

Long essay question 1 question (chosen from a pair) 35 minutes 15% of score

Long Essay Question

To provide opportunities for students to demonstrate what they know best, they will be given a choice between two comparable long essay options. The long essay questions will measure the use of historical thinking skills to explain and analyze significant issues in U.S. history as defined by the thematic learning objectives. Student essays must include the development of a thesis or argument supported by an analysis of specific, relevant historical evidence. Questions will be limited to topics or examples specifically mentioned in the concept outline but framed to allow student answers to include in-depth examples of large-scale phenomena, either drawn from the concept outline or from topics discussed in the classroom.

Rubric:

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| <p>A. THESIS 1 Point</p> | <p>TARGETED SKILL: Argumentation (E1)*</p> <p>1 Point Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</p> | <p>Key Words:</p> |
| <p>B. ARGUMENT DEVELOPMENT: USING THE TARGETED HISTORICAL THINKING SKILL 2 Points</p> | <p>TARGETED SKILL: Argumentation (E2 and E3) and Targeted Skill (C2, D1, D2, D3/D4, D5, or D6)</p> <p>Develops and supports an argument that:</p> <p>COMPARISON: 1 Point Describes similarities AND differences among historical individuals, events, developments, or processes. 1 Point: Explains the reasons for similarities AND differences among historical individuals, events, developments, or processes. OR, DEPENDING ON THE PROMPT Evaluates the relative significance of historical individuals, events, developments, or processes.</p> <p>CAUSATION: 1 Point Describes causes AND/OR effects of a historical event, development, or process. 1 Point Explains the reasons for the causes AND/OR effects of a historical event, development, or process. Scoring Note: <i>If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn both points.</i></p> | <p>Key Words:</p> |
| | <p>CCOT: 1 Point Describes historical continuity AND change over time. 1 Point Explains the reasons for historical continuity AND change over time.</p> <p>PERIODIZATION: 1 Point Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed. 1 Point Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed. Scoring Note: <i>For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed. For both points, if the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EITHER preceded OR followed.</i></p> | |

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| <p>C. ARGUMENT DEVELOPMENT: USING EVIDENCE</p> <p>2 Points</p> | <p>TARGETED SKILL: Argumentation (E2 and E3)</p> <p>1 Point Addresses the topic of the question with specific examples of relevant evidence.</p> <p>1 Point: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.</p> <p>Scoring Note: <i>To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.</i></p> | <p>Key Words:</p> |
| <p>D. SYNTHESIS</p> <p>1 Point</p> | <p>TARGETED SKILL: Synthesis (C4, C5, or C6)</p> <p>1 Point Extends the argument by explaining the connections between the argument and ONE of the following:</p> <ul style="list-style-type: none"> a) A development in a different historical period, situation, era, or geographical area. b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history). c) A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology) (Note: For European and World History only). <p>Scoring Note: <i>The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phase or reference.</i></p> | <p>Key Words:</p> |

Sample Questions:

1. Evaluate the extent to which the Japanese attack on Pearl Harbor marked a turning point in America’s relationship with the world, analyze what changed and what stayed the same from the period before the attack to the period after it.
2. Evaluate the role of American foreign policy played in causing the Japanese attack on Pearl Harbor and the subsequent effect this attack had on American national identity.

Practice:

Watch the video at the link below and read the article included in this document. As you do complete the table at the bottom of this document.

<https://www.youtube.com/watch?v=Q78COTwT7nE>

The Impact of Pearl Harbor on America

by John J. Tierney, Jr. | December 7, 2015 | ARTICLES

Nearly three quarters of a century later, the words "Pearl Harbor" still have a unique meaning to the American people. The image of the sunken USS Arizona, where half of the 2400 casualties remain, still conveys one of the country's most lasting symbols. But what does the image symbolize, and why is it lasting?

In his address to Congress the day after December 7, 1941, President Franklin D. Roosevelt accurately prophesied that Pearl Harbor Day would live "in infamy," but he underestimated the symbolism. Infamy implies treachery, and the immediate impact certainly emphasized that characteristic of the "unprovoked and dastardly" attack. Pearl Harbor came without warning and was accompanied by simultaneous Japanese attacks across the Pacific against both U.S. and British territories: Hong Kong, Guam, Wake, Midway, the Philippines, and Malaya. The immediate national anger against the nature of the treachery slowly gave way to the deeper realization that Pearl Harbor was a turning point in national history and that no looking back was possible.

