

**Part II Short Essay Question
Set 1
Sample Student Papers**

**Regents Examination
in United States History
and Government (Framework)**

**First Administration
June 2021**



**University of the
State of New York
State Education
Department**

Table of Contents

Draft Rubric for Part II, Set 14
Scoring Worksheet A8
Scoring Worksheet B.....11
Anchor Papers–Score Level 5 to 1.....12
Practice Papers22
Practice Paper Commentaries26

**DRAFT RUBRIC FOR PART II
SHORT ESSAY QUESTION—SET 1**

Read and analyze the following documents, applying your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding these documents
- Identify and explain the *relationship* between the events and/or ideas found in these documents (Cause and Effect, *or* Similarity/Difference, *or* Turning Point)

Document 1

Reporter: Mr. President, would you mind commenting on the strategic importance of Indochina for the free world? I think there has been, across the country, some lack of understanding on just what it means to us.

The President: You have, of course, both the specific and the general when you talk about such things. First of all, you have the specific value of a locality in its production of materials that the world needs.

Then you have the possibility that many human beings pass under a dictatorship that is inimical [hostile] to the free world.

Finally, you have broader considerations that might follow what you would call the “falling domino” principle. You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly. So you could have a beginning of a disintegration that would have the most profound influences. . . .

Source: Press Conference with President Dwight Eisenhower, April 7, 1954

Document 2

Joint Resolution

To promote the maintenance of international peace and security in southeast Asia.

Whereas naval units of the Communist regime in Vietnam, in violation of the principles of the Charter of the United Nations and of international law, have deliberately and repeatedly attacked United States naval vessels lawfully present in international waters, and have thereby created a serious threat to international peace; and

Whereas these attackers are part of deliberate and systematic campaign of aggression that the Communist regime in North Vietnam has been waging against its neighbors and the nations joined with them in the collective defense of their freedom; and

Whereas the United States is assisting the peoples of southeast Asia to protect their freedom and has no territorial, military or political ambitions in that area, but desires only that these people should be left in peace to work out their destinies in their own way: Now, therefore be it

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled,

That the Congress approves and supports the determination of the President, as Commander in Chief, to take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression. . . .

Source: Tonkin Gulf Resolution in Congress, August 7, 1964

Content-Specific Rubric Short Essay Question–Set 1

Scoring Notes:

1. This short essay question has *two* components (describing the historical context surrounding these two documents and identifying and explaining the *relationship* between the events *and/or* ideas found in these documents).
2. The description of historical context and the relationship between the events and/or ideas may focus on immediate or long-term circumstances or on immediate or long-term effects.
3. Only *one* relationship between the events and/or ideas needs to be discussed; however, the response may refer to a second relationship as part of the discussion.
4. The relationship between events and/or ideas in the documents may be discussed from any perspective as long as the relationship is supported by relevant information.

Score of 5:

- Thoroughly develops *both* aspects of the task in depth by discussing the historical context surrounding these documents and explaining the relationship between the events and/or ideas found in these documents
- Is more analytical than descriptive (analyzes and/or evaluates information), e.g., (*Historical Context*: discusses how during Cold War the United States policy of containment extended into Asia and included Vietnam after the defeat of the French by Ho Chi Minh’s communist forces; *Cause-and-Effect*: connects President Eisenhower’s domino theory which convinced Americans of the importance of defending Indochina to the 1964 congressional resolution supporting any measure President Johnson needed to take to prevent further North Vietnamese aggression against United States Armed Forces; *Similarity*: President Eisenhower’s domino theory and the Tonkin Gulf Resolution both supported presidential action against North Vietnam and were used by war hawks to justify United States involvement in a long, costly, and divisive war)
- Integrates relevant outside information (See Relevant Outside Information chart)
- Supports the theme with many relevant facts and/or examples from the documents (See Key Ideas From Documents chart)

Score of 4:

- Develops *both* aspects of the task in depth *or* may do so somewhat unevenly by thoroughly developing *one* aspect of the task in depth while developing the other aspect of the task in *some* depth
- Is both descriptive and analytical (applies, analyzes and/or evaluates information), e.g., (*Historical Context*: discusses how United States containment policy was applied to Vietnam to support France after communists took over North Vietnam; *Cause-and-Effect*: explains how President Eisenhower's domino theory led Congress to pass a resolution granting President Johnson the power to fight the North Vietnamese; *Turning Point*: explains how the domino theory and Gulf of Tonkin Resolution became the basis for United States intervention in Vietnam which greatly impacted American society and Southeast Asia)
- Includes relevant outside information
- Supports the theme with relevant facts and/or examples

Score of 3:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (applies and may analyze information)
- Includes some relevant outside information
- Includes some relevant facts and/or examples from the documents; may include some minor inaccuracies

Note: If only *one* aspect of the task is thoroughly developed in depth and if the response meets most of the other Level 5 criteria, the response may be a Level 3 paper.

