks to the teenage consumer as rock n roll emerged. A revolutionary consumer tool introduced in the 1950s was the first general purpose credit card. The Diner’s Club credit card allowed a consumer to buy something on credit, while the credit card company paid for the product. Then all the consumer had to do was pay back the credit company with interest. This propelled consumerism in the United States, since people could now spend seemingly unlimited money. A similar process was the cause of the Great Depression (installment plans & buying on margin) but the difference is that the business selling the product gets the money in full from the credit

Anchor Paper – Thematic Essay—Level 4 – C

company. Consumerism allowed for government spending in the Cold War and economic prosperity, but it also introduced the credit card, which is a major source of individual consumer debt today.

Consumerism and McCarthyism post World War II greatly affected American society. McCarthyism deepened the Communist fear in the United States and ruined the lives of many prominent people. Consumerism sustained the economy but it also planted the seed for consumer debt in the U.S today. Perhaps the Cold War would have shortened and the economy would not be suffering today without McCarthyism and consumerism in the '50s.

Anchor Level 4-C

The response:

- Develops all aspects of the task but does so somewhat unevenly by discussing McCarthyism more thoroughly than increased consumerism
- Is both descriptive and analytical (*McCarthyism*: used fear of communism to increase his political power; he began with a supposed long list of communists working in the State Department; hundreds of important figures, from movie stars to play writers to scientists, were accused of being communists and urged to confess to un-American activities as well as give up names of friends and associates guilty of the same crime; people who were uncooperative were blacklisted, which meant their name was tarnished in front of the whole nation; driven by blinding fear of communism in the United States; essentially forced people to self-incriminate; brought the Cold War into the United States making it not only a foreign conflict, but a domestic one as well; McCarthy was finally brought down when he attacked the United States Army and was shown to be reckless; *consumerism*: tired of rationing during the war, young families were looking to buy new consumer goods; marketing and advertising was specifically targeted at teenagers; a revolutionary consumer tool introduced in the 1950s was the first general purpose credit card; people could now spend seemingly unlimited money; major source of individual consumer debt today)
- Supports the theme with relevant facts, examples, and details (*McCarthyism*: Arthur Miller; *The Crucible*; Rosenbergs; eventually executed; fifth amendment; censured by the United States Senate; *consumerism*: labor-saving appliances; must-have televisions; Elvis Presley; rock 'n roll emerged; Diners' Club credit card; interest)
- Demonstrates a logical and clear plan of organization; includes an introduction that is slightly beyond a restatement of the theme and a conclusion that repeats a major negative effect of each development

Conclusion: Overall, the response fits the criteria for Level 4. The response incorporates important events of the McCarthy era into the discussion and recognizes McCarthyism's threat to the fifth-amendment's protection against self-incrimination. While the discussion of increased consumerism makes logical connections between the historical circumstances and effects, it is more general than the discussion of McCarthyism.

A major shift in social, political and economic trends is evident in the period after the 1940s. For example, the baby boom after World War II took shape in the social sphere but had far-reaching effects on the United States economically into the present-era. Further, the build-up of nuclear weapons has shaped our world in ways far from militarily. Thus, the 1940s acts as a turning point in changing society.

The baby-boom took place immediately following World War II. During the Great Depression and the war, lives had been on hold. After all the men came home from the war and “Rosie the Riveter” stopped working in war factories, there was a surge in birth rates as never seen before. This new generation was coined the “baby boomers”. Their huge numbers forced the building of more homes, many in the new suburbs, and new schools across the country. All of this was good for the economy. They spurred a new generation of innovators and thinkers but yet threaten an economic crisis. Today social security isn't taking in as much money as its giving out because thousands of baby boomers are retiring each month. Its said that social security will go bankrupt because it had not planned for the large generation size and the lower proportion of active workers contributing to it. Further, as the baby boomers age and go into nursing homes and hospitals, the costs of medical care skyrocket and Medicare programs for the elderly are severely stressed. Some Americans believe we should change Medicare to protect the federal budget.

A nuclear arms buildup also took place following WWII. After demonstration of the atomic bomb on Hiroshima and Nagasaki caused the Japanese to surrender, world nations immediately began stockpiling their own weapons. Soon after came the development of the

H-bomb, or hydrogen bomb. A nuclear arms race thus ensued between the Soviet Union and the United States, causing a shocking increase in Cold War tensions. "Mutually Assured Destruction" was thus coined, the world was on the brink of war, and humankind could be destroyed at the push of a button. Further, the arms race is still frightening in the present era like in the Iranian conflict where the United States is working to prevent Iran from gaining nuclear missiles. Thus, the arms race has accelerated to leave the world permanently on the edge of destruction.

Then, the changes brought about at the end of the 1940s spurred a change in both world relations and the United State's economic role in it. Foreign policy became attuned to the buildup of weapons while on the home front, developments to weaken New Deal Programs spurred anxiety. World War II then played a significant role in the changing relations in the world.

