

AP[®] UNITED STATES HISTORY

2008 SCORING GUIDELINES

Question 1—Document-Based Question

Analyze the ways in which the Vietnam War heightened social, political, and economic tensions in the United States. Focus your answer on the period 1964 to 1975.

The 8–9 Essay

- Contains a well-developed thesis that analyzes the ways in which the Vietnam War heightened social, political, and economic tensions in the United States between 1964 and 1975.
- Presents an effective analysis of the ways in which the Vietnam War heightened social, political, and economic tensions in the United States between 1964 and 1975.
 - Contains analysis of social, political, and economic factors, though coverage may be imbalanced.
 - Analysis of heightened tensions in a particular area may be implicit and/or embedded in analysis of the other two factors.
- Effectively uses a substantial number of documents.
- Supports thesis with substantial and relevant outside information.
- May contain minor errors.
- Is clearly organized and well written.

The 5–7 Essay

- Contains a thesis that addresses the ways in which the Vietnam War heightened social, political, and economic tensions in the United States between 1964 and 1975.
- Has limited analysis of the ways in which the Vietnam War heightened social, political, and economic tensions in the United States between 1964 and 1975.
 - Discussion of social, political, and economic factors may be imbalanced.
 - Discussion of heightened tensions in a particular area may be imbalanced or implicit.
- Effectively uses some documents.
- Supports thesis with some relevant outside information.
- May have errors that do not seriously detract from the quality of the essay.
- Shows acceptable organization and writing; language errors do not interfere with the comprehension of the essay.

The 2–4 Essay

- Contains a limited or undeveloped thesis.
- Deals with the question in a general manner; simplistic, superficial treatment of the subject.
- Merely paraphrases, quotes, or briefly cites documents.
- Contains little outside information, or information that is inaccurate or irrelevant.
- May have major errors.
- May be poorly organized and/or written.

The 0–1 Essay

- Contains no thesis or a thesis that does not address the question.
- Exhibits inadequate or incorrect understanding of the question.
- Has little or no understanding of the documents or ignores them completely.
- Has numerous errors.
- Is written so poorly that it inhibits understanding.

The — Essay

- Is blank or completely off task.

AP[®] UNITED STATES HISTORY

2008 SCORING GUIDELINES

Question 1 Document Information and Inferences

Possible Outside Information: General List (alphabetical order)

17th parallel	Fulbright, J. William
“Advisors”	Generation gap
Agent Orange	Goldwater, Barry
Agnew, Spiro	“Grandma’s nightshirt”
American Independent Party	Guam Doctrine (Nixon Doctrine)
Arab oil embargo	Haber, Al
Assassinations—Martin Luther King, Jr.; Robert F. Kennedy	Haig, Alexander
Berkeley Free Speech Movement—Mario Savio	“Hardhats”
Berrigan Brothers—Cantonsville 9	Hawks
“Better dead than red”	Hayden, Tom
Black Panthers	Head Start
Black Power	“Hearts and minds”
“Blank check”	“Hey, hey, LBJ, how many kids did you kill today?”
Blue collar workers	Hippies
Brown, H. Rap	Ho Chi Minh
Calley, William	Ho Chi Minh trail
Cambodia (secret bombing, invasion)	Hoffman, Abbie
Caputo, Philip, <i>A Rumor of War</i>	Humphrey, Hubert
Carmichael, Stokely	Impoundment
Chicago Seven	“In your guts you know he’s nuts”
Christmas bombings	“In your heart you know he’s right”
Civil Rights Act, 1964	Jackson State
Clay, Cassius (Muhammad Ali)	Job Corps
Committee to Reelect the President (CREEP)	Johnson, Lyndon B.
Containment	Kennedy, John F.
Counterculture	Kent State University
“Credibility gap”	Kissinger, Henry
Democratic National Convention, 1968	“Law and order”
Demilitarized Zone (DMZ)	“Light at the end of the tunnel”
Domino theory	Malcolm X
Doves	“Make love, not war”
Dow Chemical Company	McCarthy, Eugene
Draft card burning	McGovern, George
Draft dodger	McNamara, Robert
Draft lottery	Medicaid
Draftees	Medicare
Earth Day, 1970	Military–industrial complex
Economic Opportunity Act	Moratorium Day
Ellsberg, Daniel	My Lai Massacre
Equal Rights Amendment	Napalm
Escalation	National Liberation Front
Fall of Saigon, 1975	National Organization for Women (NOW)
Fonda, Jane (“Hanoi Jane”)	“Nattering nabobs of negativism”
Food stamps	“Nervous Nellies”
Ford, Gerald	New Federalism
Fragging	New Hampshire primary, 1968
	New Left

