

This document contains the answer keys, rubrics, and scoring notes for items on the U.S. History Practice Test. Refer to the [Practice Test Library](#) for additional resources, including the [Social Studies Practice Test Guidance](#), which provides general supports and cautions in using the practice test. For additional help in scoring constructed- and extended-response items, refer to the presentation and materials for [Social Studies 101](#).

Session	Set	Sequence	Item Type	Key(s)	Alignment
1	Americanization and Assimilation	1	MC	B	US.2.1 Evaluate the social, political, and economic antagonism that occurred between ethnic and cultural groups as a result of westward expansion
		2	MC	C	US.2.1 Evaluate the social, political, and economic antagonism that occurred between ethnic and cultural groups as a result of westward expansion
		3	MC	B	US.2.5 Illustrate the phases, geographic origins, and motivations behind mass immigration and explains how these factors accelerated urbanization
		4	MC	A	US.2.8 Identify the goals of Progressivism; describe the influence of the muckrakers, political leaders, and intellectuals; and evaluate the movement's successes and failures
		5	TEI	see TEI key	US.2.1 Evaluate the social, political, and economic antagonism that occurred between ethnic and cultural groups as a result of westward expansion US.2.6 Describe the challenges associated with immigration, urbanization, and rapid industrialization and evaluate the government's response
1	Theodore Roosevelt and U.S. Foreign Policy	6	MC	D	US.3.1 Analyze the causes of U.S. imperialistic policies and describe both the immediate and long-term consequences upon newly acquired territories
		7	MC	C	US.3.1 Analyze the causes of U.S. imperialistic policies and describe both the immediate and long-term consequences upon newly acquired territories
		8	MC	B	US.3.2 Describe the influence of U.S. imperialistic foreign policies upon Latin America and the Pacific region
		9	MC	B	US.3.1 Analyze the causes of U.S. imperialistic policies and describe both the immediate and long-term consequences upon newly acquired territories
		10	MS	C, E, G	US.3.1 Analyze the causes of U.S. imperialistic policies and describe both the immediate and long-term consequences upon newly acquired territories
		11	TEI	see TEI key	US.3.2 Describe the influence of U.S. imperialistic foreign policies upon Latin America and the Pacific region

Session	Set	Sequence	Item Type	Key(s)	Alignment
1	The European Theater during World War II	12	MC	B	US.4.6 Examine the causes of World War II and explain the reasons for U.S. entry into the war
		13	MS	D, E	US.4.8 Examine the role of minority groups, including women, on the home front and in the military and describe how it changed their status in society
		14	MS	A, E	US.4.9 Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war
		15	MC	C	US.4.10 Describe how key political and military leaders affected the outcome of World War II and led to the beginning of the Cold War
		16	TEI	see TEI key	US.4.6 Examine the causes of World War II and explain the reasons for U.S. entry into the war US.4.9 Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war
		17	CR	see rubric	US.4.9 Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war US.4.7 Explain how the U.S. government financed World War II, managed the economy, and encouraged public support for the war effort
1	U.S. and Israel	18	MC	B	US.6.3 Trace the evolution of United States relationships with Middle East countries and explain how these interactions have defined our image in the region
		19	MC	A	US.6.3 Trace the evolution of United States relationships with Middle East countries and explain how these interactions have defined our image in the region
		20	MC	D	US.6.3 Trace the evolution of United States relationships with Middle East countries and explain how these interactions have defined our image in the region
		21	TEI	see TEI key	US.6.3 Trace the evolution of United States relationships with Middle East countries and explain how these interactions have defined our image in the region US. 5.2 Cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions

Session	Set	Sequence	Item Type	Key(s)	Alignment
1	Standalone Items	22	MC	C	US.2.4 Examine the effect of the government's laissez-faire policy, innovations in technology and transportation, and changes in business organization that led to the growth of an industrial economy
		23	MC	A	US.3.3 Describe the root causes of World War I and evaluate the reasons for U.S. entry into the war
		24	MC	D	US.4.2 Examine the economic policies, attacks on civil liberties, and the presidential administrations of the 1920s and explain how each reflected a return to isolationism
		25	MC	B	US.4.5 Classify the key New Deal programs according to Relief, Recovery, and Reform programs and describe their impact on the social, economic, and political structure of the United States
		26	MS	B, E	US.5.4 Describe the role and importance of the civil rights movement in the expansion of opportunities for African Americans in the United States
		27	MC	A	US.6.2 Describe advances in medicine, technology, and the media during the modern era and explain how these advances have altered society
2	American Society and Culture in the 1920s	28	MC	B	US.4.1 Use examples to show how population shifts, artistic movements, Prohibition, and the women's movement of the Roaring Twenties were a reflection of and a reaction to changes in American society
		29	MC	C	US.4.1 Use examples to show how population shifts, artistic movements, Prohibition, and the women's movement of the Roaring Twenties were a reflection of and a reaction to changes in American society
		30	MS	C, E	US.4.3 Describe the impact of major technological innovations and scientific theories of the 1920s on American society
		31	MC	D	US.4.1 Use examples to show how population shifts, artistic movements, Prohibition, and the women's movement of the Roaring Twenties were a reflection of and a reaction to changes in American society
		32	TEI	see TEI key	US.4.1 Use examples to show how population shifts, artistic movements, Prohibition, and the women's movement of the Roaring Twenties were a reflection of and a reaction to changes in American society US.4.3 Describe the impact of major technological innovations and scientific theories of the 1920s on American society

Session	Set	Sequence	Item Type	Key(s)	Alignment
2	U.S. Foreign Policy in Asia	33	MC	D	US.3.1 Analyze the causes of U.S. imperialistic policies and describe both the immediate and long-term consequences upon newly acquired territories US.3.2 Describe the influence of U.S. imperialistic foreign policies upon Latin America and the Pacific region
		34	MC	B	US.3.1 Analyze the causes of U.S. imperialistic policies and describe both the immediate and long-term consequences upon newly acquired territories
		35	MC	D	US.4.9 Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war
		36	MC	D	US.5.2 Cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions
		37	ER	see rubric	US.3.1 Analyze the causes of U.S. imperialistic policies and describe both the immediate and long-term consequences upon newly acquired territories US.4.6 Examine the causes of World War II and explain the reasons for U.S. entry into the war US.5.2 Cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions
3	The Western Frontier	38	MC	A	US.2.2 Describe the economic changes that came about on the western frontier as a result of the expansion of the railroad, cattle kingdoms, and farming
		39	MS	B, D	US.2.3 Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement
		40	MC	B	US.2.3 Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement
		41	MC	A	US.2.3 Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement US.2.7 Examine the social, political, and economic struggles of a growing labor force that resulted in the formation of labor unions and evaluate their attempts to improve working conditions
		42	TEI	see TEI key	US.2.2 Describe the economic changes that came about on the western frontier as a result of the expansion of the railroad, cattle kingdoms, and farming

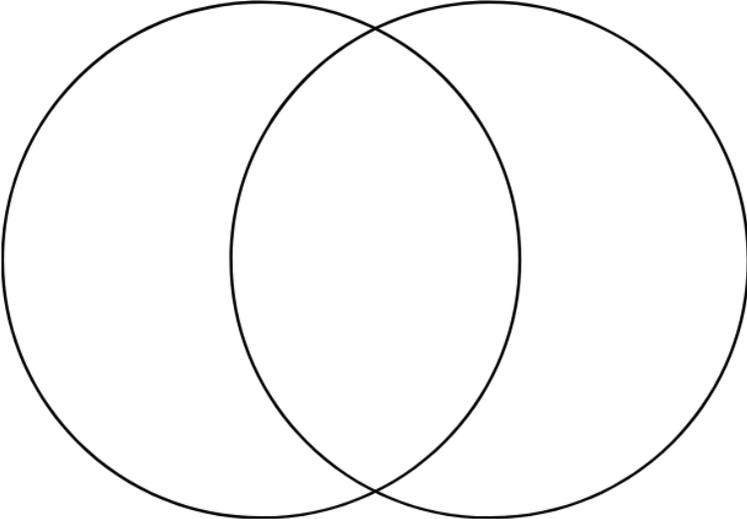
Session	Set	Sequence	Item Type	Key(s)	Alignment
3	Containment and the Cold War	43	MC	B	US.5.1 Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism
		44	MC	A	US.5.1 Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism
		45	MC	D	US.5.2 Cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions
		46	MS	C, E	US.5.1 Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism
		47	TEI	see TEI key	US.5.1 Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism
		48	CR	see rubric	US.5.1 Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism US.5.2 Cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions
3	Standalone Items	49	MC	C	US.3.5 Analyze how key military leaders, innovations in military technology, and major events affected the outcome of WWI
		50	MC	B	US.4.4 Examine the causes of the Great Depression and its effects on the American people and evaluate how the Hoover administration responded to this crisis
		51	MC	D	US.6.5 Identify landmark Supreme Court decisions from the Warren Court to the present, categorize the ideology of the decisions, and assess the impact on political and social institutions
		52	MC	B	US.5.5 Explain how the leaders' personalities, events, and policies of the 1980s combined to bring about an end to the Cold War
		53	MC	C	US.6.4 Describe events that changed American people's perceptions of government over time

Session 1 Item 5

Native Americans and new European immigrants experienced similar and different effects of assimilation into American society.