Anchor Level 3-A

The response:

- Develops all aspects of the task with little depth for the baby boom and the nuclear arms race
- Is both descriptive and analytical (*baby boom*: during the Great Depression and the war, lives had been on hold; after all the men came home from the war and “Rosie the Riveter” stopped working in war factories, there was a surge in birth rates as never seen before; their huge numbers forced the building of more homes, many in the new suburbs, and new schools across the country; this was good for the economy; today, Social Security is not taking in as much money as it is giving out because thousands of baby boomers are retiring each month; lower proportion of active workers contributing to the social security fund; costs of medical care skyrocket and Medicare programs for the elderly are severely stressed; *arms race*: demonstration of the atomic bomb on Hiroshima and Nagasaki caused the Japanese to surrender; race thus ensued between the Soviet Union and the United States, causing a shocking increase in Cold War tensions; world was on the brink of war, and humankind could be destroyed at the push of a button; race is still frightening in the present era like in the Iranian conflict where the United States is working to prevent Iran from gaining nuclear missiles); includes faulty analysis (*arms race*: world nations immediately began stockpiling their own weapons)
- Includes some relevant facts, examples, and details (*baby boom*: economic crisis; bankrupt; nursing homes and hospitals; *arms race*: hydrogen bomb; mutually assured destruction)
- Demonstrates a satisfactory plan of organization; includes an introduction that mentions the far-reaching effects of the two developments and a vague conclusion

Conclusion: Overall, the response fits the criteria for Level 3. While the response provides some thoughtful analysis within the discussion of the baby boom and the nuclear arms race, additional elaboration, detail, and a clearer conclusion would have strengthened the response.

The period following WWII came with many political, economical and social developments and changes in the U.S. and overall American society. Shortly after the end of WWII, the United States experienced a baby boom because veterans came home and many of them decided to start a family. In addition, after WWII there was a widespread fear about the spread of communism which led to McCarthyism. Both of these events resulted in great impacts to American society and the social lives of many Americans.

When WWII was finally over, soldiers (men) returned to the United States and back to their traditional lives. However, WWII had delayed many marriages and relationships since the men had to go fight. When the veterans arrived back home, these relationships and marriages were renewed which led to the baby boom. This was a period in U.S. history where there was a spike in the population since there was a huge increase in the amount of births. The baby boom had a great impact on the United States economy because all these children needed homes, well equipped schools, playgrounds and little league fields. Also, more products were being produced and sold as kids in general needed or wanted toys and games for entertainment and the newest trends in clothing. The baby boom had a positive effect for decades but is now causing a national budget crisis as more of the people born during the baby boom reach the age of 65 or 66 and retire. When one reaches the age of 65 or 66 and retires, one can claim government benefits such as Medicare and Social Security pensions after they retire. Since there was a boom in babies after WWII, 65 years later, the government faced a boom in the people claiming their old age benefits. This caused a budget crisis because every year a

higher percentage of the government's budget goes towards programs that benefit the elderly and all those baby boomers who once contributed are now collecting benefits. As the cost of running these programs go up, the government will need to stop other programs in order to stay within their budget. Furthermore, the government can't put all of it's budget into these programs without causing a big budget crisis as a result of the baby boom children getting older and receiving old age benefits from the government.

As the second world war came to an end and Germany lost all of it's conquered territory, the Soviet Union took over Eastern Europe and put in communist governments while the U.S. colonized Western Europe and put in non-communist governments. As communism strengthened in Europe, it created fear about communism spreading into other parts of the world. This fear of communist spread resulted in McCarthyism. Named after senator McCarthy, McCarthyism was actions taken inside of the U.S. to expose and stop the potential spread of communism into the United States government. McCarthyism ruined the lives of many Americans and could potentially cause Americans economic harm in the long run.

During McCarthyism many government officials and other Americans were 'exposed' as being communist and thus fired and their social reputation was destroyed. Truman made government employees sign loyalty oaths and those who wouldn't lost their jobs. McCarthyism had a great negative impact on American society because anyone could be accused of being a communist wether it was true or not. Some teachers and professors were dismissed just for teaching about communism. Many false accusations were made

Anchor Paper – Thematic Essay—Level 3 – B

causing people to lose their jobs and basically their lives because no one wanted to be associated with a communist. This belief spread quickly because if someone argued against it, they were thought to be communist and no one wanted to be exposed or accused falsely. To this day the term "McCarthyism" is used when accusations occur with no proof.

The conclusion of WWII during the late 1940s brought change and development to the U.S. and American society. The baby boom, a time of increased births boosted the economy but created a budget crisis 65 years later. McCarthyism, exposing potential communists in the U.S. ruined the lives of many Americans because of false accusations about believing in communism.

Anchor Level 3-B

The response:

- Develops all aspects of the task with little depth for the baby boom and McCarthyism
- Is more descriptive than analytical (*baby boom*: when the veterans arrived back home, these relationships and marriages were renewed; there was a spike in the population since there was a huge increase in the amount of births; had a great impact on the United States economy because all these children needed homes, well-equipped schools, playgrounds, and Little League fields; one can claim government benefits such as Medicare and Social Security pensions after they retire; caused a budget crisis because every year a higher percentage of the government's budget goes toward programs that benefit the elderly and all those baby boomers who once contributed are now collecting; *McCarthyism*: as the Second World War came to an end and Germany lost all of its conquered territory, the Soviet Union took over Eastern Europe and put in communist governments; actions taken inside of the United States to expose and stop the potential spread of communism into the United States government; anyone could be accused of being a communist whether it was true or not; some teachers and professors were dismissed just for teaching about communism; to this day the term *McCarthyism* is used when accusations occur with no proof); includes faulty analysis (*McCarthyism*: the United States colonized Western Europe and put in non-communist governments; could potentially cause Americans economic harm in the long run)
- Includes some relevant facts, examples, and details (*baby boom*: World War II delayed many marriages; toys and games; newest trends in clothing; *McCarthyism*: named after Senator McCarthy; Truman; loyalty oaths)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that contain some of the key ideas in the response

Conclusion: Overall, the response fits the criteria for Level 3. The response provides appropriate information that shows understanding of the task but lacks the analysis and depth consistent with a higher level paper. The discussion of the baby boom is stronger than the discussion of McCarthyism.

World War II had a dramatic effect on many countries. The war called for new technology, new forms of government, and an increased interest in human rights and equality around the world. In the United States the end of WWII led to the baby boom and the nuclear arms race. Both of these events had significant effects on American politics, society, and economy.