Score of 2:

- Minimally develops *both* aspects of the task *or* develops *one* aspect of the task in some depth
- Is primarily descriptive; may include faulty analysis
- Includes little relevant outside information
- Includes a few relevant facts and/or examples from the documents; may include some inaccuracies

Score of 1:

- Minimally addresses the task
- Is descriptive; may lack understanding or application
- Includes minimal or no relevant outside information
- Includes a few relevant facts and/or examples from the documents; may make only vague, unclear references to the documents; may include inaccuracies

Score of 0:

Fails to develop the task; *OR* includes no relevant facts and/or examples; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

Key Ideas From Documents
(This list is not all inclusive.)

Document 1—Lack of understanding of Indochina’s strategic importance

A locality has a specific value in terms of its production of materials the world needs

There was a possibility that dictatorships would emerge that are hostile to the free world

The domino theory means if one country falls others are likely to fall

There was a possibility that the “falling domino” principle is the beginning of disintegration [of non-communist nations]

Document 2—North Vietnam violated the United Nations charter and international law by attacking United States naval vessels in international waters

The attack was part of a communist campaign of aggression against neighbors and their allies

The United States is assisting Southeast Asians freedom and peace without territorial, military, or political ambition in the region

Congress approves and supports the president’s right to take all necessary measures to repel any armed attack against United States forces and prevent further aggression

Relevant Outside Information
(This list is not all inclusive.)

Application of containment policies to East Asia (Korean War, 1950–1953) and Southeast Asia (Vietnam War, 1950–1975)

French efforts against Ho Chi Minh were unsuccessful (Dien Bien Phu)

Division of Vietnam at the 17th parallel

Formation of Southeast Asia Treaty Organization (collective security)

Increasing economic aid and military advisors to South Vietnam (Eisenhower, Kennedy)

Alleged attack on United States destroyers in Gulf of Tonkin

Gulf of Tonkin Resolution was a “blank check” given by Congress to President Johnson to defend United States forces and support South Vietnamese, 1964–1973 (undeclared war; President Johnson’s escalation of troop strength; expanded war powers of commander in chief; vastly increased military spending; sparked a national debate over involvement in this war)

Television coverage of the war increased opposition to it

Impact of war (increased support for the 26th amendment; credibility gap)

Anti-war protests (hawks versus doves; Kent State University; response to returning soldiers/Vietnam veterans; Vietnam Syndrome)

Directions: Read the sample paper and select where each response fits on this scoring continuum*.

<u>Level 5</u>			
Meets Criteria			
Scoring Criteria	Yes	Somewhat	No
Thoroughly develops <i>both</i> aspects of the task in depth			
Is more analytical than descriptive			
Integrates relevant outside information			
Supports the theme with many relevant facts and/or examples from the documents			

<u>Level 4</u>			
Meets Criteria			
Scoring Criteria	Yes	Somewhat	No
Develops <i>both</i> aspects of the task in depth <i>or</i> may do so somewhat unevenly by thoroughly developing one aspect of the task in depth while developing the other aspect of the task in some depth			
Is both descriptive and analytical			
Includes relevant outside information			
Supports the theme with relevant facts and/or examples from the documents			

<u>Level 3</u>			
Meets Criteria			
Scoring Criteria—Level 3	Yes	Somewhat	No
Develops <i>both</i> aspects of the task in some depth			
Is more descriptive than analytical			
Includes some relevant outside information			
Includes some relevant facts and/or examples from the documents; may include some minor inaccuracies			

Level 2			
Meets Criteria			
Scoring Criteria—Level 2	Yes	Somewhat	No
Minimally develops <i>both</i> aspects of the task <i>or</i> develops one aspect of the task in some depth			
Is primarily descriptive; may include faulty analysis			
Includes little relevant outside information			
Includes a few relevant facts and/or examples from the documents; may include some inaccuracies			

Level 1			
Meets Criteria			
Scoring Criteria—Level 1	Yes	Somewhat	No
Minimally addresses the task			
Is descriptive; may lack understanding or application			
Includes minimal or no relevant outside information			
Includes a few relevant facts and/or examples from the documents; may make only vague, unclear references to the documents; may include inaccuracies			

Level 0			
Meets Criteria			
Scoring Criteria—Level 0	Yes	Somewhat	No
Fails to develop the task <i>OR</i> Includes no relevant facts and/or examples <i>OR</i> includes only entire documents copied from the test booklet <i>OR</i> is illegible <i>OR</i> is a blank paper			

Note: If only one aspect of the task is thoroughly developed in depth and if the response meets most of the other Score Level 5 criteria, the response may be a Score Level 3 paper.