AP® UNITED STATES HISTORY

2008 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

Newton, Huey	Stagflation
<i>New York Times v. United States</i> (1971)	“Strategic hamlets”
Ngo Dinh Diem	Student Nonviolent Coordinating Committee (SNCC)
Nixon Doctrine (Guam Doctrine)	Students for a Democratic Society (SDS)—Tom Hayden, Al Haber
Organization of Petroleum Exporting Countries (OPEC)	Tax surcharge
Operation Rolling Thunder	“Teach-ins”
Paris Accords, 1973	Television war
“Peace with honor”	Tet Offensive
Pentagon Papers	“The whole world is watching.”
Plumbers	Truman Doctrine
“Police riot”	Twenty-Sixth Amendment (18-year-old vote)
Political realignment (elections of 1964, 1968, 1972)	USS <i>Maddox</i> and <i>Turner Joy</i>
Protest songs—Pete Seeger; Bob Dylan; Phil Ochs; Tom Paxton; Peter, Paul, and Mary; Joan Baez; Judy Collins; Neil Young	Viet Cong
Relocation camps	Vietnamization
Repeal of the Gulf of Tonkin Resolution, 1969	Voting Rights Act, 1965
Revenue sharing	Wage and price controls
Rubin, Jerry	Wallace, George
Rusk, Dean	War on Poverty
Reserve Officers’ Training Corps (ROTC)	Watergate scandal
Seale, Bobby	Weathermen/Weather Underground
Selective Service System	Westmoreland, William
Siege of Khe Sahn	Whip Inflation Now (WIN)
Southeast Asia Treaty Organization (SEATO)	White backlash
	Yippies

Possible Outside Information: By Subtopic

Social

Agent Orange	Draft lottery
Berkeley Free Speech Movement—Mario Savio	Earth Day, 1970
Berrigan Brothers—Catonsville 9	Ellsberg, Daniel
“Better dead than red”	Equal Rights Amendment
Black Power	Escalation
Black Panthers	Fall of Saigon, 1975
Blue collar workers	Fonda, Jane (“Hanoi Jane”)
Brown, H. Rap	Fragging
Caputo, Philip, <i>A Rumor of War</i>	Generation gap
Calley, William	Hawks
Carmichael, Stokely	“Hey, hey, LBJ, how many kids did you kill today?”
Clay, Cassius (Muhammad Ali)	Hoffman, Abbie
Committee to Reelect the President (CREEP)	“In your guts you know he’s nuts”
Counterculture	“In your heart you know he’s right”
Credibility gap	Jackson State University
Doves	Kent State University
Draft card burning	“Law and order”
Draft dodger	“Light at the end of the tunnel”
Draftees	

AP[®] UNITED STATES HISTORY

2008 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

Social (continued)

Malcolm X
Moratorium Day
My Lai Massacre
Napalm
National Organization for Women (NOW)
“Nattering nabobs of negativism”
“Nervous Nellies”
New Left
Newton, Huey
“Peace with honor”
Pentagon Papers
Plumbers
“Police riot”
Protest songs
Relocation camps
Reserve Officers’ Training Corps (ROTC)
Rubin, Jerry

“Make love, not war”
Seale, Bobby
Selective Service System
“Strategic hamlets”
Student Nonviolent Coordinating Committee (SNCC)
Students for a Democratic Society—Tom Hayden, Al Haber
“Teach-ins”
Television war
Tet Offensive
“The whole world is watching.”
Twenty-Sixth Amendment (18-year-old vote)
Watergate scandal
Weathermen/Weather Underground
White backlash
Woodstock
Yippies

Political

17th parallel
“Advisors”
Agnew, Spiro
American Independent Party
Assassinations—Martin Luther King, Jr.; Robert F. Kennedy
“Blank check”
Cambodia (secret bombing, invasion)
Christmas bombings
Containment
Democratic National Convention, 1968
Demilitarized Zone (DMZ)
Domino theory
Fulbright, J. William
Goldwater, Barry
“Grandma’s nightshirt”
Guam Doctrine (Nixon Doctrine)
Haig, Alexander
Ho Chi Minh
Ho Chi Minh trail
Humphrey, Hubert
Johnson, Lyndon