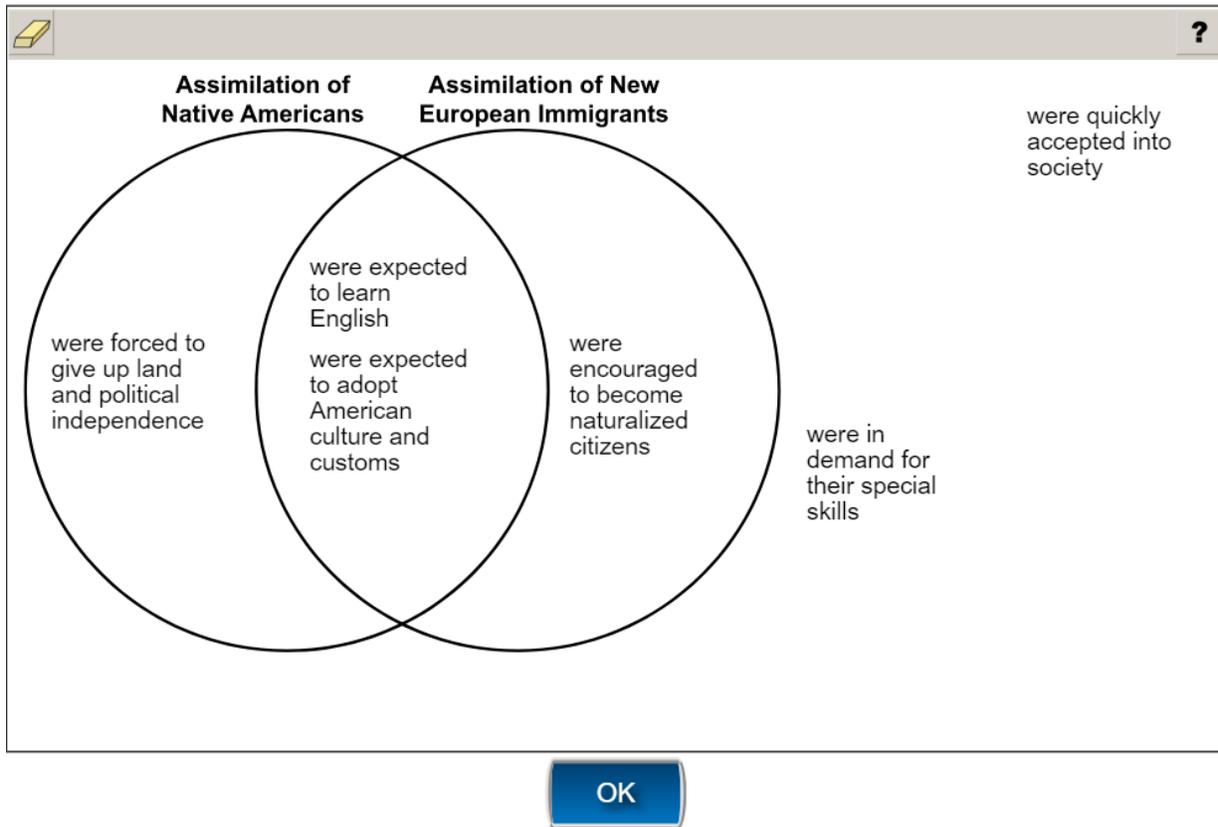
Drag and drop **one** correct phrase describing the effects of assimilation experienced by each group and **two** correct phrases describing the effects of assimilation experienced by both groups into the correct sections of the Venn diagram.


?

Assimilation of Native Americans	Assimilation of New European Immigrants
	<p>were expected to learn English</p> <p>were quickly accepted into society</p> <p>were expected to adopt American culture and customs</p> <p>were encouraged to become naturalized citizens</p> <p>were in demand for their special skills</p> <p>were forced to give up land and political independence</p>

OK

Scoring for Session 1 Item 5



Two points = four phrases in the correct sections

One point = three or two phrases in the correct sections

Zero points = one or zero phrases in the correct section

Session 1 Item 11

Seven phrases are outlined in the excerpt from the Roosevelt Corollary. From these phrases, select the **four** correct phrases that **best** reflect U.S. justifications for military involvement in Latin America.

Excerpt from “The Roosevelt Corollary to the Monroe Doctrine” (1904)

The steady aim of this Nation . . . should be to strive to bring ever nearer the day when there shall prevail throughout the world the peace of justice. . . .

If the great civilized nations of the present day should completely disarm, the result would mean an immediate recrudescence¹ of barbarism² in one form or another. . . . [A] sufficient armament would have to be kept up to serve the purposes of international police . . . a nation desirous both of securing respect for itself and of doing good to others must have a force adequate for the work . . .

It is not true that the United States feels any land hunger or entertains any projects as regards the other nations of the Western Hemisphere save such as are for their welfare. All that this country desires is to see the neighboring countries stable, orderly, and prosperous. Any country whose people conduct themselves well can count upon our hearty friendship. If a nation shows that it knows how to act with reasonable efficiency and decency in social and political matters, if it keeps order and pays its obligations, it need fear no interference from the United States. Chronic³ wrongdoing . . . [may] ultimately require intervention by some civilized nation, and in the Western Hemisphere the adherence of the United States to the Monroe Doctrine may force the United States, however reluctantly, . . . to the exercise of an international police power. . . . Our interests and those of our southern neighbors are in reality identical. They have great natural riches, and if within their borders the reign of law and justice obtains, prosperity is sure to come to them. . . . We would interfere with them only in the last resort, and then only if it became evident that their inability or unwillingness to do justice . . . had violated the rights of the United States or had invited foreign aggression to the detriment⁴ of the entire body of American nations. . . .

In asserting the Monroe Doctrine, in taking such steps as we have taken in regard to Cuba, Venezuela, and Panama, and in endeavoring . . . to secure the open door in China, we have acted in our own interest as well as in the interest of humanity . . .

¹**recrudescence**: revival

²**barbarism**: cruelty

³**chronic**: constant

⁴**detriment**: harm

Scoring for Session 1 Item 11

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¹**recrudescence**: revival

²**barbarism**: cruelty

³**chronic**: constant

⁴**detriment**: harm

Two points = four phrases correctly selected

One point = three or two phrases correctly selected

Zero points = one or zero phrases correctly selected

Session 1 Item 16

Drag and drop **two** correct causes of U.S. involvement in World War II and **two** correct effects of World War II into the columns of the chart.


?

Causes of U.S. Involvement in World War II	Effects of World War II

The United States learns of a secret alliance between Japan and the Soviet Union.

The United States becomes the leading military and economic power in the world.

The United States wants to defend democracy from fascism and militarism.

The United States acquires new territorial possessions.

The United States abandons isolationism and adopts a policy of internationalism.

The United States suffers from a devastating economic depression.

The United States is attacked by Japan at Pearl Harbor.

OK

Scoring for Session 1 Item 16

Causes of U.S. Involvement in World War II	Effects of World War II
The United States is attacked by Japan at Pearl Harbor.	The United States abandons isolationism and adopts a policy of internationalism.
The United States wants to defend democracy from fascism and militarism.	The United States becomes the leading military and economic power in the world.
<p>The United States learns of a secret alliance between Japan and the Soviet Union.</p> <p>The United States suffers from a devastating economic depression.</p> <p>The United States acquires new territorial possessions.</p>	

OK

Two points = four statements in the correct columns
 One point = three or two statements in the correct columns
 Zero points = one or zero statements in the correct column

Scoring for Session 1 Item 17

Using the sources and your knowledge of U.S. history, explain **two** different ways in which the United States contributed to the success of the Allies in the European Theater during World War II.

Scoring Information	
Score Points	Description
2	Student's response correctly explains two different ways in which the United States contributed to the success of the Allies in the European Theater during World War II.
1	Student's response correctly explains one way in which the United States contributed to the success of the Allies in the European Theater during World War II.
0	Student's response does not correctly explain ways in which the United States contributed to the success of the Allies in the European Theater during World War II. OR Student's response is blank, irrelevant, or too brief to evaluate.

Scoring Notes

Ways in which the United States contributed to the success of the Allies in the European Theater during World War II include:

- Congress passed legislation that allowed the Allied Powers to resist acts of aggression by the Axis Powers. After the start of World War II, the United States passed the Neutrality Act of 1939, which permitted the trading of arms on a cash-and-carry basis. In 1940, the United States made the Destroyers for Bases Agreement with Great Britain, transferring U.S. warships to the Royal Navy in exchange for military bases. In 1941, Congress passed the Lend-Lease Act, allowing the United States to loan weapons and supplies to countries, including Great Britain and later the Soviet Union.
- The United States reorganized its economy for war production and manufactured thousands of planes, tanks, ships, and other military equipment that were used to fight the war. The United States became “the arsenal of democracy” and loaned vast quantities of weapons and supplies to its allies, including Great Britain and the Soviet Union. These weapons and supplies were crucial in the fight against the Axis Powers on both the Western Front and the Eastern Front.
- The U.S. government encouraged the American people to directly participate in the war effort by enlisting in the military or by helping on the home front by planting victory gardens, rationing, or buying war bonds.
- American military leaders developed strategies that were critical to defeating the Axis Powers in the European Theater. The United States carried out bombing campaigns designed to destroy Germany’s ability to continue producing supplies and weapons for its armies.
- Presidents Franklin D. Roosevelt and Harry S. Truman, the U.S. Congress, and other U.S. government leaders managed the American war effort and supported resolutions, such as the Yalta agreements, that made victory possible. These leaders also negotiated with Great Britain and the Soviet Union to develop strategies to defeat Germany.

Accept other reasonable responses.

Student Responses for Session 1 Item 17

Using the sources and your knowledge of U.S. history, explain **two** different ways in which the United States contributed to the success of the Allies in the European Theater during World War II.

Response 1

The U.S. contributed to the success of the Allies in the European Theater during World War 2, by helping to open the western front against the Axis powers. This caused the Axis Powers to split up their military forces, fight in two different locations, and divide there attetion between two major powers. While the Axis Powers fought the U.S. and Britain in the western front they where also fighting the Soviet Union in the eastern front.

Another way the U.S. contributed to the success of the allies was the mass production of technology, weapons, and war support items by the U.S. factories. This gave U.S. allies more supplies and a military and technological advantage that helped to secure victory. While the men were away fighting in the war the women took factory jobs. The U.S. also had the states ration any food, steel, and other supplies to help out the soldiers.

Score: 2

The response earns a score of 2. It fully and accurately explains two different ways in which the United States contributed to the success of the Allies in the European Theater during World War II: “by helping to open the western front against the Axis powers. This caused the Axis Powers to split up their military forces, fight in two different locations, and divide there attetion between two major powers.” and “the mass production of technology, weapons, and war support items by the U.S. factories. This gave U.S. allies more supplies and a military and technological advantage that helped to secure victory.” The student uses his/her content knowledge along with information gleaned from the sources throughout the response.

