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**Educator Guide  
to the Regents Examination  
in United States History and Government  
(Framework)**

**First Administration  
June 2021**



University of the  
State of New York  
State Education  
Department

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## **Foreword**

The New York State Board of Regents adopted the New York State K-12 Social Studies Framework in April 2014. The Framework is intended to enrich pedagogy and student learning. As a result of the adoption of the NYS K-12 Framework, the New York State Education Department (NYSED) is committed to a revision of the current state assessment program for United States History and Government to measure Grade 11 content and skills.

The adoption of the NYS K-12 Social Studies Framework signaled the need for educators to shift instruction to prepare students for the rigor of the content and skills presented in the Framework. The Office of State Assessment worked with members of the Social Studies Content Advisory Panel and other NYS Social Studies educators to develop the Regents Examination in United States History and Government. This team worked together to develop claims, evidence, performance-level descriptions (PLDs), and new question types for the new assessment. They also created the task models being used to develop the Part I Multiple-Choice Questions, the Part II Short Essay Questions, and the Part III Civic Literacy Essay.

## **K–12 Social Studies Framework**

Social Studies is intended to promote civic competence through the integrated study of the social sciences and humanities. Within the school program, Social Studies provides coordinated, systematic study that draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, belief systems, and sociology, as well as upon appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (adapted from the National Council for the Social Studies [NCSS] definition of Social Studies).

The Social Studies Framework allows for:

- Students to develop an understanding of concepts and key ideas through inquiry, analysis of primary and secondary source documents, and application of disciplinary skills and practices
- Students to be assessed on their understanding of key ideas and conceptual understandings as well as Social Studies practices
- Districts and teachers to continue to have decision-making power about how to teach and illustrate key ideas and conceptual understandings to promote student understanding

The NYS K–12 Social Studies Framework (2014) can be found at

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>.

## **Social Studies Practices Grades 9-12**

### **A. Gathering, Interpreting, and Using Evidence**

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter hypotheses.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
4. Describe, analyze, and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
6. Deconstruct and construct plausible and persuasive arguments using evidence.
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

## **B. Chronological Reasoning and Causation**

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.
3. Identify, analyze, and evaluate the relationship between multiple causes and effects.
4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).
5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
6. Recognize that choice of specific periodization favors or advantages one narrative, region, or group over another narrative, region, or group.
7. Relate patterns of continuity and change to larger historical processes and themes.
8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

## **C. Comparison and Contextualization**

1. Identify similarities and differences between geographic regions across historical time periods and relate differences in geography to different historical events and outcomes.
2. Identify, compare, and evaluate multiple perspectives on a given historical experience.
3. Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts.
4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).
5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).

## **D. Geographic Reasoning**

1. Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people.
2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.
4. Recognize and interpret (at different scales) the relationships between patterns and processes.
5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
6. Characterize and analyze changing connections between places and regions.

## **E. Economics and Economics Systems**

1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
2. Analyze the ways in which incentives influence what is produced and distributed in a market system.
3. Evaluate the extent to which competition between sellers and between buyers exists in specific markets.
4. Describe concepts of property rights and rule of law as they apply to a market economy.
5. Use economic indicators to analyze the current and future state of the economy.
6. Analyze government economic policies and the effects on the national and global economy.

## **F. Civic Participation**

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counterargument.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.
4. Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.

## Curriculum and Instruction Decisions

As teachers and districts consider curriculum and instructional decisions in light of the NYS K–12 Social Studies Framework, there are three instructional shifts to highlight. The purpose of the shifts is to affirm what teachers are already doing well and to accelerate the types of changes in teaching and learning that can help students. The design of the NYS K–12 Social Studies Framework directly supports practitioners in making this shift toward greater conceptual understanding. The three instructional shifts are:

**Shift #1: Focus on Conceptual Understanding**

**Shift #2: Foster Student Inquiry, Collaboration, and Informed Action**

**Shift #3: Integrate Content and Skills Purposefully**

Instruction in Social Studies, aligned to the NYS K–12 Social Studies Framework, can and should take many forms—there is no one single approach that will meet the needs of all students. Teachers, as professionals, should develop a repertoire of instructional methods and strategies.

Different methods should be used depending on what content, skills, and relevant connections are being taught and the outcomes one wants students to demonstrate. Neither inquiry nor lecture can be the sole method used to teach. There are many different active learning strategies that teachers can employ effectively depending on the topics chosen, skills required, and learning objectives. Active learning strategies include research and oral reports, debates, simulations, project-based learning, and cooperative learning.