**This worksheet is designed to help you understand the specific scoring criteria detailed in the scoring rubric. It is important to remember that these criteria exist within a holistic scoring system that is intended to view the student's response in its entirety and then assign an appropriate score.*

Directions: Read the sample paper and check the appropriate Score Level for each Scoring Criteria*.

Score Level (Scoring Criteria)

Yes

• Bullet 1: Degree to which the task is accomplished	
Level 5: Thoroughly develops both aspects of the task in depth	
Level 4: Develops both aspects of the task in depth <i>or</i> may do so somewhat unevenly by thoroughly developing one aspect of the task in depth while developing the other aspect of the task in some depth	
Level 3: Develops both aspects of the task in some depth	
Level 2: Minimally develops both aspects of the task <i>or</i> develops one aspect of the task in some depth	
Level 1: Minimally addresses the task	

• Bullet 2: Degree to which the student uses analysis in the response	
Level 5: Is more analytical than descriptive	
Level 4: Is both descriptive and analytical	
Level 3: Is more descriptive than analytical	
Level 2: Is primarily descriptive; may include faulty analysis	
Level 1: Is descriptive; may lack understanding or application	

• Bullet 3: Degree to which accurate outside information is used in the response	
Level 5: Integrates relevant outside information	
Level 4: Includes relevant outside information	
Level 3: Includes some relevant outside information	
Level 2: Includes little relevant outside information	
Level 1: Includes minimal or no relevant outside information	

• Bullet 4: Degree to which document information is used in the response	
Level 5: Supports the theme with many relevant facts and/or examples from the documents	
Level 4: Supports the theme with relevant facts and/or examples from the documents	
Level 3: Includes some relevant facts and/or examples from the documents; may include some minor inaccuracies	
Level 2: Includes a few relevant facts and/or examples from the documents; may include some inaccuracies	
Level 1: Includes a few relevant facts and/or examples from the documents; may make only vague, unclear references to the documents; may include inaccuracies	

Note: If only one aspect of the task is thoroughly developed in depth and if the response meets most of the other Score Level 5 criteria, the response may be a Score Level 3 paper.

****This worksheet is designed to help you understand the specific scoring criteria detailed in the scoring rubric. It is important to remember that these criteria exist within a holistic scoring system that is intended to view the student's response in its entirety and then assign an appropriate score.***

In the post-WWII era, there were nations that operated on capitalism or communism. As Soviet Union continued to expand and spread its influence throughout Eastern Europe and Asia, the United States abandoned its traditional isolationism and along with NATO and SEATO, attempted to contain communism. The attempt to exert their respective dominance as a global power has involved both the Soviet Union and the United States in a series of proxy wars. The Red Scare convinced the American public that if you don't fight them there you will have to fight them on "Main Street USA."

These two documents represent a strong cause and effect relationship regarding the United States determination to contain communism in Indochina, specifically in Vietnam, between the communist North Vietnam against the US-backed South Vietnam. In the attempt to contain communism, United States President Eisenhower described the influence of communism as a set of "falling domino" (Doc. 1), where if you knock over the first one, the last remaining domino will soon fall. The falling domino principle applies to the spread of communism effectively because in past conflicts in the People's Republic of China, North Korea, and parts of Eastern Europe communism has won out. Based on the domino theory, the US Congress passed the Tonkin Gulf Resolution to act upon North Vietnamese aggression targetting US naval forces on international waters set by the UN charter (Doc. 2). Further, the Tonkin Gulf Resolution also proposes to continue military aid to those in non-communist South Vietnam to resist a takeover by Ho Chi Minh and the communists. Altogether the Resolution prompted the US to take all necessary actions which led Lyndon B. Johnson to dramatically escalate troops in South Vietnam against the communist North and prevent future aggressions. The resolution is the Domino Theory in actual practice.

The Gulf of Tonkin Resolution is an important example of a Congressional action resulting from the widely held domino principle. The cause and effect relationship in the document show the United States change from communist critic to military action to halt the spread of communism.