Response 2

The United States didn't official join the war immediately when it started. The U.S. did, however, supplied the Allied Powers with guns, explosives, bullets, etc. This became very important during the war as many of the warring countries were in no shape to keep up with production demands. Great Britain was in shambles and France was losing hold over its battlefront. The U.S. joined the war later on when Pearl Harbor was bombed by the Japanese. When the U.S. did join in they added alot of man power and were able to give help to Western Europe's tired men with the U.S.'s freshly trained soldiers. Also they helped plan attacks during WW2 one such as D-day.

Score: 2

The response earns a score of 2. It completely and correctly explains two different ways in which the United States contributed to the success of the Allies in the European Theater during World War II: “The U.S. . . . supplied the Allied Powers with guns, explosives, bullets, etc. This became very important during the war as many of the warring countries were in no shape to keep up with production demands.” and “the U.S. . . . added alot of man power and were able to give help to Western Europe's tired men with the U.S.'s freshly trained soldiers.”

Response 3

Two different ways the United States helped contribute to the success of the Allies in the war was by providing weapons to the Allies. Second was by joining the war.

In source 1, it shows that they passed The Neutrality Act of 1939, allowing arms trade with Great Britian and France on a cash-and-carry which means as long as it's allies have cash and own transportation they can get weapons from America. Also America changed that law and made the Lend-Lease Act in 1941 which allowed the allies to purchase weapons without having own transportation and cash at the moment.

Score: 1

The response earns a score of 1. It offers a full and accurate explanation of one way in which the United States contributed to the success of the Allies in the European Theater during World War II: “by providing weapons to the Allies” through the Neutrality Act of 1939 and the Lend Lease Act of 1941. Although the response relies on Source 1, the student shows an understanding of the content by summarizing the information in his/her own words: “which means as long as it’s allies have cash and own transportation they can get weapons from America” and “which allowed the allies to purchase weapons without having own transportation and cash at the moment.” While the response identifies a second contribution the United States,—“by joining the war”— it does not explain that contribution.

Response 4

The U.S. contributed to the success of the Allies in the European Theater in World War II on D-Day, in which the United States sent troops to Normandy Beach to fight with the Allies against German troops. The United States soldiers arrived there using parachutes and boats. They attacked German troops from behind by arriving with parachutes and fought them head on by arriving on boats. The United States and the Allies won and this is technically when the Nazi's lose, but they do not surrender until later on.

Score: 1

The response earns a score of 1. It gives a complete and correct explanation of one way in which the United States contributed to the success of the Allies in the European Theater during World War II: “[T]he United States sent troops to Normandy Beach to fight with the Allies against German troops. . . . They attacked German troops from behind by arriving with parachutes and fought them head on by arriving on boats.”

Response 5

- 1.) U.S. Congress passed the Neutality Act of 1937, outlawing the sale of weapons to nations at war.
- 2.) U.S. Congress passed the Neutrality Act of 1939, allowing for arms of trade on a cash and carry basis.

Score: 0

The response earns a score of 0. It lists two different acts passed by the United States, but it does not clearly address the prompt or explain how these acts contributed to the success of the Allies during World War II. Additionally, the response is almost entirely copied text from Source 1 and offers no details in the student’s own words that show his/her understanding of the topic.

Response 6

Propaganda was a success of the allies in the European Theater during World War II because of women. Women didnt have any rights to vote, fight in the wars, etc. One lady stopped it all. She made it to where women and men had equal rights. Now women can vote and fight in war.

Another success was "order day." In company with our brave Allies and brothers-in-arms on other fronts, you will bring about the destruction of the German war machine, the elimination of Nazi tyranny over the oppressed peoples of europe, and security for ourselves in a free world." People invade their privacy, united states went to war and they got what they wanted.

Score: 0

The response earns a score of 0. It attempts to address the prompt and to support ideas with evidence from the sources, but the response consists of inaccurate information and flawed understandings of the ways in which the United States contributed to the success of the Allies in the European Theater during World War II.

Session 1 Item 21

U.S. support for Israel had significant effects on U.S. relations with countries in the Middle East.

Drag and drop the **four** correct events into the flow chart in chronological order from earliest to most recent to show the effects of U.S. support for Israel on U.S. relations with countries in the Middle East.

?

<p>The State of Israel is established in 1948, and conflict immediately begins between Israel and Arab countries.</p> <p style="text-align: center;">↓</p>	
<p style="text-align: center;">↓</p>	U.S. support for Israel causes direct military conflict between the United States and the Soviet Union.
<p style="text-align: center;">↓</p>	The United States wants to block Soviet influence and encourage the development of democracy in the Middle East.
<p style="text-align: center;">↓</p>	U.S. support for Israel contributes to tension between the United States and other Middle Eastern countries.
<p style="text-align: center;">↓</p>	The United States strengthens its support for Israel, viewing the country as an important strategic ally in the Middle East.
<p style="text-align: center;">↓</p>	Arab countries in the Middle East accept military and economic aid from the Soviet Union.
<p style="text-align: center;">↓</p>	Arab countries in the Middle East sign trade agreements with Israel to improve relations in the region.

OK

Session 2 Item 32

Many factors contributed to changes in American society and culture during the 1920s.

Drag and drop the **two** correct factors that contributed to change and the **two** correct changes in American society and culture into the chart.


?

Contributing Factor	Change in American Society and Culture
Women achieve suffrage and experience fewer social restrictions.	
	Appreciation for African American artists increases.
	Consumer culture expands as goods become more affordable.
The Eighteenth Amendment prohibits the manufacture, sale, and transportation of alcohol.	
The image of the young, independent woman emerges. Discrimination against African Americans declines in the South. Prices of consumer goods rise dramatically. State revenues increase from sales taxes raised from restaurants.	Automobiles are produced using the mechanized assembly line and purchased with installment plans. Women increase their power in politics and government. Jazz becomes a popular form of music. Organized crime and illegal activity increase dramatically.

OK

Scoring for Session 2 Item 32

?	
Contributing Factor	Change in American Society and Culture
Women achieve suffrage and experience fewer social restrictions.	The image of the young, independent woman emerges.
Jazz becomes a popular form of music.	Appreciation for African American artists increases.
Automobiles are produced using the mechanized assembly line and purchased with installment plans.	Consumer culture expands as goods become more affordable.
The Eighteenth Amendment prohibits the manufacture, sale, and transportation of alcohol.	Organized crime and illegal activity increase dramatically.
Discrimination against African Americans declines in the South.	Women increase their power in politics and government.
Prices of consumer goods rise dramatically.	
State revenues increase from sales taxes raised from restaurants.	



Two points = four statements in the correct positions
 One point = three or two statements in the correct positions
 Zero points = one or zero statements in the correct position

Scoring for Session 2 Item 37

Based on the sources and your knowledge of U.S. history, evaluate whether the United States was justified in its involvement in Asia during the late nineteenth century and the twentieth century.

As you write, follow the directions below.

- Address all parts of the prompt.
- Include information and examples from your own knowledge of U.S. history.
- Use evidence from the sources to support your response.

Scoring

The response should be scored **holistically** on its adherence to two dimensions: Content and Claims. Each response should be given the score that corresponds to the set of bulleted descriptors that **best** describes the response.

Dimension: Claims	
Score	Description
4	The student's response: <ul style="list-style-type: none"> • Develops a valid claim that effectively expresses a solid understanding of the topic; • Thoroughly supports the claim with well-chosen evidence from the sources; • Provides a logically organized, cohesive, and in-depth explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
3	The student's response: <ul style="list-style-type: none"> • Develops a relevant claim that expresses a general understanding of the topic; • Supports the claim with sufficient evidence from the sources; • Provides an organized explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
2	The student's response: <ul style="list-style-type: none"> • Presents a claim that expresses a basic understanding of the topic; • Includes limited support for the claim by using some evidence from the sources; • Provides a weak explanation of the connections, patterns, and trends among ideas, people, events, and/or contexts within or across time and place.
1	The student's response: <ul style="list-style-type: none"> • Presents a claim with little or no evidence from the sources; • Provides a vague, unclear, or illogical explanation of the connections among ideas, people, events, and/or contexts within or across time and place.
0	The student's response is blank, incorrect, too brief to evaluate, or lacks a claim that addresses the prompt.

Dimension: Content	
Score	Description
4	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects thorough knowledge of U.S. justification for its involvement in Asia during the late nineteenth century and the twentieth century by incorporating ample, focused factual information from prior knowledge and the sources; • Contains accurate understandings with no errors significant enough to detract from the overall content of the response; • Fully addresses all parts of the prompt.
3	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects general knowledge of U.S. justification for its involvement in Asia during the late nineteenth century and the twentieth century by incorporating adequate factual information from prior knowledge and the sources; • Contains mostly accurate understandings with minimal errors that do not substantially detract from the overall content of the response; • Addresses all parts of the prompt.
2	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects limited knowledge of U.S. justification for its involvement in Asia during the late nineteenth century and the twentieth century by incorporating some factual information from prior knowledge and the sources; • Contains some accurate understandings with a few errors that detract from the overall content of the response; • Addresses part of the prompt.
1	<p>The student's response:</p> <ul style="list-style-type: none"> • Reflects minimal knowledge of U.S. justification for its involvement in Asia during the late nineteenth century and the twentieth century by incorporating little or no factual information from prior knowledge and the sources; • Contains few accurate understandings with several errors that detract from the overall content of the response; • Minimally addresses part of the prompt.
0	The student's response is blank, incorrect, or does not address the prompt.

Characteristics of a Strong Response

A strong response is logically organized into several paragraphs. Any errors in spelling, punctuation, grammar, or capitalization do not interfere with the ability of the reader to understand the ideas presented.

A strong response may develop one or more lines of reasoning to support the claim. Here are some examples.