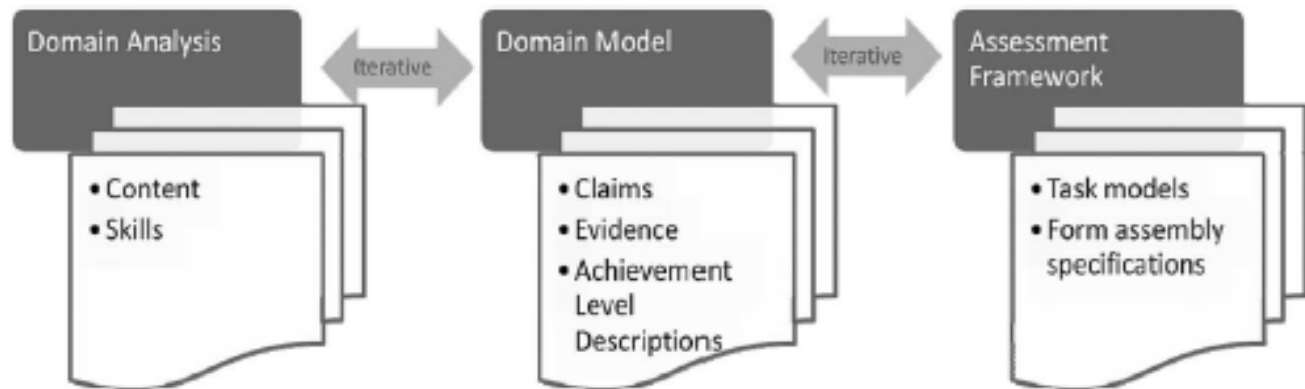
More information on the three instructional shifts is available at <https://www.engageny.org/resource/new-york-state-k-12-social-studies-field-guide>.



## Introduction to the Regents Examination in United States History and Government (Framework)

The Regents Examination in United States History and Government (Framework), based on the NYS K–12 Social Studies Framework, is being developed for first administration in June 2020. Evidence Centered Design (ECD) has been the foundation for the development of this new examination. ECD is a systematic process to ensure comparable scores across multiple test forms. It provides a way to focus on the most valuable aspects of learning, content and skills.

### Evidence Centered Assessment Design



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The first domain in ECD is comprised of content and skills. The skills in this domain are rooted in the Social Studies practices and include gathering, using, and interpreting evidence; chronological reasoning and causation; comparison and contextualization; geographic reasoning; economics and economic systems; and civic participation. These skills, or practices, represent the social science thinking skills and historical thinking skills that students should develop throughout their K-12 education to be prepared for civic participation, college, and careers.

The second domain is comprised of claims, evidence, and PLDs. Claims are clear statements about what students should be able to do at the end of the course. Evidence is what a student needs to do, say, or produce to support the acquisition of the claim. The PLDs explain what it means to earn a performance level of 1, 2, 3, 4, or 5 on the examination.

The third domain consists of the test design and the task models. The test design refers to the components that make up the examination. The task models are the structures, or shells, for collecting evidence for the claims.

To further illustrate the claims, evidence, and PLDs for United States History and Government, a document is provided beginning on page 10. The left column provides the claims along with an outlined list of possible evidence a student might demonstrate. The other columns show PLD levels 2 to 5 and provide a description of what students should be able to do at each level aligned to the claims and evidence.

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

### **Policy-level Performance Level Definitions**

Students perform along a proficiency continuum with regard to the knowledge and skills necessary to meet the demands of the NYS K-12 Social Studies Framework. There are students who meet the expectations of the Framework with distinction, students who fully meet the expectations, students who partially meet the expectations and students who do not demonstrate sufficient knowledge or skills required for any performance level. The Regents Examination in United States History and Government (Framework) is designed to classify students into one of five proficiency categories (i.e., performance levels). These categories are defined as:

#### ***Level 5***

Students performing at this level meet the expectations of the Framework with distinction for United States History and Government.

#### ***Level 4***

Students performing at this level fully meet the expectations of the Framework for United States History and Government. They are likely prepared to succeed in the next level of coursework.

#### ***Level 3***

Students performing at this level minimally meet the expectations of the Framework for United States History and Government. They meet the content area requirements for a Regents diploma but may need additional support to succeed in the next level of coursework.

#### ***Level 2***

Students performing at this level partially meet the expectations of the Framework for United States History and Government. Students with disabilities performing at this level meet the content area requirements for a local diploma but may need additional support to succeed in the next level of coursework.

#### ***Level 1***

Students performing at this level demonstrate knowledge, skills, and practices embodied by the Framework for United States History and Government below that of Level 2.

The specific knowledge and skills that students in each performance level are expected to demonstrate are described in the Performance Level Descriptions (PLDs) for United States History and Government (Framework).