Anchor Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth by discussing the historical context surrounding these documents and explaining the relationship between the events and/or ideas found in these documents
- Is more analytical than descriptive (*Historical Context*: as the Soviet Union continued to expand its influence throughout Eastern Europe and Asia, the United States abandoned its traditional isolationism and along with the North Atlantic Treaty Organization (NATO) and the Southeast Asia Treaty Organization (SEATO) attempted to contain communism; the attempt to exert their respective dominance as global powers involved both the Soviet Union and the United States in a series of proxy wars; the Red Scare convinced the American public that if you do not fight them there you will have to fight them on “Main Street USA”; *Relationship*: these two documents represent a strong cause-and-effect relationship regarding the United States determination to contain communism in Indochina; the Gulf of Tonkin Resolution is an important example of a congressional action resulting from the widely held belief in the domino theory)
- Integrates relevant outside information (World War II; People’s Republic of China; North Korea; Ho Chi Minh; Lyndon B. Johnson)
- Supports the theme with many relevant facts and/or examples from the documents (President Eisenhower; falling dominoes; North Vietnam and South Vietnam; United Nations Charter; international waters)

Conclusion: The response fits the criteria for Level 5 because it shows a strong understanding of the task and recognizes the evolution of the United States from isolationism to interventionism after World War II. The analysis of the documents illustrates the transition from theory to active military engagement. Outside information is well integrated and many relevant facts support the response.

Both of these documents are from the 1950's and 1960's, a time when the US foreign policy was that of containment, and the nation felt the need to prioritize anti-communist measures in order to “protect the free world” and itself. Document 1 describes the Domino Theory which relates to the United States interest in keeping Indochina and Southeast Asia non-communist. For the United States, Indochina represented a vulnerable region and the US wanted it to stay non-communist, especially after the threat posed by the fall of China. During this time period, the US was deeply committed to winning the Cold War against the Soviet Union, and by implementing programs like the Truman Doctrine in Greece and Turkey, a top priority of the U.S. government was to “keep the dominoes from falling”, to keep communism at bay. As for Document 2, the Gulf of Tonkin Resolution was a clear effect of the Domino Theory because the US was still trying to prevent the spread of communism, and in this case that meant greatly escalating the Vietnam war, allying themselves with the anti-communist South Vietnamese. They were also addressing the shocking Gulf of Tonkin incident, where US boats were attacked in the Gulf of Tonkin, presumably by the N. Vietnamese. In hindsight though, secret documents were released that said that maybe the Gulf of Tonkin incident was not as real as the US Government made it seem.

As for the relationship between both documents, it is clear that the statements made in document 1 by President Eisenhower are a big reason why the US got more involved in the Vietnam War (doc. 2). If the US hadn't had a vested interest in promoting democracy and stopping communism, then hypothetically, the US Navy wouldn't have been in the Gulf of Tonkin in the first place. Both documents also have a lot to do with containment policy and the anti-communist sentiments of the time period.

The Domino Theory provided the rationale for taking action against communist aggression, proving a cause and effect relationship.

Anchor Level 4

The response:

- Develops *both* aspects of the task but does so unevenly by developing the historical context of the documents much more thoroughly than their relationship
- Is both descriptive and analytical (*Historical Context*: Indochina represented a vulnerable region and the United States wanted it to stay non-communist after the threat posed by the fall of China; the United States was deeply committed to winning the Cold War by implementing programs like the Truman Doctrine in Greece and Turkey; *Relationship*: it is clear that the statements made in Document 1 by President Eisenhower are a big reason why the United States got more involved in the Vietnam War; the domino theory provided the rationale for taking action against communist aggression in North Vietnam, proving a cause-and-effect relationship between the documents)
- Includes relevant outside information (Cold War Era; containment; Southeast Asia; Soviet Union; promoting democracy; Gulf of Tonkin incident was not as real as the United States government made it seem)
- Supports the theme with relevant facts and/or examples from the documents (falling dominoes; Gulf of Tonkin Resolution; boats were attacked)

Conclusion: The response fits the criteria for a Level 4 score primarily because it demonstrates understanding of the task and the time period but lacks the depth and analysis of a Level 5 paper. A stronger discussion of the relationship aspect of the task may have led to the higher score.

Documents 1 and 2 share a similar historical context centering on the Cold War. Document 1 shows that the United States government believes in the domino theory of communism spreading in Asia. The theory is that if one Asian country falls to communism then so will their neighbors, and then their neighbors and so forth. This theory along with the US policy of containment, not to destroy communism where it already exists, but to stop it from spreading, caused the US to become involved in conflicts in Asia, such as Korea in the 50's, and later Vietnam.

The context for Document 2 is that Northern Vietnam has turned communist under the leadership of Ho Chi Minh. Along with turning communist the North Vietnamese fired on a US ship in neutral waters & acted aggressively towards their Southern non communist neighbors. This caused the congress to pass this resolution which states that the president could use any means necessary to prevent the spread of communism into South Vietnam. It was not an official declaration of war but it expanded the war powers of the president as commander-in-chief.