- The United States was justified in its involvement in Asia for economic reasons. Access to markets, raw materials, and resources in Asia was essential for the continued economic growth and development of the United States in the late nineteenth century. At a time when European countries had already colonized many parts of the world, the United States needed to look beyond its borders in order to be competitive. With its large population, China was a valuable market for U.S. businesses; however, European powers tried to divide China into economic spheres of influence. As a result, the United States issued the Open Door Policy and declared that all countries should have equal trading privileges with China. Asia also had valuable raw materials that were unavailable in the United States. U.S. businesses invested in the Philippines and in Southeast Asia to get access to rubber and other raw materials. These resources played an important role during World War II as Japan engaged in aggressive expansion in the region. After World War II, Asia continued to be an important economic market for the United States. The United States remained in Asia to help rebuild the economies of postwar Japan and South Korea and established new trade relationships in the region. These partnerships were important to American business interests, providing outlets for the sale of goods. In the 1970s, during the height of the Cold War, the United States succeeded in improving relations with communist China, which allowed the countries to reestablish trade relations.
- The United States had valid military interests in Asia, which justified U.S. involvement in the region. The United States acquired Hawaii as well as the Philippines by the end of the nineteenth century. It was essential to national security for the United States to maintain a presence in the region, so that rising Asian and European powers could not gain a strategic advantage over the United States and threaten the American Pacific Coast. In the 1930s, Japan pursued a policy of military aggression and imperialism in Asia. The United States responded by restricting Japan's access to certain resources in order to protect U.S. interests and support its allies in the region. In addition, the United States needed to defend itself against Japan after Japan attacked the U.S. naval base at Pearl Harbor. During the Cold War, communist regimes threatened U.S. interests in Asia. The United States established a

democratic government in South Korea, while the Soviet Union helped establish a communist regime in the north after World War II. When communist North Korea invaded South Korea, the United States was forced to intervene. Then communist China joined the fight, further justifying U.S. involvement in the conflict. The Korean War lingered in U.S. memory and likely influenced its policy in Vietnam. The Gulf of Tonkin Incident provided the needed justification for President Johnson and Congress to increase involvement in the conflict in Vietnam. The domino theory also influenced U.S. involvement in the region. The government believed that it must intervene to prevent the countries in Southeast Asia from falling to communism in the way that Eastern European nations had.

- The United States was not justified in becoming involved in Asia in the late nineteenth century and twentieth century. American foreign policy during these periods undermined the sovereignty and international rights of countries in Asia. In the late nineteenth century, the United States shifted its foreign policy to imperialism. The United States gained new colonies and territories, including the Philippines, following the U.S. victory in the Spanish-American War. The United States used its acquisition of the Philippines as a way to project its power into Asia. Despite promoting the importance of democracy and liberty, the United States declined to grant independence to the Philippines and suppressed the Philippine Insurrection. During the Cold War, the United States believed that it had to prevent the spread of communism. U.S. involvement in Vietnam exemplified a policy of confronting communism. The Vietnamese wanted to gain their independence from France and unify Vietnam. Rather than recognizing these goals, the United States supported France against the Viet Minh because Ho Chi Minh had communist sympathies. Consequently, the United States missed an opportunity to help Vietnam become an independent unified country that may have become an ally. Following the defeat of the French by the Viet Minh, the United States supported the brutal and corrupt dictatorship in South Vietnam. In the 1960s the United States escalated its involvement in the conflict between communist and non-communist forces in Vietnam, leading to the loss of many American and Vietnamese lives.

A strong response shows understanding of the topic by analyzing the required sources and including well-chosen evidence from the sources, such as:

- The Philippines became a U.S. territory following the U.S. victory in the Spanish-American War (Source 1).
- The United States promoted an Open Door Policy toward China to protect equal trading privileges in China (Source 1).
- The United States made loans to China and placed restrictions on Japanese trade in the 1940s because of Japan's aggressive militaristic policies (Source 1).
- Japan launched a surprise attack on Pearl Harbor, causing the United States to enter World War II (Source 1).
- Communist North Korea invaded South Korea to start the Korean War (Source 1).
- The domino theory influenced U.S. involvement in Southeast Asia (Source 1).
- Albert Beveridge noted that the United States planned to plant the "flag of a liberal government" in the Philippines and spread democratic ideals (Source 2).
- Albert Beveridge explained that the United States needed "outposts of commerce" in Asia to benefit U.S. business interests (Source 2).
- Albert Beveridge explained that the United States needed to be involved in Asia to compete with European countries for commercial markets (Source 2).
- Albert Beveridge noted that the United States needed to be involved in Asia to protect national security interests (Source 2).
- The United States prevented the division of China into spheres of influence by European powers (Source 2).
- The Potsdam Declaration states that the United States was fighting against "irresponsible militarism" (Source 3).
- The Potsdam Declaration indicates that the United States intended to establish "a new order of peace, security, and justice" in the world (Source 3).
- President Lyndon Johnson justified an increase in U.S. military and economic aid to South Vietnam, based on the premise that North Vietnamese forces fired on American ships (Source 4).

A strong response also includes important information beyond what is presented in the sources, such as:

- explaining the importance of military campaigns and strategies in the Pacific Theater during World War II;
- explaining the influence of the brutal treatment of civilians and prisoners of war in the Pacific Theater during World War II;
- explaining the events of the Korean War, which involved the United States receiving support from the United Nations to intervene in South Korea to protect the sovereignty of South Korea;
- explaining that the United States provided loans to Japan after World War II to assist the country in rebuilding its economy;
- explaining that U.S. presidents did not want to appear weak against communism; and
- explaining that President Nixon visited China with the hope of breaking the bond between the Soviet Union and China.

Student Responses for Session 2 Item 37

Prompt

Based on the sources and your knowledge of U.S. history, evaluate whether the United States was justified in its involvement in Asia during the late nineteenth century and the twentieth century.

Response 1

The United States of America has involved themselves in the affairs of other places. While these actions were beneficial at times, the United States was not always justified in its involvement in Asia because they often caused harm to other nations and themselves. Such actions as taking control of Hawaii, acquiring the Philippines and other territories after the Spanish American War and intervening in the Korean War and the Vietnam War. Not all of these actions were justifiable.

During the late nineteenth century, the United States influenced and took control of multiple nations, such as Hawaii and the Philippines. The U.S. justified this by claiming that these nations were not capable of self-government with imperialists like Albert Beveridge arguing that the consent of governed “applies only to those who are capable of self-government.” Prior to the U.S. annexation of Hawaii, it was a nation governed under a monarch. Planters from the United States started taking control of Hawaii leading their queen to surrender and Hawaii ultimately became a United States territory. This led to a loss of Hawaiian culture, and the Americanization of a nation. Although U.S. imperialist believed “Hawaii is ours,” Hawaiians did not consent to the United States' government. The Hawaiians were fully capable of governing themselves. A difference in government and desires for economic and military benefits do not justify the overtaking of a nation.

The Hawaiians may have not violently resisted the United states government, but the Filipinos did. The United States acquired the Philippines without their consent after the Spanish American War. The Filipinos did not want to be governed by another imperialist nation and they “demand[ed] independence with the Philippine Insurrection.” Intervening in the affairs of foreign nations and forcing nations to impose a democratic government caused problems for the United States. People have the right to govern their countries however they feel necessary and it is not the responsibility or the right of the United States to intervene or try to control those nations. American lives were put at risk and unnecessary money was spent.

When communism began to spread throughout Europe, the United States did everything in their power to stop the spread. This was because the United States was afraid that communism would spread and reach Americans. When the Korean War broke out between communist North Korea, and non-communist South Korea, the United States sent troops to South Korea to fight communism. The United States saw it as their duty to

intervene, but they should have focused on protecting itself and those in the western hemisphere from the threat of communism instead. The drive to contain communism also led to a defeat for the United States. After North Vietnam became communist, it attempted to impose communism on South Vietnam. The United States intervened again, leading to a full blown war on Vietnam. Although President Johnson explained that "our purpose is peace" in Vietnam the result was thousands of lives lost and stirring up social unrest among the American people.

In conclusion, the United States involvement in Asian affairs has harmed America's economy and people. America's actions in these times were unjustified and unnecessary.

Claims: 4; Content: 4

The response earns a score of 4 for claims and a score of 4 for content. It presents the claim that U.S. involvement in Asia was not justified because U.S. actions "often caused harm to other nations and themselves." The response incorporates well-chosen evidence from three of the five sources in a sophisticated manner (e.g., "with imperialists like Albert Beveridge arguing that the consent of governed 'applies only to those who are capable of self-government,'" "U.S. imperialist believed 'Hawaii is ours,'" "The United States acquired the Philippines . . . after the Spanish American War," "Filipinos . . . 'demand[ed] independence with the Philippine Insurrection,'" and "President Johnson explained that 'our purpose is peace' in Vietnam"). A strong score of 4 in the claims dimension is also supported by the use of clear lines of reasoning and cohesive explanations of the connections among ideas, events, and people. Although Hawaii is not considered part of Asia, the student effectively makes this connection and incorporates the example into the response in a way that helps to build his/her argument and enhance the response instead of detract from it. Likewise, the response earns a strong score of 4 in the content dimension. The student fully attends to all parts of the prompt and integrates ample, accurate information from his/her content knowledge on U.S. involvement in Hawaii, the Philippines, Korea, and Vietnam into the response (e.g., "Planters from the United States started taking control of Hawaii leading their queen to surrender and Hawaii ultimately became a United States territory," "The Filipinos did not want to be governed by another imperialist nation," "When the Korean War broke out between communist North Korea, and non-communist South Korea, the United States sent troops to South Korea to fight communism." and "The United States intervened [in Vietnam] . . . the result was thousands of lives lost and stirring up social unrest among the American people").

Response 2

In the late nineteenth century and the twentieth century, the US was involved heavily in Asia to achieve its goal of becoming one of the strongest and most powerful nations in the world. Of course this goal would not be easy to achieve, however the US did just that. The actions the US took to achieving its goals and its involvement in Asia were unjustified due to the amount of death and destruction caused.

The US often felt as if they needed to be involved with other nations. During the age of imperialism, the US began to believe they were the police of the world and they deserved to have a say in anything. In source 2, Senator Albert Beveridge says, "Shall the American people continue their march toward the commercial supremacy of the world?" This is important because many in the US believed in social Darwinism and the idea that they were superior. They thought they had a right take any necessary action they needed to acquire new land or to influence the places they wanted like China and the Philippines. This caused a large amount of people, from both the US and other nations, to die from all the events put together. The US valued expanding. The need to expand and to become this great power came with many unjustified actions that cannot be forgotten.