## United States History and Government (Framework)

CLAIM AND EVIDENCE	NYS Level 2 Descriptor (DRAFT)	NYS Level 3 Descriptor (DRAFT)	NYS Level 4 Descriptor (DRAFT)	NYS Level 5 Descriptor (DRAFT)
<p><b>CLAIM 1</b> Students can analyze sources and use evidence to create and analyze discipline-specific arguments (e.g., history, civics, economics, and/or geography).</p> <p><b>EVIDENCE</b> • Analysis of sources includes two components: A. Analysis of the relevant following aspects of a source and how that analysis affects interpretations of the source: i. Format ii. Authorship iii. Historical Context iv. Audience v. Content vi. Purpose vii. Bias viii. Point of View</p>	<p>1.1 Student inaccurately identifies an aspect of a source (format, authorship, historical context, content, purpose, bias, and/or point of view) and describes how it influences the reliability of sources.</p> <hr/> <p>1.2 Student inaccurately identifies that evidence from a source that confirms or challenges another source or interpretation.</p>	<p>1.1 Student identifies an aspect of a source (format, authorship, historical context, content, purpose, bias, and/or point of view) and describes how it influences the reliability of sources, with minor inaccuracies.</p> <hr/> <p>1.2 Student identifies evidence from a source that confirms or challenges another source or interpretation with minor inaccuracies.</p>	<p>1.1 Student identifies an aspect of a source (format, authorship, historical context, content, purpose, bias, and/or point of view) and explains how this factor influences the reliability of sources.</p> <hr/> <p>1.2 Student accurately explains how evidence from a source confirms or challenges another source or interpretation.</p>	<p>1.1 Student identifies an aspect of a source (format, authorship, historical context, content, purpose, bias, and/or point of view) and evaluates how this factor influences the reliability of sources.</p> <hr/> <p>1.2 Student accurately explains how evidence from a source confirms or challenges another source or interpretation and assesses the reliability of the source considering other available information.</p>

<p>B. Corroboration</p> <p>i. Explaining relationships between multiple sources</p> <p>ii. Explaining the relationship between sources and discipline-specific arguments</p> <p>iii. Reliability of the source(s) in light of analysis</p> <p>● Creation of discipline-specific arguments (e.g., history, civics, economics, and/or geography) includes:</p> <p>A. An appropriate discipline-specific claim</p> <p>B. Reasoning that supports the claim(s)</p> <p>C. Evidence from source(s) and events to support argument</p> <p>● Analysis of discipline-specific claim(s) or arguments includes:</p> <p>A. Identification of discipline-specific (e.g.,</p>	<p>1.3 Student uses irrelevant and or disconnected evidence from multiple sources to support or refute a claim or an argument without reference to perspective or historical context.</p> <hr/> <p>1.4 Student evaluates a claim or argument using invalid evidence or sources.</p> <hr/> <p>1.5 Student makes an implausible claim or argument using irrelevant and/or disconnected evidence from sources.</p> <hr/> <p>1.6 Student describes the relationship between a given set of sources/documents and may use irrelevant and/or disconnected evidence.</p>	<p>1.3 Student uses relevant evidence from multiple sources to support or refute a claim or an argument without reference to perspective or historical context.</p> <hr/> <p>1.4. Student evaluates a claim or argument using support from isolated evidence from one or more sources.</p> <hr/> <p>1.5 Student presents a plausible claim or argument using relevant evidence from sources.</p> <hr/> <p>1.6 Student explains how a given set of sources/documents are related, using relevant evidence.</p>	<p>1.3 Student uses relevant evidence from multiple sources to support or refute a claim or an argument with reference to perspective and/or historical context.</p> <hr/> <p>1.4 Student evaluates an argument using well-chosen evidence from multiple sources, appropriately considering contradictory evidence.</p> <hr/> <p>1.5 Student constructs a coherent claim or argument using relevant evidence from sources.</p> <hr/> <p>1.6 Student interprets and explains how a given set of sources/ documents are related, using historical context and relevant evidence.</p>	<p>1.3 Student uses relevant evidence from multiple sources to support or refute a claim or an argument and proposes alternate interpretations, with reference to perspective and/or historical context.</p> <hr/> <p>1.4 Student evaluates an argument using convincing evidence from multiple sources, thoroughly addressing contradictory evidence.</p> <hr/> <p>1.5 Student constructs a strong, coherent claim or argument by integrating relevant evidence from sources.</p> <hr/> <p>1.6 Student creates a historically accurate interpretation of how a given set of sources/ documents are related, using historical context and relevant evidence.</p>