Kennedy, John F.
Kissinger, Henry
McCarthy, Eugene
McGovern, George
McNamara, Robert
National Liberation Front
New Hampshire primary, 1968
Ngo Dinh Diem
Nixon Doctrine (Guam Doctrine)
O’Brien, Tim, *The Things They Carried*
Paris Accords, 1973
Political realignment (elections of 1964, 1968, 1972)
Rusk, Dean
Southeast Asia Treaty Organization (SEATO)
Siege of Khe Sahn
Truman Doctrine
USS *Maddox* and Turner Joy
Viet Cong
Vietnamization
Wallace, George
Westmoreland, William

**AP[®] UNITED STATES HISTORY
2008 SCORING GUIDELINES**

Question 1 Document Information and Inferences (continued)

Economic

Arab oil embargo

Dow Chemical Company

Economic Opportunity Act

Food stamps

Impoundment

Medicare

Medicaid

Military–industrial complex

New Federalism

Organization of Petroleum Exporting Countries
(OPEC)

Revenue sharing

Stagflation

Tax surcharge

Wage and price controls

War on Poverty

Whip Inflation Now (WIN)

**AP® UNITED STATES HISTORY
2008 SCORING GUIDELINES**

Question 1 Document Information and Inferences (continued)

DOCUMENT A

Source: Gulf of Tonkin Resolution, 1964

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.

Document Information:

- United States will assist in the protection of freedom in Southeast Asia.
- United States has no territorial, military, or political ambitions in that area.
- Congress authorizes that the commander-in-chief may take all measures to repel attacks on United States forces.

Document Inferences:

- Gulf of Tonkin Resolution led to an escalation of the Vietnam War.
- Vietnam War was fought using executive authority granted by Congress.
- Gulf of Tonkin Resolution was a “blank check” for the president.
- The accuracy of the information given to Congress about the Gulf of Tonkin incident was questionable.
- Frequently linked to Document I.

Potential Outside Information Triggered by Document:

17th parallel	“Grandma’s nightshirt”
“Advisors”	Ho Chi Minh
“Blank check”	“In your guts you know he’s nuts”
Christmas bombings	“In your heart you know he’s right”
Containment	Operation Rolling Thunder
Demilitarized Zone (DMZ)	Political realignment, 1964
Domino theory	Selective Service System
Escalation	USS <i>Maddox</i> , Turner Joy
Goldwater, Barry	Viet Cong

AP® UNITED STATES HISTORY
2008 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT B

Source: Country Joe and the Fish, “I-Feel-Like-I’m-Fixin’-To-Die,” 1965

Well, come on Wall Street, don’t move slow,
Why man, this is war au-go-go.
There’s plenty good money to be made
By supplying the Army with the tools of the trade,
Just hope and pray that if they drop the bomb,
They drop it on the Viet Cong.

And it’s one, two, three,
What are we fighting for?
Don’t ask me, I don’t give a damn,
Next stop is Vietnam.
And it’s five, six, seven,
Open up the pearly gates,
Well there ain’t no time to wonder why
Whoopee! we’re all gonna die.

Well, come on mothers throughout the land,
Pack your boys off to Vietnam.
Come on fathers, don’t hesitate,
Send ’em off before it’s too late.
Be the first one on your block
To have your boy come home in a box.

I Feel Like I’m Fixin’ to Die Rag, words and music by Joe McDonald.
Copyright ©1965 renewed 1993 by Alkatraz Corner Music Co. All rights reserved. Used by permission.

Document Information:

- Connects Wall Street with the war effort.
- Indicates that there was money to be made in pursuing the Vietnam War.
- Questions United States involvement in the Vietnam War.
- Indicates that those who go to Vietnam will die.

Document Inferences:

- Vietnam War opened up a generation gap.
- The military–industrial complex favored the Vietnam War.
- Vietnam War led to a growing protest song movement.
- There was growing dissatisfaction with the war.
- Tone is sarcastic.

**AP[®] UNITED STATES HISTORY
2008 SCORING GUIDELINES**

Question 1 Document Information and Inferences (continued)

Potential Outside Information Triggered by Document:

Counterculture, hippies	Military–industrial complex
Doves	Students for a Democratic Society (SDS)
Dow Chemical Company	New Left
Draftees	Protest songs/singers (Bob Dylan, Pete Seeger, Joan Baez, Phil Ochs, Tom Paxton, etc.)
Fonda, Jane (“Hanoi Jane”)	Woodstock
Generation gap	Yippies
Hawks	
“Make love, not war”	

AP[®] UNITED STATES HISTORY

2008 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT C

Source: Martin Luther King, 1967

. . . it became clear to me that the war was doing far more than devastating the hopes of the poor at home. It was sending their sons and their brothers and their husbands to fight and die in extraordinarily high proportions relative to the rest of the population. We were taking the black young men who had been crippled by our society and sending them eight thousand miles away to guarantee liberties in Southeast Asia which they had not found in southwest Georgia and East Harlem.