The US involved itself into all areas where they saw they could come out on top and benefit from something. As shown in the timeline in source 1, the US engaged in the Vietnam war. The US entered in hopes of containing communism and stopping it from spreading. The US sent many troops and many troops never came back. The US was losing the war, however they deceived the American citizens and said that they were winning. This caused a credibility gap and anger towards the war and even the troops. Filled with anger and frustration, some troops killed innocent women and children in My Lai. The US finally left the Vietnam in 1973 as shown in source 1. But the damage had been done. Many soldiers died fighting. Thousands upon thousands of innocent women and children died. The actions here are unjust in the US race towards gaining power.

In conclusion, the US did many things that were unjustified in order to become a world power. Things that resulted in the loss of countless amounts of people and taking land away from people.

Claims: 3; Content: 4

The response earns a score of 3 for claims and a score of 4 for content. It makes the claim that the "actions the US took to achieving its goals and its involvement in Asia were unjustified due to the amount of death and destruction caused." The response offers logical reasoning and some well-chosen evidence from the source material to support the claim. However, it lacks the more thorough development and comprehensive explanations that are characteristic of responses earning a score of 4 in the claims dimension (e.g., uneven explanation surrounding the connection between the claim, evidence from Source 2, and related information in the second paragraph). The student addresses all parts of the prompt and effectively weaves relevant details from his/her content knowledge into the response, including references to the United States as the world's policeman, social Darwinism, containment, the credibility gap, and the My Lai Massacre.

Response 3

The U.S. was justified for many of its involvements in Asia, but not all. The U.S. practiced isolationism before and after World War I. They did all they could not fully enter either world war but other countries would attack U.S. ships and ports. The U.S. also fought in Vietnam to prevent the spread of communism. However, the U.S. was not justified in controlling the Philippines.

The U.S. was justified in its involvement in World War II against Japan because Japan attacked the U.S. first. The U.S. tried to stay out the war but then Japan bombed Pearl Harbor (Source 1) killing American soldiers. This gave the U.S. a good reason to break their isolationist ways and fight in World War II. It was with the help from the United States that World War II was won by the Allies and entering the war was fully justified because of the attack from Japan.

The U.S. was also justified in its involvement in Vietnam and Korea. This is because the U.S. believed in the threat of the "domino theory" (Source 1) which basically meant that if communism was not contained then it would eventually spread to other countries and reach America and its allies. President Johnson said, "A threat to any nation in that region is a threat to all, and a threat to us" (Source 5). This gave fear to the Americans and they felt that it needed to be stopped where it currently stood. This is why the U.S. got involved in the Korean War and Vietnam War. The fear of being conquered by communism is what justified the United States involvement in Asia.

While the U.S. was justified in its involvement at times, it was not justified for its involvement at other times, like the Boxer Rebellion in China, the Philippine Insurrection, and annexation of Hawaii. Senator Albert Beveridge states, "The Opposition tells us that we ought not to govern a people without their consent" (Source 2). It is not right to do things without the consent of the majority of the people involved. It is not the American way and does not show the democratic principals of the Declaration of Independence and U.S. Constitution. These acts by the U.S. were totally unjustified and should not have happened. The people of these countries wanted independence from foreign powers and should have been left as an independent countries unless they voted on becoming a territory.

In conclusion, the U.S. was justified for many of its involvements in Asia, but not all.

Claims: 3; Content: 3

The response earns a score of 3 for claims and a score of 3 for content. It presents reasonable claims, arguing that the U.S. involvement in Asia was justified in some instances (e.g., “in World War II against Japan because Japan attacked the U.S. first, . . . in Vietnam and Korea . . . because the U.S. believed in the threat of the ‘domino theory’”), but it was not justified in other instances (e.g., “like the Boxer Rebellion in China, the Philippine Insurrection, and annexation of Hawaii . . . It is not right to do things without the consent of the majority of the people involved”). The response contains a few quotes and some summary of the source material (e.g., “The U.S. tried to stay out of the war but then Japan bombed Pearl Harbor (Source 1),” “President Johnson said, ‘A threat to any nation in that region is a threat to all, and a threat to us’ (Source 5),” and “Senator Albert Beveridge states, ‘The Opposition tells us that we ought not to govern a people without their consent’ (Source 2)”), but overall it lacks closer analysis and thorough development. To earn a higher score for claims, the response would need to provide more cohesive and precise claims along with deeper analysis. The student addresses all parts of the prompt and includes sufficient information from his/her content knowledge (e.g., “The U.S. practiced isolationism before and after World War I,” “the ‘domino theory’ . . . basically meant that if communism was not contained then it would eventually spread to other countries and reach America and its allies,” and “democratic principals of the Declaration of Independence and U.S. Constitution”). To improve the score for content, the response would need to include more information from content knowledge and the sources.

Response 4

During the late nineteenth century and twentieth century the United States was heavily involved in Asia. Some examples of the US involvement are the Spanish-American War, World War II, and the Vietnam War. The US was justified in its involvement in Asia because they were protecting themselves and others with their actions.

After the Spanish-American War, the US acquired the Philippines. The US was justified for their involvement in the Philippines because the US was trying to help and protect them from the “bloody rule of pillage and extortion.” Senator Albert Beveridge asks in Source 2, “Shall we abandon them, with Germany, England, Japan, hungering for them? Shall we save them from those nations, to give them a self-rule of tragedy?” If the US did not become involved with the Philippines, they could have been conquered by another country. If the US saved them but let them govern themselves, then they could face failure. The US could establish a proper democratic government for them instead of leaving them with a potentially tragic self-ruling system.

The US was also justified to enter the Pacific Theater of World War II because Japan was a major threat and made a surprising attack first. The US was initially committed to isolationism, but according to Source 1 in 1941, Japan attacked the United States at Pearl Harbor. This was in response to US economic sanctions against Japan. After this attack, the US made the decision to join the war on the side of the Allied Powers. Four years later, the US defeated Japan in the Pacific Theater. This involvement was justified because the US had to put a stop to Japan because they posed a threat to the US and others such as China, Korea, and the Philippines. The Allies later held the Potsdam Conference to decide what to do post-war. The Allies declared in the Potsdam Declaration, “We call upon the government of Japan to proclaim now the unconditional surrender . . . The alternative for Japan is prompt and utter destruction.” The US wanted to eliminate the irresponsible government and military of Japan and protect the people by the “strengthening of democratic tendencies.” They did not want to dictate over Japan.

Lastly, the US involvement in South Vietnam was a helpful act. During the Cold War, the US practiced a policy called containment and wanted to stop the spread of communism. President Lyndon B. Johnson claimed in Source 4, “Our military and economic assistance to South Vietnam and Laos in particular has the purpose of helping these countries to repel aggression and strengthen their independence.” When the threat of communism faced South Vietnam, the US interfered in order to help their government. This involvement was justified because these nations were being threatened and the US was helping them fight for their independence.

In conclusion, the United States was overall justified in its involvement with Asia in the late nineteenth century and the twentieth century.

Claims: 3; Content: 3

The response earns a score of 3 for claims and a score of 3 for content. It develops a claim asserting that the “United States was justified in its involvement in Asia because they were protecting themselves and others with their actions.” The response includes appropriate evidence from most of the sources to support the claim (e.g., “the US was trying to help and protect them from the ‘bloody rule of pillage and extortion,’” “The US wanted to eliminate the irresponsible government and military of Japan and protect the people by the ‘strengthening of democratic tendencies,’” and “President Lyndon B. Johnson claimed in Source 4, ‘Our military and economic assistance to South Vietnam and Laos in particular has the purpose of helping these countries to repel aggression and strengthen their independence’”) and makes some straightforward connections among ideas and events (e.g., “according to Source 1 in 1941, Japan attacked the United States at Pearl Harbor. This was in response to US economic sanctions against Japan. After this attack, the US made the decision to join the war”). However, the response primarily offers general explanations that lack the detail and cohesion of higher scoring responses (e.g., “If the US did not become involved with the Philippines, they could have been conquered by another country. If the US saved them but let them govern themselves, then they could face failure. The US could establish a proper democratic government for them instead of leaving them with a potentially tragic self-ruling system.”). The student addresses all parts of the prompt and integrates adequate information from his/her knowledge of the content (e.g., “The US was initially committed to isolationism,” “Japan . . . posed a threat to the US and others such as China, Korea, and the Philippines,” and “During the Cold War, the US practiced a policy called containment and wanted to stop the spread of communism”). To earn a score of 4 for content, the response would need to integrate more information beyond what is presented in the sources.

Response 5

Throughout the nineteenth and twentieth century the US's involvement in Asia could be justified as an act to better the United States and to better the world.

Ways for the US to better herself are shown in the cases of the Philippines and China. After the Spanish-American war the US had taken over key islands in the Pacific, one such was the Philippines. The US kept the island under its control because it gave her advantages in the Pacific such as a coaling station for ships. While over in main land China many other countries wanted to carve up China into spheres of influence, the US put her foot down and demanded that an Open Door Policy should be in effect over China. This policy meant that the US now had a new markets to trade with.

Then there's the twentieth century. This time period in America was very stressful. When World War II was finally over a new threat loomed. The Cold War was on the forefront of the US's mind. In these times the US's main goal was to protect freedom in other countries by repelling communist aggression. This is why they found themselves smack dab in the middle of the Korean and Vietnam Wars. Both times the US's involvement was based on the idea to make the world a better place, by helping to keep the communist out of these places.

In the nineteenth and twentieth centuries, US's involvement in Asia was justified. The US fought for causes they believed that if won could make the world a better place and help to better herself as a world super power.

Claims: 3; Content: 2

The response earns a score of 3 for claims and a score of 2 for content. The claim that “the US's involvement in Asia could be justified as an act to better the United States and to better the world” is supported with relevant information summarized from the sources. The reasonable claim, sustained argument, and sufficient use of source material help the response earn a holistic score of 3 for claims (e.g., “After the Spanish-American war the US had taken over key islands in the Pacific, one such was the Philippines” and “many other countries wanted to carve up China into spheres of influence,” and “the US's main goal was to protect freedom in other countries by repelling communist aggression”). The analysis provided in the response shows that the student has more than a minimal understanding of the content, but over-reliance on the sources prevents the response from earning a higher score for content (e.g., “The US kept the island under its control because it gave her advantages in the Pacific such as a coaling station for ships” and “the US put her foot down and demanded that an Open Door Policy should be in effect over China This policy meant that the US now had a new markets to trade with”). To receive a higher score in this dimension, the student would need to incorporate more details from his/her content knowledge.