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<p>history, civics, economics, and/or geography) claim(s) or argument(s)  B. Selection and analysis of evidence from source(s) and events to support or refute the claim(s) or argument(s)  C. Analysis of validity of the claim(s) or argument(s) considering all available evidence</p>	<p>1.7 Student supports or refutes the validity of a claim/argument by using opinion, or without the support of sources.</p>	<p>1.7 Student supports or refutes the validity of a claim/argument by explaining the reliability of the sources used to make the claim.</p>	<p>1.7 Student evaluates the validity of a claim/argument by analyzing the reliability of sources used to make the claim.</p>	<p>1.7 Student evaluates the validity of a claim/argument by analyzing the reliability of sources used to make the claim and proposes alternative interpretations.</p>
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<p><b>CLAIM 2</b> Students can analyze how historic events are related chronologically and the historic, political, social, economic, and/or geographic causes and effects of those events.</p> <p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>● Analysis includes identification and explanation of: <ul style="list-style-type: none"> <li>A. Continuity and change over time</li> <li>B. Long-term and proximate factors that influenced changes over time (e.g., ideas, individuals, groups, technological developments, physical settings)</li> <li>C. Causes and effects using historic, political, social, economic, and/or geographic lenses</li> <li>D. Characteristics of historical time period(s)</li> </ul> </li> </ul>	<p>2.1 Student identifies a time period, but inaccurately defines the historical, political, social, economic, and/or geographic characteristics associated with the period.</p> <hr/> <p>2.2 Student identifies events in chronological sequence with minor inaccuracies.</p> <hr/> <p>2.3 Student confuses the historic, political, social, economic, and/or geographic factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.</p>	<p>2.1 Student identifies a time period and defines the historical, political, social, economic, and/or geographic characteristics associated with the period.</p> <hr/> <p>2.2 Student identifies related events in chronological sequence.</p> <hr/> <p>2.3 Student identifies the historic, political, social, economic, and/or geographic factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period with minor inaccuracies.</p>	<p>2.1 Student identifies a time period or periods and categorizes events that are associated with that period or periods, including historical, political, social, economic, and/or geographic characteristics.</p> <hr/> <p>2.2 Student identifies and describes related events in chronological sequence.</p> <hr/> <p>2.3 Student identifies and explains the historic, political, social, economic, and/or geographic factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.</p>	<p>2.1 Student identifies a time period or periods and categorizes events that are associated with that period or periods, explaining her/his reasoning including historical, political, social, economic, and/or geographic characteristics.</p> <hr/> <p>2.2 Student identifies and analyzes related events in chronological sequence.</p> <hr/> <p>2.3 Student evaluates the historic, political, social, economic, and/or geographic factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.</p>
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E. Turning points and their impact	2.4 Student defines the concept of a turning point.	2.4 Student defines the concept of a turning point and identifies a specific turning point.	2.4 Student identifies a specific turning point and provides evidence of subsequent changes.	2.4 Student identifies a specific turning point, provides evidence of subsequent changes, and evaluates the significance of those changes.
	2.5 Student confuses cause and/or effect using a single historic, political, social, economic, and/or geographic lens.	2.5 Student distinguishes between cause and effect using a single historic, political, social, economic, and/or geographic lens, as appropriate.	2.5 Student identifies causes and effects for events using historic, political, social, economic, and/or geographic lenses, as appropriate.	2.5 Student identifies and explains causes and effects for events in the context in which they occur, using historic, political, social, economic, and/or geographic lenses, as appropriate.
	2.6 Student confuses short-term and/or long-term causes and effects.	2.6 Student identifies short-term and long-term causes and effects for events, using historic, political, social, economic, and/or geographic lenses as appropriate, with minor inaccuracies.	2.6 Student analyzes short-term and long-term causes and effects using historic, political, social, economic, and/or geographic lenses, as appropriate.	2.6 Student analyzes and evaluates short-term and long-term causes and effects using multiple disciplinary lenses, as appropriate.

