

## **Unit 6 Assessment**

This assessment is composed of two parts: multiple choice questions and a Regents Exam-style thematic essay.

### **Part 1 – Multiple Choice.**

Self-explanatory

### **Part 2 – Thematic Essay Question:**

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- Scaffolds provided for a step-by-step process to plan and write the thematic essay at two levels: Option A is more scaffolded than Option B.
- Guide student practice of essay planning and drafting steps as needed.
- Anticipated responses provided below.

**Anticipated Responses:** Deconstructing the Prompt  
 Key words re: topic are circled. Key words re: purpose are underlined.

<b>Theme:</b>	Foreign Policy
<b>Historical Context:</b>	Throughout its early history, the United States often followed isolationist foreign policy. In the late 1800s and early 1900s, US foreign policy goals moved away from isolationism in ways that had a lasting impact on the US.
<b>Task:</b>	<p>Identify <u>two</u> events or developments that show <u>America's move away</u> from <u>isolationism</u> in the <u>late 1800s and early 1900s</u>. For <i>each</i> event or development:</p> <p><i>Who</i>  <i>What</i> ←  <i>When</i>  <i>Where</i>  <i>Why</i></p> <ul style="list-style-type: none"> <li>• Discuss the <u>historical circumstances</u> surrounding the <u>event</u> or <u>development</u>. <i>cause</i></li> <li>• Explain the <u>impact</u> of the <u>event</u> or <u>development</u> on <u>American history</u>. <i>effect</i></li> </ul> <p>Possible topics include the Spanish-American War, the annexation of Hawaii, the Roosevelt Corollary to the Monroe Doctrine, the construction of the Panama Canal, and the U.S. entry into World War One. <i>(reasons why?)</i></p> <p><i>You may use any two examples you wish.</i></p>

<b>TOPIC</b>	America's move away from isolationism in the late 1800s and early 1900s
<b>PURPOSE</b>	<p>Expository essay</p> <ul style="list-style-type: none"> <li>• identify: US move away/isolationism / late 1800s + early 1900s → 2 events/developments</li> <li>• discuss each historical circumstances / event/development</li> <li>• explain each impact / event/development</li> </ul>
<b>AUDIENCE</b>	Academic audience / teacher

### Anticipated Responses: Step 2, Brainstorming Paragraph Topics

Brainstorm paragraph topics based on your content knowledge and the boundaries described in the purpose. Use these topics to define your plan of development.

Paragraph topic 1 = historical circumstances (i.e., context = causes) + impact (i.e., effects) / event 1

Paragraph topic 2 = historical circumstances (i.e., context = causes) + impact (i.e., effects) / event 2

Students should choose 2 events from the list (or similar events) about which they are most knowledgeable.

E.g.: Spanish American War + annexation of Hawaii

### Anticipated Response: Step 3, Creating a Thesis Statement

<b>TOPIC</b>	America's move away from isolationism in the late 1800s and early 1900s
<b>PURPOSE</b>	Expository essay <ul style="list-style-type: none"> <li>• identify: US move away/isolationism / late 1800s + early 1900s → 2 events/developments</li> <li>• discuss historical circumstances / event/development</li> <li>• explain each impact / event/development</li> </ul>
<b>AUDIENCE</b>	Academic audience / teacher

Thesis statement: By the 1890s, various factors led to two expansionist actions, the Spanish-American War and the annexation of Hawaii, with significant impacts on subsequent U.S. history.

**Step 4: Complete the MPO (Option B – less scaffolded)**

**Topic:** America's move away from isolationism in the late 1800s and early 1900s

**Thesis Statement:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Main Ideas	Details
1st ¶-Introduction	G: ..... S: ..... <b>Do Not Complete</b> ..... Th: .....
2nd ¶-Topic ↓ T.S. Annexation of Hawaii	#1 Cause: Queen Lili'uokalani was the Queen of Hawaii but she was overthrown by American businessmen in 1893 because they were interested in the sugar + fruit plantations in Hawaii. #2 Effect: George Washington advised the U.S. to stay neutral in his farewell address but they are going against this advice because the U.S. needed natural resources + new markets to sell goods.
3rd ¶-Topic ↓ T.S. U.S. Entry into WWI (pgs 44 and 45)	#1 Causes: The Central Powers + Allied Powers are at war in Europe. The Germans began practicing unrestricted submarine warfare (sinking of Lusitania). Germany wrote Zimmerman Note to Mexico asking Mexico to declare war on U.S. / promises Mexico they will regain territory in Southwest. Wilson's asks congress for declaration of war to make world safe for democracy. #2 Effect: U.S. has shifted from a neutral country
4th ¶-Conclusion	Th. St. (rephrased): ..... to becoming a World Power; SS (new) ..... 14 Points / League of Nations GS (new) ..... <b>Do Not Complete</b> .....

**Thematic Essay Rubric**

	5	4	3	2	1
<b>Task Development</b> Did you answer every part of the task?	Yes, and I addressed two examples and two aspects of each about each bullet point.	Yes, but I wrote more about one example than the other.	Yes, but I only wrote about one example OR I wrote very little about any example.	No, I barely addressed any part of the task.	No, I left some parts of the task out or barely addressed them.
<b>Analysis</b> Did you <u>analyze</u> (explain why, how, compare, contrast) more than describe? AND did you explain the connection between your examples and the theme?	Yes! I analyzed (compared/contrasted, evaluated or synthesized) all my examples AND explained the connection between them and the theme.	Yes, I connected my examples to the theme, but only wrote some analysis.	Yes, I connected the examples to the theme BUT my writing was more descriptive (stating facts) than analytical (asking why, how).	No, I mostly described my examples (listed facts) and did not ask why or make connections.	No, I wrote little that was descriptive (listing facts) or analytical.
<b>Details</b> Did you support your thesis with plenty of facts, examples, and details?	Yes, I gave multiple examples using U.S. history vocab in every paragraph, including many specific names, events, and contexts.	Yes, I gave 1 or 2 examples using U.S. history vocab in every paragraph, including a few specific names, events, contexts.	Yes, I gave examples in almost every paragraph, but did not include many specific names, events, or contexts.	No, I only gave a few facts, examples, and details. Some of what I said may have been incorrect.	No, I only gave a few facts, examples, or details. Some of what I said was incorrect.
<b>Organization</b> Did you include an introduction and conclusion that connect the theme to your examples? Are your paragraphs in a logical order?	Yes, I reworded and thoroughly explained the theme in my introduction, showed how my examples connected to the theme & each other, AND my argument is logical and clear.	Yes, I reworded the theme in my introduction, showed how my examples connected to the theme, AND my argument is logical and clear.	Yes, but I may have restated the theme in my introduction and did not connect the theme with my examples, AND I did not include transitions between paragraphs.	No, I might be missing an introduction or conclusion AND my body paragraphs do not have a logical flow. I may have gone off the theme. It may not be clear which part of the task each paragraph is about.	No, I might be missing an introduction or conclusion AND my body paragraphs do not have a logical flow. I may have gone off the theme. It may not be clear which part of the task each paragraph is about.

**OVERALL SCORE**

NOTE: Regents essays are graded using a "holistic" method. This means that the grader considers the essay as a "whole," and does not just add up the scores for the individual parts.