Document Information:

- African Americans were fighting for liberties in Vietnam that they lacked in the United States.
- The war devastated the hopes of the poor in the United States.
- African Americans died in Vietnam in extraordinary proportions relative to the general population.
- Young African American men had been crippled by society.

Document Inferences:

- Escalation of the Vietnam War undermined the Great Society programs.
- Escalation of the Vietnam War spurred on more aggressive civil rights protests.
- There was opposition toward the war from African American leadership.
- The cost of the Vietnam War was escalating and adversely affecting the poor.
- Often used with Document F.

Potential Outside Information Triggered by Document:

American Independent Party

Black Panthers

Carmichael, Stokely

Civil Rights Act, 1964

Clay, Cassius (Muhammad Ali)

Medicaid

Medicare

Seale, Bobby

Student Nonviolent Coordinating Committee (SNCC)

Tax surcharge

Voting Rights Act, 1965

Wallace, George

War on Poverty

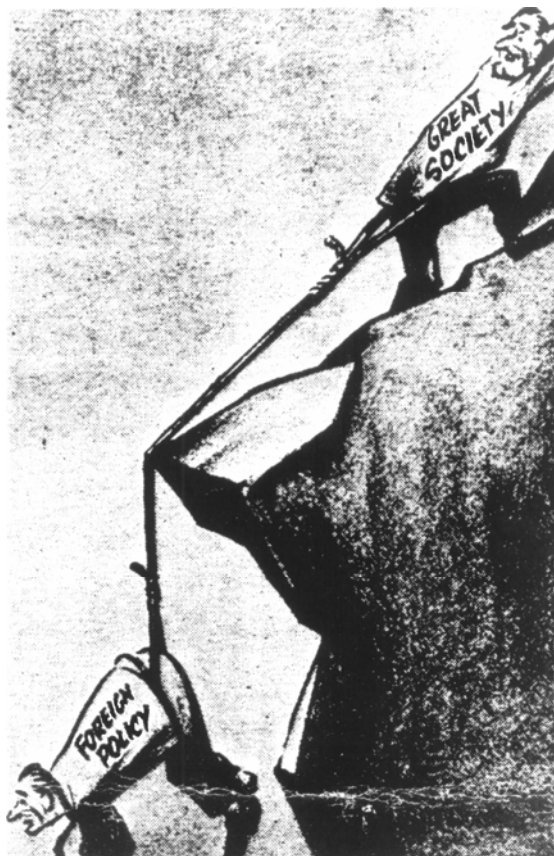
White backlash

AP® UNITED STATES HISTORY 2008 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT D

“Onward and Upward” (1967)



Bill Crawford © dist. by
Newspaper Enterprise Association.

Document Information:

- Foreign policy and the Great Society are at opposite ends of the rope.
- Foreign policy as a drag on the Great Society.
- Someone is trying to lift foreign policy with the Great Society.

Document Inferences:

- President Johnson's foreign policy is hurting the Great Society.
- The United States may not be able to support both the Vietnam War and the Great Society.
- President Johnson is happier with the Great Society than he is with his foreign policy.
- Often used with Document H.

Potential Outside Information Triggered by Document:

Credibility gap

Economic Opportunity Act

Food stamps

Medicaid

Medicare

War on Poverty

AP® UNITED STATES HISTORY

2008 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT E

Source: Robert F. Kennedy, 1968

For years we have been told that the measure of our success and progress in Vietnam was increasing security and control for the population. Now we have seen that none of the population is secure and no area is under such control. . . .

This has not happened because our men are not brave or effective, because they are. It is because we have not conceived our mission in this war. It is because we have misconceived the nature of the war. It is because we have sought to resolve by military might a conflict whose issue depends upon the will and conviction of the South Vietnamese people. It is like sending a lion to halt an epidemic of jungle rot.

Document Information:

- None of the Vietnamese population is secure.
- United States soldiers have been brave and effective.
- The United States misconceived its mission and the nature of the war.
- Success depends on the will and conviction of the South Vietnamese people.

Document Inferences:

- The United States population has been misled concerning the success and progress of the war.
- The Tet Offensive undermined public support for the war.
- The South Vietnamese people must take a greater role in fighting the war.
- United States military power cannot resolve the issue of the control of Vietnam.
- The Tet Offensive caused Johnson to withdraw from the 1968 presidential race.