<p><b>CLAIM 3</b> Students can analyze how the context of time and place affect discipline-specific (e.g., history, civics, economics, and/or geography) issues and events, and compare issues and events across time and place.</p> <p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>● Analysis includes: <ul style="list-style-type: none"> <li>A. Connection of historical developments to specific circumstances of time and place</li> <li>B. Connection of historical developments to broader regional, national, or global processes and patterns (e.g., colonization, revolution, constitutional change, expansion, nationalism, industrialization, urbanization, sectionalism, imperialism, social and economic changes, and globalization) through a historic, political,</li> </ul> </li> </ul>	<p>3.1 Student places events in an inappropriate context of time and place.</p> <hr/> <p>3.2. Student identifies similarities <i>or</i> differences between issues, historical developments, and/or events in different geographic and cultural contexts with inaccuracies.</p> <hr/> <p>3.3 Student compares issues or events, making errors and/or drawing inaccurate conclusions.</p>	<p>3.1 Student places issues and events in the context of time and place with minor inaccuracies.</p> <hr/> <p>3.2. Student identifies similarities <i>and</i> differences between issues, historical developments, and/or events in different geographic and cultural contexts with minor inaccuracies.</p> <hr/> <p>3.3 Student compares issues or events, with minor inaccuracies.</p>	<p>3.1 Student describes issues and events in the appropriate context of time and place.</p> <hr/> <p>3.2 Student identifies and explains similarities and differences between issues, historical developments, and/or events in different geographic and cultural contexts.</p> <hr/> <p>3.3 Student compares and/or analyzes issues or events with detail and accuracy.</p>	<p>3.1 Student explains issues and events in the appropriate context of time and place.</p> <hr/> <p>3.2 Student identifies and analyzes similarities and differences between issues, historical developments, and/or events in different geographic and cultural contexts.</p> <hr/> <p>3.3 Student compares and analyzes issues or events in depth and with accuracy.</p>
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<p>social, economic, and/or geographic lens</p> <ul style="list-style-type: none"><li>• Comparison includes: Similarities and differences between events and perspectives through a historic, political, social, economic, and/or geographic lens</li></ul>				
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<p><b>CLAIM 4</b> Students can analyze important constitutional and civic issues in historic and present settings, various attempts to address those issues, including possible alternate courses of action, and discuss, or when applicable, demonstrate an informed course of action.</p> <p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>● Analysis includes <ul style="list-style-type: none"> <li>A. Identification and explanation of important civic and constitutional issues</li> <li>B. Summary of evidence using disciplinary lenses (e.g., historic, political, social, economic, and/or geographic) to evaluate the issue(s)</li> <li>C. Identification and explanation of questions related to the issue(s) or the course(s) of action</li> <li>D. Connection of the issue(s) to civic action</li> </ul> </li> </ul>	<p>4.1 Student partially identifies an issue with some inaccuracies.</p> <hr/> <p>4.2 Student incompletely researches an issue with minimal and/or inaccurate detail and support and may confuse causes and effects.</p> <hr/> <p>4.3 Student identifies a course of action with inaccuracies and limited detail.</p> <hr/> <p>4.4 Student describes how a course of action was effective or ineffective with inaccuracies and in limited detail.</p>	<p>4.1 Student identifies and describes an issue with minor inaccuracies.</p> <hr/> <p>4.2 Student minimally researches an issue and describes the historic and/or contemporary causes or effects with minor inaccuracies.</p> <hr/> <p>4.3 Student describes a course of informed action noting some consequences.</p> <hr/> <p>4.4 Student explains how a course of action was effective in addressing a civic or constitutional issue in limited detail.</p>	<p>4.1 Student identifies and summarizes an issue.</p> <hr/> <p>4.2 Student researches an issue and applies disciplinary lenses to explain the historic and/or contemporary causes and effects, with supporting arguments and details.</p> <hr/> <p>4.3 Student explains various courses of informed action, noting relevant individuals, groups, and/or roles of vested interests, and the long- and/or short-term consequences.</p> <hr/> <p>4.4 Student discusses the extent to which various courses of action were effective in addressing a historic and/or current civic or constitutional issue in detail.</p>	<p>4.1 Student identifies and effectively explains an issue in depth.</p> <hr/> <p>4.2 Student researches an issue and applies disciplinary lenses to analyze the historic and/or contemporary causes and effects with supporting arguments and significant detail.</p> <hr/> <p>4.3 Student evaluates various courses of informed action in depth, noting relevant individuals, groups, and/or roles of vested interests, and the long- and short-term consequences.</p> <hr/> <p>4.4 Student analyzes the extent to which various courses of action were effective in addressing a historic and/or current civic or constitutional issue with substantial detail.</p>
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<p>E. Identification and explanation of the course(s) of action to address the issue(s) at a local, state, national, and/or interdependent-global level</p> <p>F. Evaluation of consequences (benefits and costs) of taking action to address the issue(s)</p> <ul style="list-style-type: none"> <li>• Discussion and demonstration include: <ul style="list-style-type: none"> <li>A. Evidence of proposing and/or carrying out the recommended course of action to address the issue(s)</li> <li>B. Participation in activities (e.g., debate, negotiation, editorials, raising awareness, influencing others) that focus on the issue(s)</li> <li>C. Reflection on consequences (the benefits and costs) of the course(s) of action taken</li> </ul> </li> </ul>	<p>4.5 Student describes a course of action that demonstrates civic responsibility in historical or present settings with little depth and with inaccuracies.</p> <hr/> <p>4.6 Student describes citizens' rights, roles, and/or responsibilities through weak development of an argument/presentation/project on historic and/or current events with inaccuracies.</p> <hr/> <p>4.7 Student proposes and/or takes action that does not relate to an issue and information gathered.</p>	<p>4.5 Student explains a course of action that demonstrates civic responsibility in historical or present settings with little depth and few inaccuracies.</p> <hr/> <p>4.6 Student explains citizens' rights, roles, and/or responsibilities through limited development of an argument/presentation/project on historic and/or current events with few inaccuracies.</p> <hr/> <p>4.7 Student proposes and/or takes informed action in the local, state, national, and/or global community, demonstrating civic responsibility.</p>	<p>4.5 Student discusses various courses of action that demonstrate civic responsibility in historical or present settings with some depth.</p> <hr/> <p>4.6 Student discusses citizens' rights, roles, and/or responsibilities through developing an argument/presentation/project on historic and/or current events.</p> <hr/> <p>4.7 Student proposes and/or takes informed action in the local, state, national, and/or global community, demonstrating civic responsibility.</p>	<p>4.5 Student evaluates various courses of action that demonstrate civic responsibility in historical or present settings in depth.</p> <hr/> <p>4.6 Student evaluates citizens' rights, roles, and/or responsibilities through developing a convincing argument/presentation/project on historic and/or current events.</p> <hr/> <p>4.7 Student proposes and/or takes informed action in the local, state, national, and/or global community, demonstrating civic responsibility.</p>
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	<p>4.8 Student does not engage target audience.</p> <hr/> <p>4.9 Student minimally reflects on informed course of action through written, visual, or verbal means.</p>	<p>4.8 Student minimally engages the target audience through an appropriate course of informed action.</p> <hr/> <p>4.9 Student reflects on informed course of action through written, visual, or verbal means.</p>	<p>4.8 Student engages the target audience and/or community in some ways through an appropriate course of informed action.</p> <hr/> <p>4.9 Student reflects on informed course of action with analysis and detail through written, visual, or verbal means.</p>	<p>4.8 Student engages the target audience and/or community in significant ways through an appropriate course of informed action.</p> <hr/> <p>4.9 Student effectively reflects on informed course of action with significant analysis and detail through written, visual, or verbal means.</p>
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## Regents Examination in United States History and Government (Framework) Test Design