The baby boom occurred after WWII in the late 1940's to the 1960's. After WWII all the soldiers and servicemen were returning from duty and there was a big rush to start families. The boom led to a rapid increase in population. This caused a need for new housing and helped cause the start of suburbs. The effects of the baby boom can be seen now in the 20th century as all the children of the boom have begun to reach the age of retirement. The boom has caused a negative effect on the economy and led to an increase in Social Security and Medicare spending. The increased population of elderly and an increase in life expectancy has caused a greater dependence on Social Security. This increased dependence threatens the stability of the system. There is no longer any extra money being saved for Social Security. The money that goes into the system gets spent almost immediately.

Another event that had a significant impact on American politics, society, and economy is the nuclear arms race. The arms race began in 1949 when Russia got the bomb. This was shortly after the U.S. bombing of Hiroshima and Nagasaki in 1945. Once the world saw the power of this new technology there was a heightened fear and increased rush to create more and more powerful nuclear weapons. This arms race helped to intensify the growing feud between the democratic United States and the communist Soviet Union. The arms race led to foreign

policies such as the Cuban Missile Crisis and the Bay of Pigs Invasion which were attempts to stop the placement of Soviet missiles in Cuba. It also led to increased spending for programs like NASA and other scientific research on nuclear weapons and creating preventions against nuclear attacks. There was also an increased fear of nuclear attack amongst society. Nuclear bomb training was given in school to teach children how to be safe during a nuclear attack, nuclear bomb shelters were built in some homes, and a increase push for science education and programs existed to encourage youths to help with the building of weapons. The arms race in the end caused both a positive and negative impact on the U.S.

WWII helped to bring about many important developments in American society. Two of these significant events were the baby boom and the nuclear arms race. Both the baby boom and the nuclear arms race caused a negative and positive effect on American society, politics, and economy.

Anchor Level 3-C

The response:

- Develops most aspects of the task in little depth for the baby boom and even less depth for the nuclear arms race
- Is more descriptive than analytical (*baby boom*: after World War II all the soldiers and servicemen were returning from duty and there was a big rush to start families; led to a rapid increase in population; caused a need for new housing and helped cause the start of suburbs; children of the boom have begun to reach the age of retirement; increased population of elderly and an increase in life expectancy has caused a greater dependence on Social Security; threatens the stability of the system; money that goes into the system gets spent almost immediately; *arms race*: began in 1949 when Russia got the bomb; shortly after the United States bombing of Hiroshima and Nagasaki in 1945; once the world saw the power of this new technology, there was a heightened fear and an increased rush to create more and more powerful nuclear weapons; helped to intensify the growing feud between the democratic United States and the communist Soviet Union; attempts to stop the placement of Soviet missiles in Cuba; training was given in school to teach children how to be safe during a nuclear attack; increased push for science education); includes faulty analysis (*arms race*: programs existed to encourage youths to help with the building of weapons)
- Includes some relevant facts, examples, and details (*baby boom*: negative effect on the economy; Medicare spending; *arms race*: democratic United States; communist Soviet Union; Cuban missile crisis; NASA; scientific research; nuclear bomb shelters); includes an inaccuracy (*arms race*: the Bay of Pigs Invasion)
- Demonstrates a satisfactory plan of organization; includes an introduction that observes World War II called for new technologies and a brief conclusion that restates the developments

Conclusion: Overall, the response fits the criteria for Level 3. A brief discussion of the baby boom includes important effects but would be strengthened with additional facts. The discussion of the nuclear arms race touches on relevant information but lacks adequate development.

As the global community attempted to calm down after the atrocities of World War II, American society began to evolve significantly. The war left Americans yearning for change and progress. On both social and political levels, the American identity shifted greatly in the era after the second world war. The late 1940s oversaw the increase of suburbanization, and an inclination towards minority rights. The global community was damaged by the destruction of war, and sought to bring change on various levels.

Before the second world war, most people who were not rural farmers lived in over-populated cities. After the war, many Americans sought out a home that was neither urban or rural—rather, it would have the luxury of being disconnected from the dense population of the city but still be surrounded by modern conveniences. Thus, suburban living emerged, and with it the “American Dream” was said to be the reality for many middle-class Americans. Though this shift in American culture helped to establish a strong sense of national identity and unity, it also brought about hardships for many Americans. As a result of suburbanization, America’s cities became poorer slums. The urban areas were still over-populated, but they were dense with lower-class individuals who could not fully stimulate their local economies. Essentially, Eisenhower’s Interstate Highway act allowed for the American identity to more fully develop, but it left some urban areas in poor shape.

At the close of the the war, minority groups like women and African-Americans had become more important to the American economy and society. Their work in factories during the war made them valuable to the war effort, and therefor to the nation. These groups

began to fight for more rights and freedoms after the war. Women fought for equal pay and better representation in male-dominated work forces. African-Americans attempted to end racial segregation and discrimination. The combined forces of these minority groups produced the Civil Rights Act, which ended segregation and discrimination in the work place in regards to race and gender. Although these changes expanded democracy and civil liberties, they also increased tensions. Conservative groups like the KKK emerged again, battling the expanded rights for blacks through violent measures. Also, President Kennedy was assassinated, likely because of his proclaimed liberalism. Ultimately, as America became a more welcome place for minorities, hateful groups also emerged in defiance.

American society shifted in the decades after the second world war. Suburbanization picked up speed, projecting the American identity while also harming inner-cities. Also, more groups began to fight for equal rights, and they were met with both understanding and backlash. The era after World War II was both accommodating for progression, and hesitant of change.