The 2 Documents show cause and effect. That is because the first document which showed the domino theory & ideas of containment, caused the 2nd document, in which the Congress resolved that the president could escalate U.S military involvement in the Vietnam War.

Anchor Level 3

The response:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: if one Asian country falls to communism then so will their neighbors, and their neighbors, and so forth; Northern Vietnam has turned communist under Ho Chi Minh; *Relationship*: the two documents show cause and effect because events described in the first document which showed the domino theory and ideas of containment caused the events described in the second document in which Congress resolved that the president could escalate United States military involvement)
- Includes some relevant outside information (Cold War; Asia; containment; Korea; Ho Chi Minh; declaration of war; war powers; escalate)
- Includes some relevant facts and/or examples from the documents (domino theory; communism; Northern Vietnam; neutral waters; Congress; president)

Conclusion: The response fits the criteria for a Level 3 essay primarily because it addresses both aspects of the task in some depth, but by using mainly descriptive statements and providing only limited analysis. Further development of the historical context and the evolution of the cause-and-effect relationship between the domino theory and United States military involvement in Vietnam would have merited a score of 4, as would a discussion that included a bit more analysis.

These two documents show a relationship of Similarity. The first document is President Dwight Eisenhower's explanation of the importance of the United States' relationship with Indochina. He says that we need good relations with Indochina because they have lots of materials the world needs and they produce many goods that we need. However, President Eisenhower also mentions that China is a dictatorship and talks about the "Domino Theory" which is the idea that if one country falls to communism or another form of totalitarian government, then its neighbors will too.

The Second document is a quote from the Tonkin Gulf Resolution in Congress, which is a resolution that gave the president the ability to wage war on another nation without approval from Congress. This resolution was passed when North Vietnamese Communist troops sunk a U.S. naval vessel. This all occurred during the Vietnam war in which the U.S. intervened in Vietnam in an attempt to prevent the communist North Vietnamese from taking over South Vietnam.

These two documents have similarity because they both discuss American relations with Indochina and they both have to do with the Domino Theory. Document one states, "Finally, you have broader considerations that might follow what you would call the 'falling domino' principle. You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is the certainty that it will go over very quickly." Document two states, "...Communist regime in North Vietnam has been waging [war] against its neighbors and the nations joined with them in the collective defense of their freedom...". Both of these quotes can be associated with the "Domino Theory" which is that if one country falls to communism, then the countries neighboring it will fall too.

Based on this information it can be concluded that these two documents show a relationship of similarity in the fact that they both discuss America's relationship with Asia and they both can be associated with the "Domino Theory".

Anchor Level 2

The response:

- Minimally develops *both* aspects of the task
- Is primarily descriptive (*Historical Context*: the first document is President Dwight Eisenhower's explanation of the importance of the United States relationship with Indochina; *Relationship*: these two documents have similarity because they both discuss American relations with Indochina and they both have to do with the domino theory); includes faulty analysis (the second document is a quote from the Gulf of Tonkin Resolution in Congress which is a resolution that gave the president the ability to wage war on another nation without approval from Congress)
- Includes little relevant outside information (domino theory)
- Includes a few relevant facts and/or examples from the documents (President Dwight Eisenhower; Indochina; communism; Gulf of Tonkin Resolution; Congress; North Vietnamese communist troops; naval vessel; South Vietnam; falling domino principle)

Conclusion: The response fits the criteria for a Level 2 essay primarily because while providing a general description of the content of each of the documents it only contains a minimal description of historical context. The discussion of relationship notes a similarity based on the domino theory but does not provide the factual support usually found in a Level 3 response.

The sequel to the Great War, World War II, a bloody war which introduced a never before seen war tactic, atomic bombs. The winner of that war were the Allies which included the US, USSR, and England. They had fought together and won but a few years later it was the Allies that were fighting against each other. The Cold War as it was called was a major factor on why the US got involved in the Vietnam War.

The Cold War was a competition between the United States and the Soviet Union. It was not a war fought directly between them in the battlefield but more through competition and much of that competition was through territory in countries that were recovering from WWII. The US viewed communism as a big threat to them, democracy, and freedom. For example in Asia keeping most of the countries non-communist was a big deal as President Eisenhower says that it important to do so as the country has value in its production of resources and for the citizens of that country to not fail under a dictator. (Doc 1). So when the Vietnam War was happening the US quickly rushed to help South Vietnam as they were against the communist North Vietnam. They fought to help to protect the Vietnamese people's freedom, keep international peace, and contain communism as said in the Tonkin Resolution (Doc 2). This shows how the competition between the two countries led to the US joining a foreign conflict.