The chart below outlines the test design for the Regents Examination in United States History and Government (Framework). Part I consists of stimulus-based multiple-choice questions. Part II consists of two short-essay questions, each based on a pair of documents. Part III consists of short-response questions and an extended essay question (a Civic Literacy document-based essay).

Parts	Question Type	Number of Questions	Maximum Raw Score Credit
<b>Part I</b>	<b>Stimulus-Based Multiple-Choice Questions</b>	<b>28</b>	<b>28</b>
<b>Part II</b>	<p><b>Stimulus-Based Short-Essay Questions</b></p> <p><b>SET 1:</b> Students describe the historical context surrounding two documents <b>and</b> identify and explain the relationship between the events and/or ideas found in those documents (Cause/Effect <b>or</b> Similarity/Difference <b>or</b> Turning Point)</p> <p><b>SET 2:</b> Students describe the historical context surrounding two documents <b>and</b> (for one identified document) analyze and explain how <i>audience</i>, <b>or</b> <i>purpose</i>, <b>or</b> <i>bias</i>, <b>or</b> <i>point of view</i> affects the document’s use as a reliable source of evidence</p>	<p><b>2 Sets:</b>  <b>Set 1 has one Short-Essay Question based on a 5-point rubric</b></p> <p><b>Set 2 has one Short-Essay Question based on a 5-point rubric</b></p>	<b>10</b>
<b>Part III</b>	<p><b>Civic Literacy Document-Based Essay</b></p> <p><i>Short-response questions based on each of the six documents</i></p> <p><i>Extended essay based on the set of six documents and focused on constitutional and civic issues</i></p> <p>Essay Task: Students will be instructed to read and analyze the documents. Using information from the documents and their knowledge of United States history and government, students will write an essay in which they are instructed to:</p> <ul style="list-style-type: none"> <li>• Describe the historical circumstances surrounding a constitutional or civic issue</li> <li>• Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue</li> <li>• Discuss the extent to which the efforts were successful, <b>OR</b> Discuss the impact of the efforts on the United States and/or American society</li> </ul>	<p><b>6</b></p> <p><b>1</b></p>	<p><b>6</b></p> <p><b>5</b></p>

## Question Formats

### Part I—Multiple-Choice Questions

Students will be presented with a stimulus or set of stimuli and a series of two or more multiple-choice questions related to that stimulus/stimuli. Occasionally, a stimulus may be used with a single question. Students will be asked to answer multiple-choice questions based on the stimulus/stimuli and on their knowledge of social studies.

Multiple-choice questions will test both historical content and social studies skills. The content is found in the Grade 11 section of the NYS K–12 Social Studies Framework represented by the key ideas, conceptual understandings, and content specifications. The test specification grid below shows the possible range of questions per key idea. To achieve content balance, note that the range of multiple-choice questions on a particular test may vary because of the topics tested in the Part II Short Essays and the Part III Civic Literacy Essay.

**UNITED STATES HISTORY AND GOVERNMENT (FRAMEWORK)  
TEST SPECIFICATION GRID  
Range of Items by Key Idea  
(Multiple Choice)**

Key Idea	Range
11.1	0-4 0-14%
11.2	2-5 7-18%
11.3	2-5 7-18%
11.4	0-4 0-14%
11.5	0-5 0-18%
11.6	0-4 0-14%
11.7	0-4 0-14%
11.8	0-4 0-14%
11.9	0-5 0-18%
11.10	0-5 0-18%
11.11	0-3 0-11%
Cross topical	0-5 0-18%
<b>Total # of Multiple-Choice Questions</b>	<b>28</b>

## **Task Models**

The skills component of each multiple-choice question is represented by a Task Model. As previously stated, Task Models are designed to elicit the use of a particular social studies skill and to address content from the Framework. There are 18 Task Models. Each multiple-choice question is developed using one of these Task Models to measure a specific skill and content from the Framework. The selection of a stimulus or stimuli depends on the skill and content being tested. Task Models are based on the United States History and Government claims, evidence, and performance-level descriptions. A task model chart is provided on pages 24 through 27.