Anchor Level 2-A

The response:

- Minimally develops all aspects of the task for suburbanization and the fight for minority rights
- Is more descriptive than analytical (*suburbanization*: before the Second World War, most people who were not rural farmers lived in overpopulated cities; many Americans sought out a home that was neither urban nor rural—rather, it would have the luxury of being disconnected from the dense population of the city but still be surrounded by modern conveniences; as a result of suburbanization, America’s cities became poorer slums; dense with lower-class individuals who could not fully stimulate their local economies; *minority rights*: their work in factories during the war made them valuable to the war effort and therefore to the nation; the combined forces of these minority groups produced the Civil Rights Act, which ended segregation and discrimination in the workplace in regard to race and gender; although these changes expanded democracy and civil liberties, they also increased tensions); includes weak analysis (*minority rights*: President Kennedy was assassinated, likely because of his proclaimed liberalism)
- Includes some relevant facts, examples, and details (*suburbanization*: American Dream; middle-class Americans; Eisenhower’s Interstate Highway Act; *minority rights*: equal pay; better representation; Ku Klux Klan emerged again)
- Demonstrates a general plan of organization; includes an introduction and conclusion that state World War II was a catalyst for shifts in American society

Conclusion: Overall, the response fits the criteria for Level 2. Although the response addresses some issues about the developments, it fails to fully discuss the task in enough detail. The discussion of minority rights lacks focus as it shifts between women and African Americans.

Since the 1940s, the development of the feminist movement and the green revolution have had a positive effect on American society. The feminist movement had begun to grow more influential as women took more jobs in the workforce during World War II. Earlier their support for Progressive reform movements also helped them become a more important voice in politics. Over time, their efforts earned them the right to vote, earning women equal rights with men. The environmentalist movement also gained support after various ecological issues raised public awareness about the need to protect the environment, an awareness that remains a major presence in American society today.

During World War II, the open job slots left by American men as they left the country to fight overseas allowed women to enter the workforce in droves. After the soldiers returned home, women generally went back to their traditional domestic lifestyle, but their time at work encouraged them to continue working outside of their homes. Increased education for women and the passage of acts such as the Civil Rights Act which supported equal rights further influenced women in their hope to have a more important role in society. Under the leadership of Betty Friedan, the National Organization of Women succeeded in persuading Congress to pass an act calling for equal rights for women. Although the idea did not gain the support of the required number of states for it to become an amendment, the sentiment remained, and women in the modern era have considerably more influence and participation in society, as well as more jobs in professions such as law or medicine.

Similarly, the environmentalist movement gradually gained

Anchor Paper – Thematic Essay—Level 2 – B

public interest over time. Devastating oil spills and a nuclear leak in Chernobyl, made people aware of the damage human practices were inflicting on the environment. In a very short amount of time, the public support for saving the environment led the government to pass several acts that promoted environmental conservation like Endangered Species Act prohibiting negative human practices like pollution. Most of these acts are still around today, illustrating the impact they have had on human perception of their environment.

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

- Develops some aspects of the task in some depth for the feminist movement and the environmental movement
- Is primarily descriptive (*feminist*: during World War II, the open job slots left by American men as they left the country to fight overseas allowed women to enter the workforce in droves; increased education for women and the passage of acts such as the Civil Rights Act, which supported equal rights, further influenced women in their hope to have a more important role in society; National Organization of Women succeeded in persuading Congress to pass an act calling for equal rights for women; although the idea did not gain the support of the required number of states for it to become an amendment, the sentiment remained and women in the modern era have considerably more influence; more jobs in professions such as law or medicine; *environmental*: devastating oil spills and a nuclear leak in Chernobyl made people aware of the damage human practices were inflicting on the environment; public support for saving the environment led the government to pass several acts that promoted environmental conservation)
- Includes few relevant facts, examples, and details (*feminist*: more important voice in politics; right to vote; traditional domestic lifestyle; Betty Friedan; *environmental*: public awareness; Endangered Species Act; pollution)
- Demonstrates a satisfactory plan of organization; includes an introduction that acknowledges women's support for Progressive reform movements, their efforts for suffrage, and the growth of awareness of environmental issues, and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Although the response provides some good factual information about the historical circumstances surrounding the feminist movement, the effects of both the feminist movement and the environmental movement are merely mentioned.

American society is constantly changing with time, but some of the most notable changes occurred during the post-WWII period, in the 1940s and onwards. In this time, the U.S experienced major social and economic advancements such as suburbanization and increased consumerism, which led to a period of great prosperity.

Suburbanization took off primarily in the 1950s, following the baby boom. With more kids and a larger family, couples sought out larger homes to accommodate these new changes. Because people kept their savings pent up during the war-period, they had managed to accumulate quite a bit of money once the war was over. With this money, they were able to purchase a relatively cheap home in Levittown. In addition, increased manufacturing of cars and the ability to afford one allowed for easy transportation. This change is very significant because it shows that majority of Americans were able to achieve the American Dream to be middle class, leading to a positive shift in lifestyle.

Increased consumerism was another effect of the prosperity that the post war period brought. American economy was able to thrive until the 1980's, when it finally began to slow down. Increased consumerism was caused by increase in wealth and increase in manufacturing. As mentioned earlier on, pent-up WWII savings were finally unleashed, and people's desires for material goods increased due to the lack of goods during war-time. Factories began to turn their gears to accommodate these desires, hiring more workers and increasing wages in the process. All these factors are directly linked to one another, because with more people working and earning money, more goods can be bought. This shows an era of enormous prosperity.

even for the lower, middle class Americans.

In conclusion, the 1940's-50's post WWII period can be considered to be the real Golden Age of American History because for the first time, majority of citizens fell into the middle class category and were able to experience many positive changes in their lifestyle, signifying that America was reaching a new age.