In conclusion the Vietnamese War was a bloody, violent war which ruined the lives of many innocent people as both sides had lost civilians but without the competition of the US and USSR the US wouldn't have been so open to getting involved.

Anchor Level 1

The response:

- Minimally addresses the historical context aspect of the task
- Is descriptive (*Historical Context*: the Cold War was a competition between the United States and the Soviet Union; when the Vietnam War was happening the United States quickly rushed to help South Vietnam as they were against communism)
- Includes minimal relevant outside information (Great War; World War II; atomic bombs; Allies; USSR; England; Cold War; Vietnam War)
- Includes a few relevant facts and/or examples from the documents (United States; communism; Asia; President Eisenhower; South Vietnam; Gulf of Tonkin Resolution)

Conclusion: The response fits the criteria for a Level 1 essay primarily because it provides some accurate historical information, identifying the post–World War II Era and the Cold War between the United States and the Soviet Union. However, the essay does not address the evolving wider conflict expressed in the documents and never addresses the relationship aspect of the task. While it cites factual information, the response does not connect the information to the documents. It is unclear if the student understood the task. Had the essay either addressed the relationship aspect of the task or related a few of the facts more directly to the documents, it would have attained a score of 2.

Both of these documents were written during the cold war and during a time of general fear surrounding the concept of communism. One, a press conference with Dwight Eisenhower in 1954, reveals America's specific and general fears surrounding the spread of communism in Southeast Asia (then called Indochina). The other is a resolution passed by congress in 1964 stating that the U.S President could take necessary measures to prevent further aggression by the Viet Cong. During the postwar era, though the country experienced economic prosperity, there was a lot of tension when it came to foreign policy. The U.S. feared that communism would bring about an end to democracy and disintegrate the values that Americans held dear: individualism, freedom, and capitalism.

These 2 ideas presented by the 2 documents have a cause/effect relationship. The fears discussed in document one led later to the action taken in document two. President Dwight Eisenhower described a communist rule in Indochina as the "beginning of a disintegration that would have the most profound influences (doc 1). In order to support the domino theory in 1964 congress passed a resolution promising to protect south Vietnam and neighboring Southeast Asian countries (Dominos) from following in North Vietnam's footsteps, stating that the government's main desire was to leave these countries in peace & allow them to "work out their destinies in their own way" (doc 2). Both of these documents reflect a fear of communism and its effects on American ideals. The fear expressed by Eisenhower early on reverberated throughout the Cold War and eventually led to the resolution and president Johnson sending more troops to Vietnam in the 1960's.

The containment of Communism practiced by the United States, indirectly caused their involvement in the Vietnam War. The relationship between the ideas discovered in the documents was cause and effect. President Truman began the policy of containment after WWII, announcing the Truman Doctrine which pledged support for any free people resisting communism.

Dwight D. Eisenhower believed that Communism should be allowed in countries that already adopted that government style, but it was dangerous to let it spread to other countries. At his press conference on August 7, 1954, he expressed the idea called the “falling domino” principle. This was the belief that as soon as one country in Indochina fell to communism, the rest would soon follow and they’d collapse like dominoes. The containment policy supported the entrance of the U.S. in the Vietnam War. North Vietnam and South Vietnam had been split at the 17th parallel, with the North being led by communist Ho Chi Minh and the South a democracy. The U.S. aided S. Vietnam in order to keep their goal of containment. North Vietnam naval ships deliberately attacked United States naval vessels that were lawfully present in international waters. Due to the attacks, threatening international peace, Congress did not formally declare War but gave President Johnson a blank check to take all necessary measures to escalate the War and prevent further aggression by North Vietnam. Following the Gulf of Tonkin Resolution, the United States sent hundreds of thousands of soldiers to aid South Vietnam.

On the whole, the idea of the containment of communism, stated in the Domino Theory and the Gulf of Tonkin Resolution, ultimately led to more U.S. involvement in the Vietnam War. The alleged attacks on two U.S. destroyers was more convincing because of the fear of communism expressed in the domino theory. If Eisenhower hadn’t adopted this policy, the U.S. may have never gotten involved and many lives would have been saved, instead of sacrificed.

Between both documents, they both generally revolve around the panic that communism may spread to the broader world. America's future depended on the outcome of these situations. While not directly stated in the first document, it's heavily implied that communism is a large threat to "the free world". "Then you have the possibility that many human beings pass under a dictatorship that is inimical [hostile] to the free world." (Document 1) President Eisenhower states this as a means to allow America to be involved with other countries' political affairs in order to contain communism. It was also a prime motivation to get involved in the Vietnam war. "Whereas the United States... to work out their destinies in their own way." (Document 2) The U.S. support favored the South Vietnamese because their beliefs lined up with ours to preserve what they felt was just and more important. The panic about the spread of communism led the United States to get involved in battles that were not their own like defending South Vietnam against the North.