## Part 1: Task Models for Stimulus-Based Multiple-Choice Questions

<b>Task Models for Multiple-Choice Questions</b>	<b>Claims</b>	<b>Evidence</b>	<b>PLDs</b>
1) Students are given a stimulus and asked to evaluate and classify (identify) best use.	1, 2, 3	Analysis of sources; Dynamics of continuity and change over periods of time; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments	1.1, 2.1, 3.1
2) Students are given a stimulus and asked to identify point of view, purpose, context, bias, format of source, location of source in time and/or place, and/or intended audience of sources using background knowledge.	1, 3	Analysis of sources; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time	1.1, 3.1
3) Students are given a stimulus and asked to identify support for a given claim (bound in same timeframe/event/space). It must require students to draw on their knowledge rather than on straight comprehension of text.	1, 2	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time	1.4, 1.5, 2.1, 2.2
4) Students are given a stimulus and asked to select a plausible claim that logically flows from evidence presented.	1, 2	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time	1.4, 1.5, 2.1, 2.2



## Part 1: Task Models for Stimulus-Based Multiple-Choice Questions

<b>Task Models for Multiple-Choice Questions</b>	<b>Claims</b>	<b>Evidence</b>	<b>PLDs</b>
5) Students are given a stimulus and asked to identify the significance of a turning point in history.	1, 2, 3	Evidence from source(s) to support or refute the claim or argument; The dynamics of continuity and change over periods of time; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments	1.4, 2.4, 3.1
6) Students are given a stimulus and asked to identify the significance of an event, action, idea, or development as part of change or part of continuity in history.	1, 2	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time	1.4, 2.1, 2.2, 2.3
7) Students are given a stimulus and asked to identify a central cause of the described phenomenon.	1, 2	Evidence from source(s) to support or refute the claim or argument; Causes and effects using geographic, economic, political, and/or historical lenses; Effects of location and other spatial concepts	1.4, 2.5, 2.6
8) Students are given a stimulus and asked to identify a central effect of the described phenomenon.	1, 2	Evidence from source(s) to support or refute the claim or argument; Causes and effects using geographic, economic, political, and/or historical lenses; Effects of location and other spatial concepts	1.4, 2.5, 2.6
9) Students are given a stimulus and asked to identify the impact of time and place on an issue or event linked to that stimulus.	1, 2, 3	Evidence from source(s) to support or refute the claim or argument; Effects of location and other spatial concepts; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments	1.4, 2.7, 3.1

<b>Task Models for Multiple-Choice Questions</b>	<b>Claims</b>	<b>Evidence</b>	<b>PLDs</b>
10) Students are given one stimulus or two stimuli and asked to identify a similarity in the described phenomenon (historical development, historical event, geographic setting, economic situation, individual's action/belief) (implicit comparison).	1, 3	Analysis of sources; Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments	1.1, 1.4, 3.2
11) Students are given one stimulus or two stimuli and asked to identify a difference in the described phenomenon (historical development, historical event, geographic setting, economic situation, individual's action/belief) (implicit comparison).	1, 3	Analysis of sources; Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments	1.1, 1.4, 3.2
12) Students are given a stimulus and asked to identify an informed action taken by an individual, group, or government connected to civic activism.	1, 3, 4	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism	1.4, 4.1, 4.2
13) Students are given a visual stimulus such as a map, graph, chart, time line, cartoon, or photograph and asked to extract relevant information to answer a question, or to respond to a claim or argument.	1, 3	Analysis of sources; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Differentiate between relevant and irrelevant evidence demonstrating the ability to accurately interpret visual stimuli	1.3, 1.4, 1.7, 3.1
14) Students are given one stimulus or two stimuli and asked to identify a stakeholder or a stakeholder's issue.	1,4	Evidence from source(s) to support or refute the claim or argument; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism	1.4, 4.1, 4.2

<b>Task Models for Multiple-Choice Questions</b>	<b>Claims</b>	<b>Evidence</b>	<b>PLDs</b>
15) Students are given a stimulus and asked to identify a course of action recommended by a historical figure, a group, or a government.	1, 2, 3, 4	Evidence from source(s) to support or refute the claim or argument; Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism; Recommended course of action to address the issue(s)	1.4, 2.3, 3.1, 4.1, 4.3
16) Students are given a stimulus and asked to identify how historical events are related chronologically.	1, 2	Analysis of sources/information; Identifies how events are related historically/chronologically or identifies characteristics associated with a historical period (sequencing events)	2.1, 2.2, 2.4, 2.5, 2.6, 3.1
17) Students are given one stimulus or two stimuli and asked to identify a problem (issue).	1, 4	Evidence from source(s) to support or refute the claim or argument; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism	1.4, 4.1, 4.2
18) Students are given one stimulus or two stimuli and asked to identify a response to a problem (issue).	1, 4	Evidence from source(s) to support or refute the claim or argument; Identification and summary of a disciplinary issue(s); Connection of the issue(s) to civic activism	1.4, 4.1, 4.2