Anchor Level 2-C

The response:

- Develops some aspects of the task in little depth for suburbanization and increased consumerism
- Is primarily descriptive (*suburbanization*: with more kids and a larger family, couples sought out larger homes to accommodate these new changes; because people kept their savings pent up during the war period, they had managed to accumulate a bit of money once the war was over; increased manufacturing of cars and the ability to afford one allowed for easy transportation; Americans were able to achieve the American Dream to be middle class, leading to a positive shift in lifestyle; *consumerism*: people's desires for material goods increased due to the lack of goods during wartime; factories began to turn their gears to accommodate these desires, hiring more workers and increasing wages; era of enormous prosperity, even for the lower, middle-class Americans)
- Includes few relevant facts, examples, and details (*suburbanization*: 1950s; baby boom; Levittown; *consumerism*: increase in manufacturing)
- Demonstrates a satisfactory plan of organization; includes an introduction that states many notable developments occurred in the postwar period and a conclusion that notes for the first time the majority of Americans fell into the middle-class category

Conclusion: Overall, the response fits the criteria for Level 2. The response briefly describes important historical circumstances for both suburbanization and increased consumerism, including the emergence of the middle class, but lacks discussion of the effects of these developments.

The early 1900s helped shape our nation. There were 2 world wars and The Great Depression. Post WWII United States made many developments in social, political and economic movements. Two of these movements that were very important were McCarthyism and the baby boom. These events impacted the United States then and continue to do so presently.

McCarthyism rose into a popular movement because of Senator Joseph McCarthy. He was very paranoid that Soviet spies were hiding in the U.S. This started the belief that communists were in the U.S and were hiding among government officials and other important people. This caused many negative affects such as mass hysteria and many innocent people being jailed because they were accused of being a communist. This movement started because of tensions between the U.S and Soviet Union following WWII. Another event that went along with this was the nuclear arms race between the Soviet Union and the U.S.

The baby boom was also an important event after the WWII era. After soldiers came home from war many babies were born and caused a large surplus in the baby population.

Anchor Level 1-A

The response:

- Minimally develops some aspects of the task for McCarthyism and the baby boom
- Is descriptive (*McCarthyism*: he was very paranoid that Soviet spies were hiding in the United States; caused many negative effects such as mass hysteria; started because of tensions between the United States and the Soviet Union following World War II; another event that went along with this was the nuclear arms race between the Soviet Union and the United States; *baby boom*: after soldiers came home from war many babies were born and caused a large surplus in the baby population); includes faulty analysis (*McCarthyism*: many innocent people being jailed)
- Includes few relevant facts, examples, or details (*McCarthyism*: Senator Joseph McCarthy; among government officials; accused of being a communist)
- Demonstrates a general plan of organization; includes an introduction that identifies the developments to be discussed and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response provides a general understanding of McCarthyism and merely defines the baby boom.

Anchor Paper – Thematic Essay—Level 1 – B

Since the late 1940's significant political, social, and economic developments had positive and negative effects on the united states and on American society. Many of these developments effect American society today.

One that affects it today is the baby boom, the baby boom is all retiring and collecting there social security and the government isn't sure if they have enough money for them or the generation after. It also affects today by having people fill there jobs that they mastered the last 40 years. Another problem that has an effect today is the nuclear arms race. Back when we were racing to build and everything became a compition against Russia like the moon race and the olpimic's. Everything was a race thats why I think us and Russia still don't get along. As you can see problems from the late 1940's still affect us today.

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

- Minimally develops some aspects of the task for the baby boom and the nuclear arms race
- Is descriptive (*baby boom*: retiring and collecting their Social Security and the government is not sure if they have enough money for them or the generation after; *arms race*: everything became a competition against Russia like the moon race and the Olympics); includes weak analysis (*baby boom*: it also affects today by having people fill their jobs that they mastered the last 40 years)
- Includes no additional relevant facts, examples, or details
- Demonstrates a general plan of organization; includes an introduction that restates the theme and a brief conclusion

Conclusion: Overall, the response fits the criteria for Level 1. The response includes only two statements that are related to the task and has a very limited plan of organization.

America after World War II saw many political, social and economic changes. New technology was being developed. Many social issues were also being addressed. The American culture was changing. These developments had both positive and negative effects on society. Two examples of these developments are the desegregation of schools and the nuclear arms race.

In the early 1900's, African Americans were free from slavery, but they faced a lot of prejudice from Jim Crow laws. The court case Plessy v. Ferguson had established the term "separate but equal". This separation of blacks and whites encouraged racial discrimination and blacks were forced to use poorer facilities than whites. African Americans were still seen as inferior.

One way desegregation occurred was in schools. A famous Supreme court case dealt with this issue, Brown v. the Board of Education. The court ruled that segregated schooling was always unequal and had to stop. This decision showed the realization that segregation was not fair and that an equal education should be allowed for all races. Another example of desegregation after this decision was the Little Rock Nine. Nine black children had to be protected by U.S. soldiers when they went to an all white high school. Desegregation of the school received a lot of protests from white Americans. The perseverance of the nine students changed American History in a positive way. Today, although some high schools are better than others, at least African Americans cannot be kept out just because of their race. In the 1950s, many African Americans like Martin Luther King Jr. and Rosa Parks began to stand up and protest this segregation. Parks refusal to give up her bus seat sparked protests

over segregated public facilities throughout the South.

World War II ended when the U.S. dropped atomic bombs on Japan. During the Cold War, the U.S.S.R. invented a bomb of its own and the arms race between the two countries brought some positive and negative effects in American History. The American competition with Russia helped us achieve great feats in space as the missile technology for weapons helped the manned space program. This helped us get to the moon. But it also brought many dangers. The increase in production of nuclear arms by both sides created many threats to the safety of the American people. Several tense moments in American-Soviet history could have led to the use of these weapons and could have created much devastation across the globe.