Potential Outside Information Triggered by Document:

Agent Orange	My Lai Massacre
American Independent Party	Napalm
Calley, William	National Liberation Front
Chicago Seven	New Hampshire primary
Credibility gap	Nixon Doctrine (Guam Doctrine)
Democratic National Convention, 1968	"Police riot"
"Hey, hey, LBJ, how many kids did you kill today?"	Political realignment, 1968
Hoffman, Abbie	Rubin, Jerry
Humphrey, Hubert	Rusk, Dean
Kennedy, Robert, assassination	Tet Offensive
"Law and order"	"The whole world is watching"
King, Martin Luther, assassination	Viet Cong
McCarthy, Eugene	Vietnamization
McNamara, Robert	Wallace, George

AP[®] UNITED STATES HISTORY

2008 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT F

Source: James Fallows, writing about his 1969 draft board experience

. . . Even as the last of the Cambridge contingent was throwing its urine and deliberately failing its color-blindness tests, buses from the next board began to arrive. These bore the boys from Chelsea, thick, dark-haired young men, the white proles [members of the working class] of Boston. Most of them were younger than us, since they had just left high school, and it had clearly never occurred to them that there might be a way around the draft. They walked through the examination lines like so many cattle off to slaughter. I tried to avoid noticing, but the results were inescapable. While perhaps four out of five of my friends from Harvard were being deferred, just the opposite was happening to the Chelsea boys.

Document Information:

- The Cambridge contingent threw urine and failed color-blindness tests.
- Boys from Chelsea were dark-haired and younger than the boys from Cambridge.
- Chelsea was a working-class neighborhood.
- Chelsea boys did not know there was a way around the draft.
- Fallows estimates that four out of five of his friends from Harvard were deferred whereas four out of five Chelsea boys were accepted.

Document Inferences:

- Cambridge students knew how to avoid the draft.
- Some college boys looked down on uneducated, working-class people while others felt guilty about their inability to avoid the draft.
- A disproportionate number of those who did not attend college got drafted.
- The draft heightened tensions between college and noncollege youth.

Potential Outside Information Triggered by Document:

Blue collar workers
Draft card burning
Draft dodger
Draft lottery

Draftees
Generation gap
Selective Service System
“Teach-ins”

AP® UNITED STATES HISTORY
2008 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT G

Source: Richard Nixon, Address to the Nation, 1969

I know it may not be fashionable to speak of patriotism or national destiny these days.
But I feel it is appropriate to do so on this occasion. . . .

Let historians not record that when America was the most powerful nation in the world we passed on the other side of the road and allowed the last hopes for peace and freedom of millions of people to be suffocated by the forces of totalitarianism. And so tonight to you, the great silent majority of my fellow Americans, I ask for your support. . . .

Let us be united for peace. Let us also be united against defeat. Because let us understand: North Vietnam cannot defeat or humiliate the United States. Only Americans can do that.

Document Information:

- It is not fashionable to speak of patriotism.
- The United States is the most powerful nation in the world.
- Americans should fight for the freedom of people under totalitarianism.
- Americans should be united for peace and against defeat.
- Nixon appeals for Americans' support.
- Only Americans can humiliate the United States.

Document Inferences:

- Protests against the war were undermining the American cause.
- Protesters against the war were unpatriotic.
- The "silent majority" supported the war and Nixon.
- Defeat would humiliate the United States.
- Nixon was concerned about the erosion of support for the war effort.

Potential Outside Information Triggered by Document:

Agnew, Spiro	"Nattering nabobs of negativism"
Blue collar workers	"Nervous Nellies"
Doves	Nixon Doctrine (Guam Doctrine)
Hawks	"Peace with honor"
"Light at the end of the tunnel"	Vietnamization
Moratorium Day	Weathermen

AP[®] UNITED STATES HISTORY

2008 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT H

Source: George McGovern, 1972

What I propose is that we spend all that is necessary for prudent national defense, and no more. I propose that we conserve our limited resources:

- By no longer underwriting the appalling waste of money and manpower that has become such a bad habit in our military establishment;
- By rejecting the purchase of weapons which are designed to fight the last war better, with almost no relevance to today's threat;
- By refusing to maintain extra military forces that can have no other purpose than to repeat our experience in Vietnam, a venture which nearly all of us now recognize as a monstrous national blunder;
- By repudiating the false world of old discredited myths, made up of blocs, puppets, and dominoes, facing instead the real world of today and the future with multiple ideologies and interests.

Document Information:

- The United States should spend what is necessary for prudent defense.
- The United States should conserve limited resources.
- The military should stop wasting money and manpower.
- The United States should refuse to maintain extra military forces.
- The Vietnam War is a national blunder.