Response 6

The United States was not justified in its involvement in Asia during the late nineteenth century and the twentieth century because they were influencing the region without consent of the people in the region. The United States involvement in Asia was both unethical and hypocritical.

Senator Albert Beveridge wrote, "The Opposition tells us that we ought not to govern a people without their consent. I answer, the rule of liberty that all just government derives its authority from the consent of the governed, applies only to those who are capable of self-government . . . Would not the people of the Philippines prefer the just, humane, civilizing government of this Republic to the savage, bloody rule of pillage and extortion from which we have rescued them?" Because the United States believed in social Darwinism and viewed the people in the Philippines as uncivilized they thought they could control the Philippines without the approval of the people. The United States argued that they were helping the Philippines by taking their land. But the United States was being hypocritical because the real reason they want the Islands was for "the riches of the Philippines."

In conclusion, the United States did not have the Philippines' best interest in mind. They only wanted the resources that the land had to offer. The United States was acting in an unethical and hypocritical way.

Claims: 2; Content: 2

The response earns a score of 2 for claims and a score of 2 for content. It presents reasonable claims that U.S. involvement in Asia was not justified "because they were influencing the region without consent of the people in the region" and argues that U.S. involvement "was both unethical and hypocritical." The student uses a relevant, but lengthy, quotation from Source 2 followed by an explanation demonstrating the connection between his/her viewpoint on U.S. involvement in the Philippines, the selected evidence from the source, and his/her interpretation of historical events. Overall, the response shows a general understanding of the topic, without any major errors. However, it offers minimal information from content knowledge (e.g., "the United States believed in social Darwinism and viewed the people of the Philippines as uncivilized") and neglects to address U.S. involvement in Asia during the twentieth century more completely. With limited development and so little information from content knowledge, the response cannot earn a score above a 2 for either dimension.

Response 7

The United States is a very helpful and developed country. The United States should have been involved in Asia during the nineteenth century and twentieth century because there are many benefits from this decision. The United States also wanted to help countries who aren't as strong.

The United States realized that Asia had valuable resources and decided to be involved so they would be able to trade with Asian countries. In Source 2 Senator Albert Beveridge states, "Asia, whose doors must not be shut against American trade." In the nineteenth century, the U.S. got involved with Asia because of the valuable resources for trade and for the military advantages.

In Source 5 President Johnson states "A threat to any nation in that region is a threat to all, and a threat to us." He explained that the United States was determined to support freedom and strengthen independence in southeast Asia. In the twentieth century, the U.S. got involved in Asia because they were concerned with the growth of communism and feared it would spread throughout the world. The U.S. got involved to grow stronger and to help strengthen South Vietnam.

The U.S. should have gotten involved with Asia and it was justified because the good outweighed the bad in things we would gain from this continent.

Claims: 2; Content: 2

The response earns a score of 2 for claims and a score of 2 for content. The response presents an acceptable claim asserting that U.S. involvement in Asia was justified "because there are many benefits from this decision" and "[t]he United States also wanted to help countries who aren't as strong." The response includes characteristics of many 2-point responses. It includes quotations and summary from two of the sources ("Asia, whose doors must not be shut against American trade" and "A threat to any nation in that region is a threat to all, and a threat to us. He explained that the United States was determined to support freedom and strengthen independence") and offers some limited explanations showing the connection among ideas (e.g., "because of the valuable resources for trade and for the military advantages" and "to grow stronger and to help strengthen South Vietnam"). To earn a higher score for claims, the response would need to provide deeper analysis and more thorough development (e.g., why U.S. involvement was militarily advantageous, how involvement helped the United States "grow stronger" and strengthen South Vietnam). The student incorporates some information from his/her knowledge of the content (e.g., causes of imperialism, reasons for U.S. policies during the Cold War Era) and makes no significant errors. To receive a higher score for content, the response would need to include more information from content knowledge and the sources.

Response 8

The United States was justified in its involvement in Asia during the late nineteenth century and twentieth century. The US saved civilians from oppressive governments and helped to prevent the spread of communism.

The US traded with China through the Open Door Policy (Sources 1, 2, and 3). China's safety became something the US wanted to protect. In 1940 the US sent loans to China to help them fight Japan (Source 1). By 1941 the US had entered World War II. In the Potsdam Declaration, the Allies insisted that Japan eliminate the authority and influence of those who misguided the Japanese people into conquest and get rid of obstacles hindering Japan from having a democratic government (Source 4). The Allies were trying to contain communism and abolish communist governments that posed a threat to the rest of the world. The Allies insisted that Japan remove all communist influence from its government.

The US was later thrust into involvement in Asian affairs in Vietnam. In 1954, President Eisenhower explained the domino theory (Source 1). This refers to communism, and says when one country falls to it the countries around it will soon follow. In 1964, the Congress approved the Gulf of Tonkin Resolution (Source 1). President Johnson justified the passages of the resolution with President Eisenhower's previous obligations and policies in southeast Asia, saying "a threat to any nation in that region is a threat to all of them" (Source 5). The US became involved in the Vietnam War to stop the spread of communism in southeast Asia and was successful in preventing the spread of communism to South Vietnam, Cambodia, and Laos.

Claims: 2; Content: 1

The response earns a score of 2 for claims and a score of 1 for content. It makes the claim that U.S. involvement in Asia was justified because the United States "saved civilians from oppressive governments and helped to prevent the spread of communism." Although the student presents a reasonable claim and uses evidence from all of the sources, the response offers limited development and analysis (e.g., "China's safety became something the US wanted to protect" and "President Johnson justified the passages of the resolution with President Eisenhower's previous obligations and policies in southeast Asia"). These features lead to a holistic score of 2 in claims. The student includes at least one accurate piece of information from his/her content knowledge (e.g., "the domino theory . . . refers to communism, and says when one country falls to it the countries around it will soon follow"). Unfortunately, inaccurate interpretations and misunderstandings significantly weaken the response ("The Allies were trying to contain communism and abolish communist governments that posed a threat to the rest of the world. The Allies insisted that Japan remove all communist influence from its government" and "The US . . . was successful in preventing the spread of communism to South Vietnam, Cambodia, and Laos"). These errors detract from the overall response and result in a score of 1 for content.

Response 9

The U.S. was justified in its involvement in Asia in the 19th century because the U.S. wanted to free them from bad governments and offer them liberty. In doing this, the U.S. gained influence over many territories. Influence over these territories not only made it easier to mobilize our troops, but they also provided new goods for the American people.

Claims: 1; Content: 1

The response earns a score of 1 for claims and a score of 1 for content. It addresses part of the prompt with a claim affirming that the “U.S. was justified in its involvement in Asia in the 19th century because the U.S. wanted to free them from bad governments and offer them liberty.” The claim is followed by information that shows historical understanding of U.S. involvement in Asia during the Age of Imperialism (“the U.S. gained influence over many territories. Influence over these territories not only made it easier to mobilize our troops, but they also provided new goods for the American people”). However, the student does not build upon the provided information or show how it connects to the claim. For instance, how did U.S. acquisition of or influence over territories in Asia fulfill the desire to “free them from bad governments” or “offer them liberty”? With such limited development and so little information, the response cannot earn a score above a 1 for either dimension.

Response 10

The United States was indeed justified in its involvement in Asia because it helped U.S. allies in Asia and peacefully ended the Philippine Insurrection. Japan was invading China. Moving away from isolationism, the U.S. established limits on resources to Japan and helped China with the Lend-Lease Act. In response, Japan attacked Pearl Harbor and the U.S. responded by defeating them in the Pacific Theater. The U.S. also helped China win the Chinese Civil War and keep independence.

Claims: 1; Content: 1

The response earns a score of 1 for claims and a score of 1 for content. It partially addresses the prompt with the flawed claim that the U.S. involvement in Asia was justified “because it helped U.S. allies in Asia and peacefully ended the Philippine Insurrection.” The response offers extremely limited analysis and relies heavily on the source material. The response contains very little information beyond what is provided in Source 1—some of which is inaccurate (“The U.S. also helped China win the Chinese Civil War and keep independence”),—but it does have one correct piece of information from content knowledge (“Moving away from isolationism”).

Response 11

The United States weren't justified in its involvements in Asia during the 19th and 20th century. The United States got involved with Asia for access to the commercial markets in China. Another reason they got involved was to remove the government of Japan. And the main reason the United States got involved in Vietnam was to unite Vietnam.

Claims: 0; Content: 1

The response earns a score of 0 for claims and a score of 1 for content. The response states that the "United States weren't justified in its involvements in Asia," but it ends the statement without presenting a claim. The student does, however, demonstrate accurate understanding of reasons for U.S. involvement in Asia during the late nineteenth century and the twentieth century in his/her own words ("access to the commercial markets in China," "remove the government of Japan," and "to unite Vietnam"). This information allows the response to earn a score of 1 for content.

Response 12

Source 1: Events Related to U.S. Foreign Policy in Asia. This article talks about the United States. In past time, 1898, "The United States acquires the Philippines as a result of the Spanish American War." In 1937, "Japan invades China." In 1945, "The United States defeats Japan in the Pacific Theater."

Source 2: Excerpt from The March of the Flag (1898). This article informs us of major U.S. victories in the Spanish-American War. "Hawaii is ours." "Philippines prefer humane, civilizing government of the Republic to the savage, bloody rule of pillage and the extortion from which we have rescued them."

Source 4: Excerpt from the Potsdam Declaration: This article explains the Allies to Japan at the Potsdam Conference. Japan is immeasurably greater when applied to the resisting Nazis. Japan should be permitted to maintain such industries to sustain her economy. Japanese participation in the world trade relations should be permitted.

Source 5: Excerpt President Johnson Address to Congress on the Gulf of Tonkin Incident. This article is based on the Gulf of Tonkin Resolution. The North Vietnamese regime had conducted attacks against U.S. The Vietnamese regime constantly sought to take over South Vietnam and Laos.