One very negative effect of the nuclear arms race was a huge supply of weapons. In the Cuban Missile Crisis, Russia sent some of their missiles to Cuba and pointed them toward America. If Russia made a move and fired these missiles, a nuclear war could have resulted. This was the Cuban Missile Crisis where we blockaded Russian ships and made them back down. It was a close call. Later, programs like SALT I and SALT II tried to reduce the number of nuclear arms on both sides but did not end the tensions from the Cold War.

There are still many nuclear threats. The negative effect of the production of these weapons is that unstable countries could possibly have these weapons. Countries like Iran and North Korea could potentially use nuclear weapons against America and start a new war.

Much of the America we know today came from the developments of this time period. The advancements in technology and equality have made us who we are today. Both the positive and negative effects of society make up our history. God bless America.

Thematic Essay—Practice Paper – B

Since the late 1940s, significant political, social, and economic developments had positive and negative effects on the United States and on American society. Many of these developments continue to affect American society both mentally and politically.

African Americans have had to face racial injustices and discrimination for hundreds of years, dating all the way back to the time of slavery. The Supreme Court cases, lynchings, beatings, verbal, physical, and mental abuses. African Americans have had a tough time gaining their rights and gaining equality. So when the United States began to integrate schools they rejoiced. Of course, white's did not approve of this, so they treated them much more poorly than before, but the African Americans did not respond with violence, they responded with peace.

All of the positives that came out of the integration of schools, benefited the African Americans. Integration was one of the major first steps to equality that they were fighting and yearning for. They started to gain what they deserved; equality. For the first time in American history, millions started to see just how wrong segregation was and how poorly the African Americans were treated. There were, of course, those who still strongly disliked the black race. Integration started to bring the nation together as a whole.

Throughout the course of American History, many historical circumstances and events have served pivotal to the country's manifestation of its self, and true till this day. A variety of events occurred in the 1940's till present-day that has molded the country's social and political status. More specifically, the two events that served as a significant affect on U.S history was the desegregation of schools and the nuclear arms race. Although the results from these events may be known their positive affects on racial equality and the advancement in warfare, many trade-offs have emphasized the negative effects of these developments.

First of, in context of the development of racial equality or Civil rights movement, many black African Americans found it hard to conform into society because racial discrimination made it hard for them to receive well-paying jobs, obtain educational resources, and maintain the personal liberties and right Thomas Jefferson once proclaimed.

Thus, the U.S government had to emphasize their focus on racial discrimination when a school came into conflict with a black student. More specifically, the Brown vs Board of Education was a case that concerned students being denied into a school b/c of their racial complexion. In the end, the student was authorized the right to enter the school, and was escorted by the National Guard. Thus, the Brown-vs-Board of Education served as one of the first and pivotal steps towards racial discrimination, not only in schools, but also for the general public. However, a trade-off from the acts of resolving racial discrimination was the increase opposition to the movement, in particularly by the KKK, and southerners.

Thematic Essay—Practice Paper – C

The nuclear arms race was also significant in the advancement in warfare. However, the concept of creating weapons against humanity obviously expresses some negative effects. The nuclear arms race was most prominent in WWII. Although the Manhattan Project was not in the 1940's, the Cold-war became a significant event in the development of Advance Warfare. After the U.S' bombing of Japan, the desire of creating that amount of fire power inspired many countries, such as Russia, China, etc.

Thus, the nuclear arms race was positive in that it advanced the warfare of America drastically. However, if we fast forward about 60 years or so, then America becomes paranoid about countries like in the middle east, such as Iraq, that may use the development of nuclear arms against neighboring countries, or worse case scenario on the U.S.

Overall, the U.S has experienced many developments from the 1940's till present-day, which has advanced the social rights, political ideals, and warfare. Thus, as good news is always followed by negative news, the U.S has instirred many events indirectly, such as racist groups and nuclear scares, which contains potential to destroy the reputation the country has so desperately tried to create and now maintain.

Since the late 1940s, the United States has made many developments in politics, society, and the economy. These developments have had both positive and negative effects on the society of the United States. Though some of the developments were made over half a century ago, they still affect the lives of the American public every day. One of these developments was the nuclear arms race with the Soviet Union that lasted for many years. Another one of these developments was containment which was a U.S. policy to contain communism in the countries it was already in. Both of these developments had effects on American society.

After World War II, the world was left with two super powers, the capitalistic and democratic United States and the socialist and communist Soviet Union. The differences in the ideals of these two super powers led to the development of the nuclear arms race during the Cold War. After the U.S. had displayed its military dominance by using the atomic bombs on Japan in World War II, the Soviet Union and the U.S. became locked in a vicious cycle to develop bigger and more powerful nuclear weapons. As the Soviet Union built their own nuclear weapons, the people of the U.S. were frightened by the fact that they could be launched into a nuclear war. This was a negative effect of the nuclear arms race on American society because it caused years of widespread fear of nuclear war. This fear gave rise to the designation of fallout shelters in public buildings like schools and the emergency warning systems on radios and televisions. Families even built shelters in their basements hoping this would protect them from deadly radiation. Many people's worst fears seemed to be realized during the Cuban Missile Crisis when the Soviet Union sent ballistic

missiles to Cuba, which was in easy striking distance of U.S. cities. This caused widespread panic as the super powers were on the brink of an all out nuclear war, which was a negative effect on American society. But after the crisis was averted, both countries knew they had to strengthen communication in order to avoid another near disaster.