Document Inferences:

- The United States was spending too much money on national defense.
- The United States military was inefficient.
- The United States needed to modernize its weapons systems.
- The United States military was too large.
- The domino theory, containment, and the Cold War are outdated concepts.

Potential Outside Information Triggered by Document:

Arab oil embargo	Organization of Petroleum Exporting Countries (OPEC)
Committee to Reelect the President (CREEP)	Pentagon Papers
Containment	Plumbers
Earth Day, 1970	Political realignment, 1972
Ellsberg, Daniel	Revenue sharing
Fall of Saigon, 1975	Southeast Asia Treaty Organization (SEATO)
Impoundment	Stagflation
New Federalism	Watergate scandal
<i>New York Times v. United States</i> (1971)	Whip Inflation Now (WIN)

AP[®] UNITED STATES HISTORY
2008 SCORING GUIDELINES

Question 1 Document Information and Inferences (continued)

DOCUMENT I

Source: The War Powers Act, 1973

SEC. 5(b) Within sixty calendar days after a report is submitted or is required to be submitted pursuant to section 4(a)(1), whichever is earlier, the President shall terminate any use of United States Armed Forces with respect to which such report was submitted (or required to be submitted), unless the Congress (1) has declared war or has enacted a specific authorization for such use of United States Armed Forces, (2) has extended by law such sixty-day period, or (3) is physically unable to meet as a result of an armed attack upon the United States.

Document Information:

- Within sixty days the president must terminate use of the United States Armed Forces unless Congress (1) has declared war or authorized their use, (2) has extended the sixty-day period, or (3) is unable to meet as a result of an armed attack.

Document Inferences:

- Congress disapproved the use of executive authority to fight a prolonged war.
- The president must inform Congress of the commitment of United States troops.
- The Gulf of Tonkin Resolution was repealed.
- Congress is concerned with the overall growth of executive power.
- Often used with Document A.

Potential Outside Information Triggered by Document:

Fall of Saigon, 1975
Ford, Gerald
Kissinger, Henry

Paris Accords, 1973
Repeal of the Gulf of Tonkin Resolution, 1969

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	--------------------------------------	--------------------------------------

1A
1 of 4

Overall, the Vietnam War was an ~~un~~ unpopular conflict that failed in terms of the defense of Vietnam against the communist N. Vietnam, and ~~also~~ ~~it~~ ~~changed~~ many Americans' opinions about the nation's role in the world and in their lives. ~~At the end of the Cold War~~. The Vietnam War was yet another example of the escalation of the Cold War, but this time, ~~the~~ American intentions were completely misguided, and the damage done to society was huge. American involvement in Vietnam increased conflict and tension in the U.S. because of the overwhelming unpopularity of government decisions, causing great social unrest and unhappiness, especially among young people, political corruption in the Johnson and Nixon administrations, and economic mismanagement of the war effort vs. domestic programs.

As involvement in Vietnam escalated in the early to mid-60s, the reasons for advisors and small numbers of troops grew more and more fuzzy to the American people. ~~After~~ ^{After} Lyndon B. Johnson took office and Congress initiated the Gulf of Tonkin resolution in 1964, suddenly there was a troop surge in Vietnam. By empowering LBJ to take any means necessary to ~~the~~ check the communist threat and the ~~threat~~ ^{expressed} threat to U.S. safety, Congress granted a dangerous amount of power to the executive branch over every day men and women. Once the military draft was instated in 1965, men were being sent to Vietnam for a year without their choice. ~~As illustrated in Doc. P~~ While fighting in Vietnam, many men suffered injury and ~~were~~ ^{were} ~~only~~ ^{were} able to ~~endure~~ and severe stress, leading to, when

Circle the Section II question number you are answering on this page.

Mandatory <u>1</u>	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	-------------------------------	-------------------------------

1A
2 of 4

they would return home, to ~~lose~~ heroin or other drug addictions, post traumatic stress disorder (PTSD), depression and homelessness. About 1/3 of homeless men today are Vietnam Vets. After the Tet offensive in 1968, the end ~~of~~ ~~the~~ of the war suddenly seemed far off with a sudden ambush from the Viet Cong. Most young people at home got caught up in protests and drugs, and much of middle class America felt distant from these radical "hippies." The war caused a ^{great} social divide between the young and the "silent majority."

