

DRAFT RUBRIC FOR PART II
PROTOTYPE 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 protest 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
Prototype 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 from the documents

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 Score Level 5 criteria, the response may be a Score 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)

DRAFT RUBRIC FOR PART II
PROTOTYPE SHORT- ESSAY QUESTION-SET # 2

Task: 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 documents 1 and 2
- Analyze **Document 2** and explain how *audience*, **or purpose**, **or bias**, **or point of view** affects this document's use as a reliable source of evidence

Document 1

The following is an excerpt from the Fugitive Slave Act of 1850, passed as part of the Compromise of 1850.

Section 7

And be it further enacted, That any person who shall knowingly and willingly obstruct, hinder, or prevent such claimant [slave owner], his agent or attorney, or any person or persons lawfully assisting him, her, or them, from arresting such a fugitive from service or labor, either with or without process as aforesaid, or shall rescue, or attempt to rescue, such fugitive from service or labor, from the custody of such claimant, his or her agent or attorney, or other person or persons lawfully assisting as aforesaid, when so arrested, pursuant to [in accordance with] the authority herein given and declared; or shall aid, abet, or assist such person so owing service or labor as aforesaid, directly or indirectly, to escape from such claimant, his agent or attorney, or other person or persons legally authorized as aforesaid; or shall harbor or conceal such fugitive, so as to prevent the discovery and arrest of such person, after notice or knowledge of the fact that such person was a fugitive from service or labor as aforesaid, shall, for either of said offences, be subject to a fine not exceeding one thousand dollars, and imprisonment not exceeding six months. . . .

Section 8

And be it further enacted, . . . and in all cases where the proceedings are before a commissioner, he shall be entitled to a fee of ten dollars in full for his services in each case, upon the delivery of the said certificate to the claimant, his agent or attorney; or a fee of five dollars in cases where the proof shall not, in the opinion of such commissioner, warrant such certificate and delivery . . .

Source: Fugitive Slave Act, 1850

Document 2

CAUTION!!
COLORED PEOPLE
OF BOSTON, ONE & ALL,
You are hereby respectfully **CAUTIONED** and
advised, to avoid conversing with the
Watchmen and Police Officers
of Boston,
For since the recent **ORDER OF THE MAYOR &**
ALDERMEN, they are empowered to act as
KIDNAPPERS
AND
Slave Catchers,
And they have already been actually employed in
KIDNAPPING, CATCHING, AND KEEPING
SLAVES. Therefore, if you value your **LIBERTY,**
and the *Welfare of the Fugitives* among you, *Shun*
them in every possible manner, as so many **HOUNDS**
on the track of the most unfortunate of your race.
Keep a Sharp Look Out for
KIDNAPPERS, and have
TOP EYE open.
APRIL 24, 1851.

Source: Boston Public Library

Content-Specific Rubric
Prototype Short-Essay Question–Set # 2

Scoring Notes:

1. This short-essay question has **two** components (describing the historical context surrounding these two documents and analyzing and explaining how *audience*, **or** *purpose*, **or** *bias*, **or** *point of view* affects the use of **Document 2** as a reliable source of evidence).
2. The description of historical context of both documents may focus on immediate or long-term circumstances or on immediate or long-term effects.
3. The discussion of reliability must focus on Document 2 although information from Document 1 may be included in the discussion.
4. The analysis of reliability of Document 2 may be considered from any perspective as long as it 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 how *audience*, **or** *purpose*, **or** *bias*, **or** *point of view* affects the use of Document 2 as a reliable source of evidence
- Is more analytical than descriptive (analyzes and/or evaluates information), e.g., (*Historical Context*: discusses how the major concession to the South in the Compromise of 1850 was a stronger Fugitive Slave Act that increased punishment for assisting fugitives and prompted anti-slavery groups to adopt measures to nullify its effects; *Purpose*: discusses how abolitionist use of the poster containing alarming words warning fugitive slaves and free blacks about possible capture is a reliable source of evidence to show that the harshness of the Fugitive Slave Act encouraged resistance to federal authority; *Bias*: this broadside warning African Americans about slave catchers is an example of a response by many Northern abolitionists who viewed a stronger Fugitive Slave Act as an illegal and immoral concession to slave owners; while this interpretation can be seen as biased, the document still accurately represents the position of opponents to the Fugitive Slave Act and can be judged as reliable)
- 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*: describes how the Fugitive Slave Act of 1850 strengthened the punishment for people who helped runaway slaves and encouraged abolitionists to increase their anti-slavery activities; *Purpose*: explains how the poster warning fugitive slaves and free blacks about possible capture is a reliable source of evidence to show that the Fugitive Slave Act angered Northerners; *Point of view*: this warning to African Americans is a reliable example of the point of view of abolitionists who were upset by the unfairness of the law and wanted to take strong action against it)
- Includes relevant outside information
- Supports the theme with relevant facts and/or examples from the documents

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 Score Level 5 criteria, the response may be a Score 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—Compromise of 1850

Anyone interfering with the arrest of a fugitive or helping a fugitive will be subject to fine of up to \$1000 or imprisonment up to six months

A commissioner hearing a case against a fugitive will be paid \$10 for returning the fugitive to their owner or \$5 for allowing the fugitive to remain free

Document 2—Colored people of Boston be careful (avoid conversation with watchmen and police officers; kidnappers and slave catchers)

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

The issue of the extension of slavery into new territories as result of Mexican-American War

The admission of California as free state upsetting balance of power in the United States Senate

Fugitive Slave Act was a major concession to the South to gain support for the Compromise of 1850

Increased support for abolitionism

Accelerated activities of Underground Railroad (Harriet Tubman)

Personal Liberty Laws were passed in the North nullifying the Fugitive Slave Act

Reliability of Document 2
(This list is not all inclusive.)

Purpose: This poster demonstrates abolitionist concerns over strict provisions of Fugitive Slave Act and is a reliable source of evidence on this issue

Point of view: Abolitionist opposition to Fugitive Slave Act translates to this poster's warning to free blacks and fugitive slaves and is therefore a reliable source of evidence concerning views of Northern abolitionists

Bias: While the poster represents a single anti-slavery point of view which can be seen as biased, the concerns about the provisions of the Fugitive Slave Act were widely held in the North and the poster can be accepted as a reliable source of evidence on this topic

Audience: The poster is directed toward "colored people of Boston" and raised awareness of the dangers the enforcement of the Fugitive Slave Act created, but it is reliable as it accurately conveys actual dangers faced under the Fugitive Slave Act