Though both documents were centered around communism, the initial causes were not the same. Eisenhower showed that if one country fell to communism, a chain reaction would be spurred, leading to the fall of other countries. "You have a row...have the most profound influences." (Doc 1) Though, in Document 2, it was a direct attack from communist nations that was the trigger of concern. "Whereas naval units...serious threat to international peace." (Doc 2) The communist effort was seen as a hostile declaration of war, causing America to put a foot in to stop it.

The Domino Theory and the Gulf of Tonkin Resolution are similar because they both justified the need for a containment policy. In Document 1, President Eisenhower speaks of the Indochina region in Asia, because nearby China had already fallen to a communist government, shocking American foreign policy makers. Dwight Eisenhower warns of the “falling domino” principle, in which the ideology of communism spreads from one place to another and consumes the world. Although the word “communism” is never mentioned in Eisenhower’s response, the context surrounding the “falling domino” principle is obvious. In the 1950’s, following the spread of communism into Eastern Europe, there was a second Red Scare in the United States that targeted innocent people suspected of having communist sympathies. Similarly, figures like Senator McCarthy illustrate the possibility of communists influencing the government, Hollywood, and even the army.

Document 2 illustrates a historical context with similar elements at a later date after Ho Chi Minh gained control of nationalists in Vietnam. The date jumps up to 10 years after Eisenhower’s press conference, focusing on the topic of the division of Vietnam into North and South at the 17th parallel. The Tonkin Gulf Resolution alleges that the “Communist regime in North Vietnam” violated international law by attacking the United States and is preventing freedom for the people in South Vietnam. The Resolution was an effect of the domino theory in that it dramatically escalated the United States military involvement in Vietnam. This escalation would lead to a substantial increase in the number of draftees sent to Vietnam. College students would protest the draft and burn their cards, wishing for the U.S. to stop the war. The number of troops and fatalities rose as the president at the time, Lyndon B. Johnson, escalated the war to support South Vietnam. Eventually, the U.S. lost, and all of Vietnam became a communist country.

The first document presents a need for the American government to terminate the spread of communism. The second document puts the theory into action; the President and Congress want to maintain regional peace in Southeast Asia and stop North Vietnamese aggression. Together the documents show the evolution of American containment policy in Southeast Asia. The domino theory clearly caused the United States to escalate the Vietnam War by enacting the Gulf of Tonkin Resolution.

These two documents were based on a time where U.S. took on the fight against communism, and the Vietnam War surrounding it. By this time, the United States was an established nation that believed in democracy and its widespread effect around the world. The sad truth is that with every country/nation comes a leader that can do what-so-ever he pleases, which is something President Eisenhower acknowledges in the press conference from Document 1.

The United States was now following a policy of containment with the primary goal being to stop the spread of communism—the “‘falling domino’ principle”. This principle simply stated that if places like Laos and Cambodia fell into communism, the rest of Asia would soon follow and the rights of the people so easily stolen. In their efforts of containment, the United States sent aid packages with things such as milk to encourage the people of those communist-boarder nations to win and fight the good fight. Doing this would create problems for America with the already Communist nations like North Vietnam.

Practice Paper A—Score Level 3

The response:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: reveals America’s specific and general fears surrounding the spread of communism in Southeast Asia; the United States president could take necessary measures to prevent further aggression by the Vietcong; *Relationship*: the fears discussed in Document 1 led later to the action taken in Document 2; in order to support the domino theory, in 1964 Congress passed a resolution promising to protect South Vietnam and Southeast Asia)
- Includes some relevant outside information (Cold War; Vietcong; postwar era; economic prosperity; capitalism; President Johnson sending more troops)
- Includes some relevant facts and/or examples from the documents (communism; Dwight Eisenhower; Indochina; domino theory; resolution; North Vietnam)

Conclusion: The response fits the criteria for a Level 3 essay because it addresses both aspects of the task in some depth but does so unevenly. While the description of historical context is limited and not strongly supported with factual information, it does a good—albeit brief—job of showing the relationship between the documents. A more thorough development of the task, especially the historical context, with a bit more analysis and supporting facts would have merited a score of 4.