Lyndon B. Johnson, though commended for his work in civil rights, was very much disliked for his ~~in~~ assistance or involvement in Vietnam. In 1964, a U.S. ship in the Pacific was supposedly fired upon, but the validity of that story is questionable. LBJ used this to create the Gulf of Tonkin Resolution in 1964 to give himself a huge amount of power, as shown by Doc A. ~~By~~ By 1968, people were so angry with the troop escalation that they turned to a seemingly much better candidate: Republican Richard Nixon. As shown in Doc G, Nixon mobilized the "silent majority" of America, and for a time had great support and popularity, winning every state except MA in the 1972 election against George M. Govern. ~~However, Nixon~~ Although Nixon decreased the war effort, he was still greatly paranoid about the ~~the~~ rivalry between the Democratic party and the Republicans that the Vietnam War had heightened. In the midst of the Vietnam War, the Watergate scandal

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	--------------------------------------	--------------------------------------

1A
3 of 4

ruined Nixon, for his citing of executive privilege in not handing over recorded phone tapes significantly decreased American faith in the government. Politics ~~and~~ and the government during the Vietnam war were utterly soiled because of LBJ's fervent involvement in troop escalation, leading to riots outside the Democratic nomination convention in 1968, and overall presidential corruption during Watergate.

Economically, the war took away from many programs that were important to Kennedy's War on Poverty. ~~For~~ LBJ's continuation of the New Frontier, the Great Society programs, needed sufficient funds to function properly. Doc. D illustrates how the war spending, especially during LBJ's presidency dragged down these programs. By 1965 over 500,000 troops were sent to Vietnam, and a huge amount of military spending was taking up much of the federal budget. ~~The~~ Former pres. Eisenhower warned in his farewell speech in 1960 that excessive military spending would only increase the power of arms manufacturers, and Senator George McGovern echoes this in Doc. H. The only effective economic management of the Vietnam war was under Nixon with Vietnamization, the gradual decrease in military involvement in Vietnam. However, Nixon still didn't increase much needed ~~the~~ health programs ~~especially~~ especially for veterans, further mismanaging the economy.

The ~~war~~ ^{war's} unpopularity, corruption, and mismanagement of the Vietnam War greatly contributed to the turbulent periods of the 1960s and 70s. Even today, our faith in

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	--------------------------------------	--------------------------------------

1 A
4 of 4

politics and foreign affairs has greatly diminished, leaving behind a bad memory of tensions in the U.S. during the Vietnam War and the scars it left on American Society.

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	--------------------------------------	--------------------------------------

1 B

The Vietnam War was a military disaster that had a severe ^{1 of 3} impact on the nation, socially, ~~politically~~ politically and economically. The Vietnam war distracted the government from the domestic issues and drained massive amounts of money. In the social aspect, Vietnam had severe consequences. Vietnam was considered to be a communist threat. North Vietnam was considered ~~to be~~ a communist threat by the US and had to be contained. This fear of communism trickled down to the common people. During the Cold War, Communism was seen as an evil force that destroyed Capitalist systems and left people in poverty. Movies and books filled with propaganda infused people with such fear. The Vietnam war was also very bad in that it signalled a shift from JFK's and LBJ's social programs to defense spending. Money that was sent to ease the poverty gap was redirected to defense spending. This caused many poor people to suffer. Coincidentally these poor people became the draftees for the war. Martin Luther King in his 1967 speech, remarked that ~~the~~ poor black men were being drafted to fight for ideals such as freedom in Vietnam that didn't truly exist in the US. Blacks were still treated as inferiors at the time. This type of alienation led to many college riots and sit-ins that led to deaths at Kent State. More social turmoil ensued when the Gulf of Tonkin crisis was found to be a fabrication. The

Circle the Section II question number you are answering on this page.

Mandatory ①	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
----------------	-------------------------------	-------------------------------

1B
2 of 3

American people felt lied to and betrayed. Politically, the Vietnam war was a disaster as well. The alienation in the public led to little political support. Whereas LBJ was a huge supporter of the war, many other political figures such as Robert Kennedy were against it. Kennedy stated that "the war failed because we have misconceived the nature of the war." The war started out wrong when the US put in Diem, a Catholic, as leader of South Vietnam. He was hated by the people, and the Vietnamese transferred this hate to the US as well. Also, the US used the Gulf of Tonkin to issue the Gulf of Tonkin resolution, a blank check for the war effort. Because of this unlimited budget, the US poured troops and money into Vietnam, a strategy that didn't work in the jungle environment. When the people lost confidence in LBJ, Nixon came to power and promised an honorable "retreat" from Vietnam. He switched to Vietnamization, aiding the S. Vietnamese in training, use fewer US troops, and cut back spending. This really helped Nixon's approval rating until he was found guilty in Watergate and resigned. This marked a stage of no confidence in the government from the people of the US. Most of all, Vietnam was a huge economic failure. As seen in Doc D, the Great Society's planning and progress were dragged down by foreign policy and especially defense spending. The US had to cut back on new programs such as

Circle the Section II question number you are answering on this page.