Claims: 0; Content: 0

The response earns a score of 0 for claims and a score of 0 for content. It consists of text haphazardly copied from the source material and shows no clear understanding of the prompt or topic. The response offers a few attempts at analysis, but they are irrelevant and unrelated to the task. The response does not introduce a claim or contain at least one valid statement in the student's own words that addresses the prompt. Overall, the response fails to show a minimal understanding of the topic.

Response 13

The United States was justified in its involvement. In the text it says "Asia, whose doors must not be shut against American trade." The United States wanted to help Asia trade with Germany, France, Russia, and England. "They ask us how we shall govern these new possessions." "The Opposition tells us that we ought not to govern a people without their consent."

Claims: 0; Content: 0

The response earns a score of 0 for claims and a score of 0 for content. The response begins by stating that the "United States was justified in its involvement," but it neglects to complete the assertion and introduce a claim. The response lacks accurate explanations in the student's own words and primarily consists of text copied from Source 2, some of which seems to contradict the student's position ("The Opposition tells us that we ought not govern a people without their consent"). Thus, the response fails to minimally address the prompt or show understanding of the topic.

Session 3 Item 42

The expansion of the railroad had a significant effect on the development of the West.

Drag and drop the **four** correct events into the flow chart in chronological order from earliest to most recent to show the effects of the railroad on the West.

The U.S. government offers land to railroad companies to encourage the construction of railroads to the West.

Popular interest in preserving the wilderness declines as the demand for cheap land increases.

Agriculture expands in the West to meet the demands of the growing national population.

The West develops into a major agricultural region in the country.

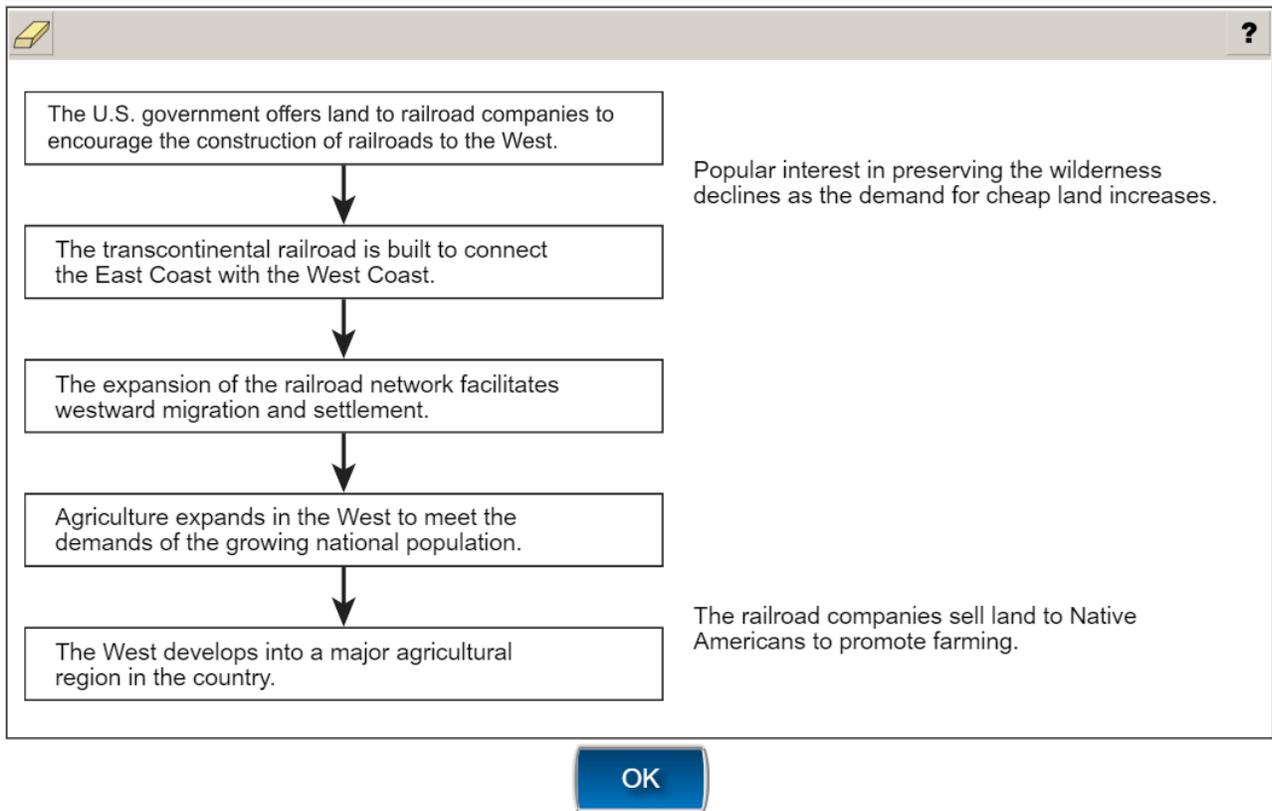
The expansion of the railroad network facilitates westward migration and settlement.

The transcontinental railroad is built to connect the East Coast with the West Coast.

The railroad companies sell land to Native Americans to promote farming.

OK

Scoring for Session 3 Item 42



Two points = four events in the correct positions

One point = three or two events in the correct positions

Zero points = one or zero events in the correct position

Session 3 Item 47

The Cold War between the United States and the Soviet Union had many causes and had several effects on the United States.

Drag and drop **two** correct causes of the Cold War and **two** correct effects of the Cold War into the concept map.

?

Causes of the Cold War

↓

The Cold War

↓

Effects of the Cold War

The Soviet Union wants to expand its sphere of influence in Europe and Asia.

The Soviet Union attempts to stop the formation of the United Nations.

The United States passes legislation restricting immigration from Eastern Europe.

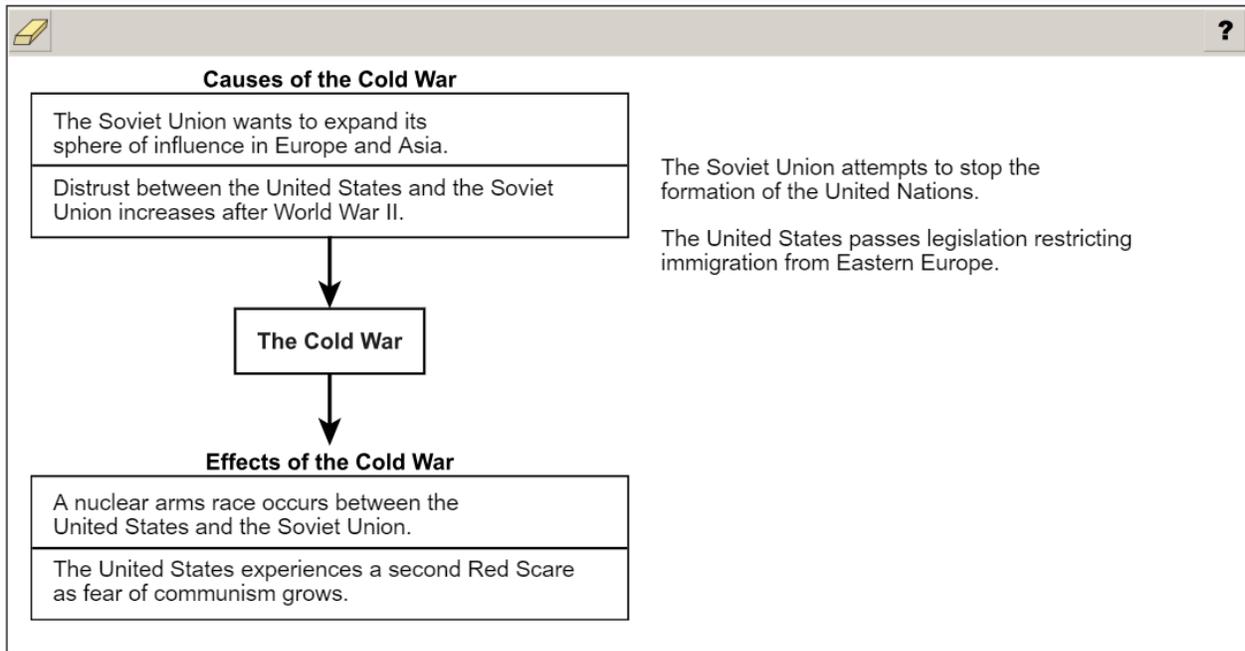
A nuclear arms race occurs between the United States and the Soviet Union.

Distrust between the United States and the Soviet Union increases after World War II.

The United States experiences a second Red Scare as fear of communism grows.

OK

Scoring for Session 3 Item 47



OK

Two points = four statements in the correct sections
One point = three or two statements in the correct sections
Zero points = one or zero statements in the correct section

Scoring for Session 3 Item 48

Using the sources and your knowledge of U.S. history, explain whether the U.S. policy of containment was effective or ineffective, using examples from **two** different geographical places where the policy was implemented to justify your position.

Scoring Information	
Score Points	Description
2	Student's response correctly explains whether the U.S. policy of containment was effective or ineffective, using accurate examples from two different geographical places where the policy was implemented to justify the student's position.
1	Student's response correctly explains whether the U.S. policy of containment was effective or ineffective, using accurate examples from one geographical place where the policy was implemented to justify the student's position.
0	Student's response does not correctly explain whether the U.S. policy of containment was effective or ineffective, using accurate examples from geographical places where the policy was implemented to justify the student's position. OR Student's response is blank, irrelevant, or too brief to evaluate.

Scoring Notes

Examples of the effectiveness of the U.S. policy of containment include:

Europe:

- In March 1947, Congress approved the Truman Doctrine, a policy that provided financial support to Greece and Turkey to block the spread of communism there. The Truman Doctrine offered badly needed economic aid to these countries and prevented them from becoming communist nations.
- In June 1948, the United States offered aid to war-torn European nations through the Marshall Plan. The millions of dollars provided to Western Europe saved capitalism and democratic institutions in this region. Without U.S. support, most European countries would have been unable to revitalize their economies, and social conflict and political unrest may have occurred in those countries. This instability would have created a suitable situation for communist agitators to undermine democratically elected governments in those countries.
- In late 1948, the United States and its allies began the Berlin Airlift in response to the Soviets' blockade of Berlin. The Soviet Union established the blockade in an attempt to take control of the Western occupation zones of Berlin, which were located inside the Soviet occupation zone of Germany. The Soviet Union believed that a blockade around Berlin would force the Western powers to abandon their occupation zones in the city. However, the United States and the United Kingdom used airplanes to bypass the blockade and deliver supplies to the people in the Western zones, and successfully maintained control over the Western occupation zones of the city.
- In April 1949, the United States joined the North Atlantic Treaty Organization (NATO), pledging mutual defense against Soviet aggression. The establishment of NATO prevented the Soviet Union from using military means to take over Europe. NATO members would have treated a Soviet invasion of any NATO member nation as an attack on all NATO member nations. The security provided by the alliance allowed European member nations to focus on economic recovery.