The U.S. also practiced the foreign policy of containment during the Cold war after World War II. The Cold War grew out of the near total destruction in Europe created by World War II. Containment was a foreign policy development to help countries that were in danger of falling under Communist control. The U.S. swore to keep Democracy alive and protect it's allies against the Soviet Union and it's communist principals. The way the U.S. helped these weaker countries was by providing them with financial and military aid to keep them from falling to communism. Containment was originally limited to Western Europe and was a reaction to Soviet control of Eastern Europe after World War II. We created the Marshall Plan to help economically and NATO to help militarily. This can be seen as both a positive and negative effect of containment because it kept countries from falling like dominoes to communism which was good because it prevented communism from dominating the world. It also cost a lot of money and plunged the U.S. into distant conflicts. Another effect of the policy of containment the United States' involvement in conflicts to fight against communism. Two of these conflicts were the Korean War and the Vietnam War. Both of these wars cost a lot of American lives which was a negative effect on the United States. The U.S. was able to contain communism to North Korea and today, United States troops still protect South Korea. However, containment totally failed in

Thematic Essay—Practice Paper – D

Vietnam because we lost the long and costly war there and it is a unified communist nation today.

Since the late 1940s, the U.S. has made many developments on politics, society, and the economy. Two of these developments were the nuclear arms race and the foreign policy of containment. Both of these developments had positive and negative effects on the United States.

After World War II ended, though it would seem that the world was now at peace, the political tensions between the capitalist United States and the communist Soviet Union would give rise to turbulent social and political movements within the United States. The surging of McCarthyism and the nuclear arms race are two of those movements that had profoundly affected the U.S. both detrimentally and beneficially, and had a legacy that lasts till today.

McCarthyism, coined in criticism of Senator Joseph McCarthy, refers to the elimination of political dissent through accusations of treason and espionage. It had roots that could be traced back to before the World War II when the progressives were striving to reform labor laws and women's rights. They were seen by the old conservatives to be socialist; for instance, Franklin Roosevelt's New Deal program was considered to be dangerously socialist. The ever-present anti-communist sentiment was muted during the war however, due to the U.S. alliance with the USSR. As soon as the war ended and the U.S.-USSR hostility intensified, the anti-communist fear and resentment broke out worse than ever, and McCarthy's well-timed anti-communist campaign took over America both socially and politically. Politicians, writers, government workers and entertainers were scrutinized for any communist background, and many were suspected of being Soviet spies and communists. McCarthy himself accused Hollywood of being a communist propaganda factory and claimed Soviet infiltration of American government, leading to widespread distrust and irrational fear. Thousands were persecuted: some lost their jobs, some imprisoned and others executed. It had a profound impact on the U.S. however, as many started to condemn the McCarthy era violation

of the freedom of expression given to Americans in the First Amendment, as well as the political scheme of discrediting one's opponents through proofless accusations. Writer Arthur Miller, who was also a victim of McCarthyism, later penned the play *The Crucible* reflecting that the practice of McCarthyism could take place anywhere or anytime. Although McCarthyism wrecked havoc on the political scene, it had its virtues. Later, people became more aware of possible practice of McCarthyism by politicians and sought measures to prevent future occurrences.

The arms race, also developed following the World War II, as a result of heightened tension between the U.S and U.S.S.R, as both parties sought military advancement both technologically and strategically over one other. The United States spending on military programs, specifically missiles skyrocketed as a result of the Cold War, since both the U.S. and the Soviet Union managed to place strategic missile bases around the world, especially in Cuba and Turkey.

Consequently, proxy wars broke out in several countries between the Soviet-supported communist armies and usually U.S.-supported local governments, examples including the Korean War and Vietnam War in both of which U.S. had invested tremendous amount of human and economic resources and had not succeeded in driving out the communists. The arms race slowed down when the U.S.S.R was replaced by Russia. The arms race strengthened the anti-communist and world-police mind set of the U.S., strained U.S. post war economy, and caused domestic turmoil within the U.S. However, the competition made U.S. strive to be at the technological front of the world, officially establishing U.S. as the world superpower.

Both the McCarthy Period and the Arms Race took place during the Cold War and had long-lasting effects on U.S. society, economy and politics. They not only provided examples of mistakes future generation could learn from, but also left a legacy for years to come. Mistakes aren't always bad, especially when being looked at from the grand scale of history.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task in little depth for the desegregation of schools and the nuclear arms race
- Is more descriptive than analytical (*desegregation*: in the early 1900s, African Americans were free from slavery but they faced a lot of prejudice from Jim Crow laws; separation of blacks and whites encouraged racial discrimination and blacks were forced to use poorer facilities than whites; court ruled that segregated schooling was always unequal; decision showed the realization that segregation was not fair and that an equal education should be allowed for all races; nine black children had to be protected by United States soldiers when they went to an all-white high school; received a lot of protests from white Americans; today, although some high schools are better than others, at least African Americans cannot be kept out just because of their race; Parks refusal to give up her bus seat sparked protests over segregated public facilities throughout the South; *arms race*: World War II ended when the United States dropped atomic bombs on Japan; helped us achieve great feats in space; missile technology for weapons helped the manned space program; it also brought many dangers; this was the Cuban missile crisis where we blockaded Russian ships and made them back down; negative effect of the production of these weapons is that unstable countries could possibly have these weapons)
- Includes some relevant facts, examples, and details (*desegregation*: *Plessy v. Ferguson*; “separate but equal”; *Brown v. Board of Education*; Little Rock Nine; Martin Luther King Jr.; *arms race*: Cold War; USSR invented a bomb of its own; SALT I and SALT II; Iran; North Korea)
- Demonstrates a satisfactory plan of organization; includes an introduction that restates the theme and a conclusion that states advancements in technology and equality have shaped our nation today

Conclusion: Overall, the response fits the criteria for Level 3. The response includes some important observations regarding the desegregation of schools and the nuclear arms race, but lacks the analysis and depth of a higher level paper.