Mandatory 1	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
-----------------------	--------------------------------------	--------------------------------------

1 B
3 of 3

Medicare, Medicaid, Social Security, and the National Endowment for the Arts to fund the war. Worst of all, this increase in military spending was useless. Advanced guns, helicopters and bombs were futile in the guerrilla warfare that the Vietnamese used. George McGovern was completely right when he proposed: "The US 'spends all that is necessary for national defense, and no more.' Pouring in tons of money, unenthusiastic draftees, and lots of supplies was a complete waste. Many lives were lost for nothing. The Vietnam war took the US back quite a few steps in terms of progress. It turned the people into a mass that was fearful and suspicious of the government, set back reforms by focusing on foreign policy, and drained the economy. It was a complete military failure that the US did not give up on until it was too late.

Circle the Section II question number you are answering on this page.

1C
2 of 3

Mandatory ①	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
----------------	-------------------------------	-------------------------------

and Upward" (Document D) and addressed in Nixon's appeal to the people to unite in "Address to the Nation" (Document G)

The song contradicts what we would like to be, and is full of doubt about the war: "What are we fighting for? / Don't ask me, I don't give a damn" and "Be the first one on your block / To have your boy come home in a box."

The cartoon displays the public attitude that foreign policy decisions are holding back the improvement of society, and to sever such policy would be to improve society.

Nixon felt it necessary to address the nation on such feelings; ~~and~~ he called for us to unite for peace and victory, and that such dissent was humiliating to America.

Politically, the Gulf of Tonkin Resolution gave the president the power to enter into Vietnam (Document A). Four years later, as the war drags on, Robert Kennedy said that our goals (which we are unsure of) have not been achieved by our troops (by no fault of their own) because we "misconceived the nature of the war" and that we should leave the conflict to "the will & consensus of the South Vietnamese people." RFK claims that we are not the solution to this particular ~~part~~ problem, ~~we~~ and that "it is like sending a lion to hunt an epidemic of jungle rot." (Document E).

Both politically and economically, in 1972 George McGovern aims to try to fix the problems that have contributed to "the national blunder" that was Vietnam (Document H).

Circle the Section II question number you are answering on this page.

1C
3 of 3

Mandatory ①	Part B — Circle one 2 or 3	Part C — Circle one 4 or 5
----------------	-------------------------------	-------------------------------

McGovern wants to stop wasting money and men, to stop wasting money on obsolete weapons which would have won the last war, to not maintain armed forces which would lead to another Vietnam, and to not ~~use~~ recycle ^{old} terms to describe new problems & developments. ~~But~~ These aims address the wasteful policies of Vietnam, the lack of necessity for our presence there, and the misleading use of familiar terms, which did not accurately describe the situation.

The Vietnam War had many effects on the U.S. socially, politically and economically. Bad choices made by the government, including unclear description of events, fomented widespread dissent among the public and a lingering distrust of the government. This war to contain communism in Southeast Asia cost many lives and caused many divisions ~~among the~~ in American society.

AP[®] UNITED STATES HISTORY

2008 SCORING COMMENTARY

Question 1

Overview

The intent of the question was for students to evaluate the effect of the Vietnam War on the United States during the period 1964 to 1975. Students were asked to analyze political, economic, and social factors and the ways in which these factors led to increasing tensions during this time period.

Score: 1A

Score: 8

The response has an effective introduction with a strong thesis that is developed throughout the essay. Though the treatment of economic tensions is less well developed, it is nevertheless significantly better than in most essays. The essay effectively analyzes several documents with considerable supporting outside information. The reference to Kennedy's War on Poverty is a minor error that does not detract from the overall quality of the essay.

Sample: 1B

Score: 6

The essay begins with a simple thesis, but it is more clearly developed in the final paragraph. The student addresses all three areas, though with considerable overlap and blending. There is substantial outside information, some of which is not commonly cited by other students (e.g., Diem as Roman Catholic). While not always well organized, the analysis shows a good understanding of the documents and some insight into the tensions of this period.

Sample: 1C

Score: 4

The essay has a clear thesis (found in the concluding paragraph) that is supported by competent prose. The document use is fairly sophisticated but still only involves paraphrasing of the documents. The essay contains no outside information.