Asia:

- In 1950, communist North Korea invaded South Korea. President Truman immediately requested and received a U.N. commitment to stop the aggression with military force. By 1953, the invasion had been repelled, and the boundary between the two countries was nearly the same as it was in 1950. South Korea did not become a communist state. The Korean War sent a signal to the Soviet Union and China that the United States would not allow the spread of communism in East Asia.

Accept other reasonable responses.

Examples of the ineffectiveness of the U.S. policy of containment include:

Europe:

- Despite the Truman Doctrine, communists took over Czechoslovakia in February 1948. Czechoslovakia remained a communist-run state until the fall of the Berlin Wall in 1989. The United States and Western powers wanted to avoid the possibility of starting a nuclear war and provided little support to the Czech people who were working to put an end to Soviet domination.
- In June 1956, the Soviets sent tanks and troops to Hungary to put an end to protests demanding a more democratic political system. Although President Eisenhower publicly condemned Soviet actions, he refused to intervene and come to the aid of the Hungarian people, recognizing that efforts to do so would likely start a war with the Soviet Union.

Asia:

- In 1949, communists led by Mao Zedong defeated nationalist forces in the Chinese Civil War and established a communist government. Despite providing military aid to the nationalist forces, the United States was not able to prevent the communists from winning. The communists were better organized than the nationalists. This was a major defeat to U.S. efforts to prevent the spread of communism in Asia. President Truman was blamed for having “lost China.” With the establishment of a communist regime in the largest country in the world, many people believed that communism would spread throughout the rest of Asia.
- In the 1960s, the United States sent thousands of troops and spent millions of dollars to support the South Vietnamese government during the Vietnam War. Despite the efforts of the United States, it was ultimately unable to prevent North Vietnam from invading South Vietnam and uniting Vietnam under a communist regime. Communism then spread throughout Southeast Asia. Communist governments were established in Cambodia and Laos, with the support of China.

Latin America/the Caribbean:

- In 1959, Cuban revolutionaries under the leadership of Fidel Castro overthrew the corrupt Cuban government, and Castro appeared to be establishing a communist government in Cuba. The United States viewed this situation as an attempt by the Soviet Union to export communism to the Western Hemisphere. The United States decided to place an embargo on Cuban goods. In response, Castro decided to nationalize key industries in Cuba, which was a direct threat to American businesses operating in Cuba. In 1961, President Kennedy authorized the Bay of Pigs Invasion. The United States provided training, transportation, and logistical support for anticommunist counterrevolutionaries to invade Cuba at the Bay of Pigs. However, the invasion failed to oust Fidel Castro’s communist regime in Cuba. The counterrevolutionaries were quickly defeated and captured. Cuba remained a communist state throughout and after the Cold War.

Accept other reasonable responses.

Student Responses for Session 3 Item 48

Prompt

Using the sources and your knowledge of U.S. history, explain whether the U.S. policy of containment was effective or ineffective, using examples from **two** different geographical places where the policy was implemented to justify your position.

Response 1

After World War II, the U.S. and the Soviet Union engaged in the Cold War. The U.S. wanted to encourage the spread of democracy and discourage the spread of Communism, while the Soviet Union wanted the opposite. In order to stop the spread of communism, the U.S. engaged in a policy of containment, to help prevent countries vulnerable to the Soviet Union's influence from falling under the control of communism. The U.S. was effective in stopping the spread of Communism in most cases. When the Soviet Union ordered the Berlin blockade, the United States and its allies engaged in the Berlin Airlift bringing supplies to people for nearly a year until the Soviets ended the blockade (Source 4). When the Soviet Union attempted to exert its control in Turkey and Greece, the U.S. made movements to stop it such as issuing the Truman Doctrine, which gave foreign aid to Greece and Turkey to help them resist the Soviets and Communism (Source 2 and Source 4).

Score: 2

The response earns a score of 2. It opens by offering sound reasons for the development of a containment policy: "The U.S. wanted to encourage the spread of democracy and discourage the spread of Communism, while the Soviet Union wanted the opposite. In order to stop the spread of communism, the U.S. engaged in a policy of containment, to help prevent countries vulnerable to the Soviet Union's influence from falling under the control of communism." The response justifies the position that the U.S. policy of containment was effective using complete and correct examples from two different geographical places where the policy was implemented. The response focuses on the Berlin Blockade and Berlin Airlift in the first example: "When the Soviet Union ordered the Berlin blockade, the United States and its allies engaged in the Berlin Airlift bringing supplies to people for nearly a year until the Soviets ended the blockade (Source 4)." The second example concentrates on the Truman Doctrine aid to Greece and Turkey: "When the Soviet Union attempted to exert its control in Turkey and Greece, the U.S. made movements to stop it such as issuing the Truman Doctrine, which gave foreign aid to Greece and Turkey to help them resist the Soviets and Communism (Source 2 and Source 4)."

Response 2

The U.S. policy of containment was ineffective due to the fact that in many attempts of the U.S. to contain communism it was either a failure or there was no difference what so ever. For example, when the United States backed the South Korea in the Korean War to contain the spread of communism the war ended in stalemate and Korea was divided where it had started at the 38th parallel, a communist North Korea and a non-communist South Korea backed by the United States. In Veitnam the United States fought to keep South Veitnam from being taken over by the communist North Veitnam. The U.S. was unable to gain a foot hold in Southeast Asia and a result was U.S. public outcry to stop the war. Ultimately, the United States withdrew its troops, leaving South Vietnam to be taken over by communist North Vietnam.

Score: 2

The response earns a score of 2. It uses examples from two different geographical places where the policy was implemented to justify the position that containment was ineffective because “in many attempts of the U.S. to contain communism it was either a failure or there was no diiference what so ever.” The first example discusses Korea and explains, “the war ended in stalemate and Korea was divided where it had started at the 38th parallel.” The second example focuses on the conflict in Vietnam stating that the “U.S. was unable to gain a foot hold in Southeast Asia and a result was U.S. public outcry to stop the war. Ultimately, the United States withdrew its troops, leaving South Vietnam to be taken over by communist North Vietnam.” The student provides examples from his/her knowledge of the content that are accurate and sufficient for a score of 2: “the war ended in stalemate and Korea was divided where it had started at the 38th parallel, a communist North Korea and a non-communist South Korea” and “Ultimately, the United States withdrew its troops, leaving South Vietnam to be taken over by communist North Vietnam.”

Response 3

The U.S. policy of containment was very effective. The policy was implemented in Europe in the late 1940s. For example, the Truman Doctrine helped countries in Europe left weak by World War II, such as Greece, to fight off communism by providing financial and economic aids/support. In source 2, President Harry S. Truman noted that, "it must be the policy of the United States to support the free peoples who are resisting attempted subjugation by armed minorities or by outside pressures. . . . that our help should be primarily through economic and financial aid...". The U.S. policy of containment was effective in Greece. It helped the country in many ways and helped prevent them from becoming communist.

Also, the Domino Theory helped provide a sense of urgency for the U.S. to intervene in stopping communism. In source 2, President Harry S. Truman states, "The free peoples of the world look to us for support in maintaining their freedoms. If we falter in our leadership, we may endanger the peace of the world. And we shall surely endanger the welfare of this nation". This meant that if the U.S. needs to contain the spread of communism, to give the people a better life.

Score: 1

The response earns a score of 1. It asserts that the policy of containment was effective and uses an example from one geographic place to justify the position. The response centers on implementation of the Truman Doctrine in Greece in the example: "the Truman Doctrine helped countries in Europe left weak by World War II, such as Greece, to fight off communism by providing financial and economic aids/support." The student uses a quotation from Source 2 as support for the example. The response goes on to discuss the domino theory; however, this portion of the response earns no credit because it does not make a connection to a geographical place.

Response 4

The U.S policy of containment was ineffective. The United States was attempting to contain the spread of communism to China. The U.S. sent financial aid to the non-communists so they could fight communism, but did not send troops to fight there. The aid was not enough and Mao Zedong defeated the Nationalists and established a communist government in China following the Chinese civil war.

Score: 1

The response earns a score of 1. It begins by giving a description of the U.S. policy of containment: "The United States was attempting to contain the spread of communism." The response justifies the position that the U.S. policy of containment was ineffective using an example from one geographical place, China. The response explains that the "U.S. sent financial aid to the non-communists so they could fight communism, but did not send troops to fight there. The aid was not enough and Mao Zedong . . . established a communist government in China." To earn a higher score, the response would need to include a second accurate example.

Response 5

Containment was ineffective in the U.S. because when we used it to stay out of WWI it actually brought us further and further into the war. Another time it didn't work was because of the same reason trying to stay out of a war.

Score: 0

The response earns a score of 0. It takes the position that containment was ineffective, but the response does not offer accurate information or relevant examples from geographical places where the policy was implemented. The response consists of flawed understandings, confusing the policy of containment during the Cold War with the policy of isolationism before U.S. entry into the world wars.

Response 6

The United States policy of containment is to keep the communism from spreading. The policy was very effective. Source 2 says, "I believe that it must be the policy of the United States to support free peoples who are resisting attempting subjugation by armed minorities or by outside pressures." Source 1 states, "The Communist parties... are seeking everywhere to obtain totalitarian control." The containment is very effective because they push for communism to be abolished.

Score: 0

The response earns a score of 0. It describes the policy of containment and states that the policy was effective, but the response does not offer examples from geographical places where the policy was implemented to justify the position. The response consists primarily of text copied from Source 1 and Source 2 with little explanation in the student's own words to demonstrate his/her understanding of the topic.