Practice Paper B—Score Level 4

The response:

- Develops *both* aspects of the task in depth
- Is both descriptive and analytical (*Historical Context*: President Truman began the policy of containment after World War II announcing the Truman Doctrine that pledged support for any free people resisting communism; President Eisenhower continued this containment policy while trying to keep the United States removed from foreign conflicts; *Relationship*: the containment of communism as called for in the domino theory eventually led to congressional passage of the Gulf of Tonkin Resolution and greater involvement in the Vietnam War; the alleged attacks on two United States destroyers were more convincing because of the fear of communism expressed in the domino theory; if Eisenhower had not promoted this policy, the United States may never have gotten involved and many lives would have been saved instead of sacrificed)
- Includes relevant outside information (South Vietnam; 17th parallel; did not formally declare war; President Johnson; blank check; escalate the war; hundreds of thousands of soldiers)
- Supports the theme with relevant facts and/or examples from the documents (August 7, 1954; falling domino principle; North Vietnam; naval ships deliberately attacked; international waters; necessary measures)

Conclusion: The response fits the criteria for a Level 4 paper primarily because it makes a strong connection between the containment of communism, the domino theory, and the Gulf of Tonkin Resolution. The response is a bit more analytical than descriptive and it is this level of analysis that qualifies this as a Level 4 paper, rather than a Level 3 response. For this paper to be considered a Level 5 response, it would need to better integrate its outside information and add depth to both aspects of the task.

Practice Paper C—Score Level 2

The response:

- Minimally develops *both* aspects of the task
- Is primarily descriptive (*Historical Context*: while not directly stated in the first document, it is heavily implied that communism is a large threat to the free world; it was also a prime motivation to get involved in the Vietnam War; *Relationship*: both documents generally revolve around the panic that communism may spread to the broader world; though both documents were centered around communism, the initial causes were not the same)
- Includes little relevant outside information (containment; Vietnam War)
- Includes a few relevant facts and/or examples from the documents (communism; free world; President Eisenhower; South Vietnamese; naval units; international peace)

Conclusion: The response fits the criteria for a Level 2 because while it addresses the relationship between the ideas and events described in both documents, it does so in a limited and confusing manner. While citing causes, the essay does note similarities/differences in each document having to do with communism, but under varied circumstances. In addition, the descriptions are limited by a lack of factual support other than the minimal use of direct quotations from the documents. A more thorough examination of the historical context, and/or a bit of analysis, and/or a clearer description of the relationship would have merited a Level 3 score.

Practice Paper D—Score Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth by discussing the historical context surrounding these documents and explaining the relationship between the events and ideas found in these documents
- Is more analytical than descriptive (*Historical Context*: the president speaks of the Indochina region in Asia because nearby China had already fallen to a communist government, shocking American policymakers; in the 1950s, following the spread of communism into Eastern Europe, there was a second Red Scare in the United States that targeted innocent people suspected of having communist sympathies; *Relationship*: the domino theory and Gulf of Tonkin Resolution are similar because they both justified a need for a containment policy; the resolution was an effect of the domino theory in that it dramatically escalated the United States military involvement in Vietnam; together the documents show the evolution of American containment policy in Southeast Asia; the domino theory clearly caused the United States to escalate the Vietnam War by enacting the Gulf of Tonkin Resolution)
- Integrates relevant outside information (Senator McCarthy; Soviet Union; Ho Chi Minh; nationalists; division of Vietnam; 17th parallel; increase in number of draftees sent to Vietnam; burn their cards; Lyndon B. Johnson escalated the war; eventually the United States lost and all of Vietnam became a communist country)
- Supports the theme with many relevant facts and/or examples from the documents (President Eisenhower; falling domino principle; Gulf of Tonkin Resolution; violating international law; Congress)

Conclusion: The response fits the criteria for a Level 5 paper because it uses good analytical statements to show how the Cold War spread from Eastern Europe to Southeast Asia and establishes a strong cause-and-effect relationship between Eisenhower’s domino theory and congressional passage of the Gulf of Tonkin Resolution. It also does a good job integrating related outside information with many facts from the documents.

Practice Paper E—Score Level 1

The response:

- Minimally addresses *one* aspect of the task
- Is descriptive (*Historical Context*: by this time the United States was an established nation that believed in democracy and its widespread affect around the world; the United States was now following a policy of containment with the primary goal being to stop the spread of communism)
- Includes minimal relevant outside information (Vietnam War; Laos; Cambodia; containment)
- Includes a few relevant facts and/or examples from the documents (communism; President Eisenhower; falling domino principle; Asia; North Vietnam)

Conclusion: The response fits the criteria of a Level 1 essay primarily because it provides minimal accurate historical context but does not address the relationship of the events or ideas expressed in the documents. While the response displays an understanding of the domino theory, it only minimally describes the conflict between the United States and communism. Further development of the historical context or minimally addressing the relationship between these documents would have earned the response a score of 2.