Practice Paper B—Score Level 1

The response:

- Minimally develops some aspects of the task for the desegregation of schools
- Is descriptive (*desegregation*: African Americans have had to face racial injustices and discrimination for hundreds of years, dating all the way back to the time of slavery; when the United States began to integrate schools they rejoiced; whites did not approve of this, so they treated them much more poorly than before; integration was one of the major first steps to equality)
- Includes few relevant facts, examples, or details (*desegregation*: lynching; beatings; verbal, physical, and mental abuses)
- 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. Only one development is discussed, using general statements without supporting information.

Practice Paper C—Score Level 2

The response:

- Minimally develops all aspects of the task for the desegregation of schools and the nuclear arms race
- Is primarily descriptive (*desegregation*: racial discrimination made it hard for them to receive well-paying jobs, obtain educational resources, and maintain the personal liberties and rights Thomas Jefferson once proclaimed; student was authorized the right to enter the school; trade-off from the acts of resolving racial discrimination was the increased opposition to the movement; *arms race*: also significant in the advancement in warfare; after the United States bombing of Japan, the desire for creating that amount of firepower inspired many countries; America became paranoid about countries like in the Middle East, such as Iraq, that may use the development of nuclear arms against neighboring countries, or worst-case scenario on the United States); includes faulty, weak analysis (*desegregation*: escorted by the National Guard; first and pivotal steps towards racial discrimination; *arms race*: the nuclear arms race was most prominent in World War II)
- Includes few relevant facts, examples, and details (*desegregation*: civil rights movement; racial complexion; Ku Klux Klan and Southerners; *arms race*: Cold War; Russia; China); includes an inaccuracy (*arms race*: the Manhattan Project was not in the 1940s)
- Demonstrates a general plan of organization; includes an introduction that states the developments are known for their positive effects but both had negative trade-offs that affected the reputation of the country and a conclusion that is weakened by faulty analysis and a lack of clarity

Conclusion: Overall, the response fits the criteria for Level 2. The response demonstrates some general knowledge of the desegregation of schools and the nuclear arms race but imprecise wording and faulty reasoning interfere with clear development of the task.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task for the nuclear arms race and containment
- Is both descriptive and analytical (*arms race*: differences in the ideals of these two superpowers led to the development of the nuclear arms race during the Cold War; United States had displayed its military dominance by using the atomic bombs on Japan in World War II; families even built shelters in their basements, hoping this would protect them from deadly radiation; many peoples' worst fears seemed to be realized during the Cuban missile crisis when the Soviet Union sent ballistic missiles to Cuba, which was in easy striking distance of United States cities; after the crisis was averted, both countries knew they had to strengthen communication in order to avoid another near disaster; *containment*: Cold War grew out of the near total destruction in Europe created by World War II; foreign policy development to help countries that were in danger of falling under communist control; the way the United States helped these weaker countries was by providing them with financial and military aid; originally limited to Western Europe and was a reaction to Soviet control of Eastern Europe after World War II; cost a lot of money and plunged the United States into distant conflicts; able to contain communism to North Korea and today United States troops still protect South Korea; failed in Vietnam because we lost the long and costly war there and it is a unified communist nation today)
- Supports the theme with relevant facts, examples, and details (*arms race*: capitalist and democratic United States; socialistic and communist Soviet Union; vicious cycle; years of widespread fear; emergency warning systems; *containment*: Marshall Plan; NATO; falling like dominoes; Korean War; Vietnam War; cost a lot of American lives)
- Demonstrates a logical and clear plan of organization; includes an introduction and conclusion that are little more than a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. The discussion of the historical circumstances, while accurate for both the nuclear arms race and containment, could be strengthened with additional facts and details. The effects of the developments are more fully explored.

Practice Paper E— Score Level 3

The response:

- Develops most aspects of the task in some depth for McCarthyism and in little depth for the nuclear arms race
- Is both descriptive and analytical (*McCarthyism*: refers to the elimination of political dissent through accusations of treason and espionage; roots that could be traced back to before World War II when the progressives were striving to reform labor laws and women's rights; Franklin Roosevelt's New Deal program was considered to be dangerously socialist; as soon as the war ended and the United States-USSR hostility intensified, the anti-communist fear and resentment broke out worse than ever; thousands were persecuted: some lost their jobs, some imprisoned, and others executed; many started to condemn the McCarthy-era violation of the freedom of expression given to Americans in the first amendment; penned the play *The Crucible*, reflecting that the practice of McCarthyism could take place anywhere or anytime; *arms race*: a result of heightened tension between the United States and USSR, as both parties sought military advancement both technologically and strategically; spending on military programs, specifically missiles, skyrocketed as a result of the Cold War; proxy wars broke out in several countries between the Soviet-supported communist armies and usually United States-supported local governments; slowed down when the USSR was replaced by Russia; strengthened the anti-communist and world-police mindset of the United States); includes faulty analysis (*arms race*: Soviet Union managed to place strategic missile bases around the world, especially in Cuba)
- Includes some relevant facts, examples, and details (*McCarthyism*: Senator Joseph McCarthy; politicians, writers, government workers, and entertainers; accused Hollywood of being a communist propaganda factory; Arthur Miller; *arms race*: Korean War; Vietnam War; strained post-war economy; world superpower)
- Demonstrates a satisfactory plan of organization; includes an introduction and conclusion that connect the developments to political tensions between the United States and the USSR during the Cold War

Conclusion: Overall, the response fits the criteria for Level 3. The response develops most aspects of the task but does so unevenly as McCarthyism is more fully developed. Good analysis helps make this a solid Level 3 response.

United States History and Government Specifications June 2017

Part I Multiple-Choice Questions by Standard

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

Parts II and III by Theme and Standard

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

Notes:

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

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

The *Chart for Determining the Final Examination Score for the June 2017 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.