The first realization struck immediately that the safety and security of the country behind two oceans was a thing of the past. Since Washington's Farewell Address in 1796, Americans grew accustomed to the ingrained geopolitical belief that their "isolationism" was guaranteed by their location. The young Abe Lincoln spoke for most Americans in 1836 with these penetrating reflections on national security: "Shall we expect some transatlantic military giant to step the ocean and crush us at a blow? Never! All the armies of Europe, Asia and Africa combined with all the treasure of the earth, with a Bonaparte for a commander, could not by force take a drink from the Ohio or make a track on the Blue Ridge in a trial of a thousand years."

That history lay buried next to the Arizona.

With isolationism gone, the logical sequence saw the United States join in a grand global coalition of nations against the Axis. Literally overnight, the United States became the defender of most of humanity, democracy, liberty, and all of the value systems cherished by free peoples going back centuries. Like Pearl Harbor itself, this was not an American decision. Four days after the attack, December 11, 1941, both Hitler and Mussolini declared war, sparing the American Congress the agony of deciding on a two front war and, in the process, forcing the U.S. to accept leadership of what later came to be known as the "Free World." After centuries of isolation, this country became a "superpower" within a few days.

This responsibility has been with the U.S. since. Within the wartime coalition, which began in peacetime with NATO in 1949, the U.S. solidified its "special" relationship with Great Britain, which fulfilled Winston Churchill's cherished goal going back to American involvement in World War I. The fact of Pearl Harbor and the subsequent reality of Anglo-American strategic cooperation not only won the Second World War but continued throughout the century, including the Thatcher-Reagan alliance that ended the Cold War. This relationship, which would not have been realized without Pearl Harbor, made the political trajectory of the twentieth century a by-product of the English-speaking peoples, a fact that can be considered as the outstanding reality of the entire period.

This, also, is ongoing into the twenty-first century and the war against Islamic terrorism.

Domestic unity is another direct result of the Pearl Harbor attack, but the effects of this are far more elusive than the effects upon the political world. Prior to the attack, American society had been bitterly split in half between the isolationists, represented mostly in Congress and the Midwest, and interventionists, led by President Roosevelt and eastern constituents. There seemed to be no resolution between this split until Pearl Harbor closed all debate and produced a unity, an energy, and a momentum not seen before or since. The greatest isolationist group of U.S. history, *America First*, which included the aviator hero Charles Lindbergh, the Ambassador to Britain Joseph Kennedy, and his young son John, abruptly closed its doors shortly after Pearl Harbor. Such a show of unity embraced all walks of domestic life, media and theatrical, unions, management, both political parties, all interest groups, women, men, the literati, Christians, Jews, and denominations of all stripes. From 1942 on, there was no commercial construction, from cars to dishwashers; all food was rationed and travel restricted. Indeed, America was on lockdown, but the war lasted less than four years.

Fast forward to the present. The U.S. has been involved against Islamic terrorism since 1983 when 240 Marines were killed in a bombing in Lebanon. Decades later, there is still no resolution. The political system is divided between "reds" and "blues," and the country is widely accused of all kinds of social abuses, sexism and racism among others.

But Pearl Harbor remains sacrosanct.

1. Evaluate the extent to which the Japanese attack on Pearl Harbor marked a turning point in America's relationship with the world, analyze what changed and what stayed the same from the period before the attack to the period after it.
2. Evaluate the role of American foreign policy played in causing the Japanese attack on Pearl Harbor and the subsequent effect this attack had on American national identity.

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| <p>Thesis: Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</p> | Question 1: |
| <p>PERIODIZATION: 1 Point Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed. 1 Point Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed. <i>Scoring Note: For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed. For both points, if the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EITHER preceded OR followed.</i></p> | Question 2: |
| <p>CAUSATION: 1 Point Describes causes AND/OR effects of a historical event, development, or process. 1 Point Explains the reasons for the causes AND/OR effects of a historical event, development, or process. <i>Scoring Note: If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn both points.</i></p> | Question 1: |
| | Question 2, Effect: |