## Part II— Stimulus-Based Short-Essay Questions

The Part II Short Essay questions are designed to assess social science and historical thinking skills using a pair of documents. Each examination will contain two short essay questions (Set 1 and Set 2) in which students will be asked to write a short essay of two or three paragraphs. These paragraphs should address the specifics of the task. Note that introductory and concluding paragraphs are not being measured by the rubrics that govern the scoring of Part II questions (see pp. 67-74 for rubrics for the prototype Part II questions). Each short essay will be worth 5 points and will be scored using a 5-point rubric. The score on each of the short essays will not be weighted and will represent a total of 10 raw-score points on the exam.

The common task in both sets is the first bullet in which students are asked to describe the historical context surrounding the two documents provided. In Set 1 students are then asked to identify and explain the relationship between the events and/or ideas found in those documents (Cause and Effect or Similarity/Difference or Turning Point). In Set 2 students are being asked to analyze and explain how audience, or purpose, or bias, or point of view affects one document's use as a reliable source of evidence. Note that the second bullet in Set 2 will either ask students to “Analyze **Document 1**...” or “Analyze **Document 2**...”, with the rest of the wording of the task remaining the same.

The design of the Part II Short Essay questions is directly related to the claims, evidence, and performance-level descriptions (PLDs) for the Regents Examination in United States History and Government (Framework). Note the claims-and-evidence language under Claim 1 (see pp. 11-13); Evidence, Analysis of Sources: “Analysis of the relevant following aspects of a source and how that analysis affects interpretations of the source.” Those aspects include:

- ii. Authorship
- iii. Historical Context
- iv. Audience
- v. Content
- vi. Purpose
- vii. Bias
- viii. Point of View

The Historical Context is intended to work with the content of the documents and relevant outside information. The second bullet of Set 1 is focused on the relationship between the documents (see pp. 12-17) Evidence, Claim 1, B. (Corroboration, i. Explaining relationships between multiple sources); Claim 2, Evidence, C. (Causes and Effects); E. (Turning Points and their impact); and Claim 3, Evidence, (Comparison includes: Similarities and Differences...).

The second bullet of the Set 2 question asks students to analyze **one** specific document and explain how audience, **or** purpose, **or** bias, **or** point of view affects that document's use as a reliable source of evidence. This relationship between analysis of a source and reliability is

detailed in Claim 1, Evidence, B. (Corroboration, iii. “Reliability of the source in light of analysis”). Note that students are being asked to choose only one “aspect of analysis” (*either* audience, or purpose, or bias, or point of view) to apply to the document. Although a historian would have to examine *all* aspects of analysis (point of view, etc.) to determine the use of a document as a reliable source of evidence, the Set 2 task can best be understood as an example of the analysis and judgment that citizens make about documents and information they routinely encounter. The student response should be focused on explaining how bias, for example, is present in the document and on making a judgment or argument about how bias affects the use of a document as a reliable source of evidence as it relates to the subject the student described in the historical context. Because this question type is asking students to apply only one of four aspects of analysis, judgments about reliability will often be stated as simply “somewhat reliable” or “less reliable” followed by an explanation of why this is the case. Depending on the student’s analysis of the document and the specific argument made, responses may also be more absolute such as “...the document is (or is not) reliable because....”

## **Sources and Evidence: Resource for Part II Short Essay Questions; Set 1 and Set 2**

**Primary Source:** For historians, primary sources are materials from the time period being studied. These original documents offer the authenticity and immediacy that comes from direct personal observation but lack the benefits that come with hindsight. These materials include letters, speeches, diaries, newspaper articles, oral history interviews, documents, photographs, and artifacts. They can also include less obvious sources (songs, plays, poems, advertisements, survey data, legal documents, and financial documents) as long as they come directly from the time period in question and provide relevant historical evidence.

**Secondary Source:** For historians, secondary sources are works of synthesis, analysis, and interpretation based on primary sources as well as the work of other authors. Some examples include textbooks, history books, scholarly journal articles, biographies, and encyclopedias. Secondary sources are interpretive works created or written *after* the time period being studied and have the benefit of hindsight but lack the benefit of immediacy.

Considerations when using historical sources:

- Meanings of words sometimes change over time.
- Values can be different in different time periods as well as in different cultures.

Most documents used for Set 1 and Set 2 will be primary sources.

### **Analysis of Sources**

**Evidence:** Evidence refers to information or details from a source that can be used for a specific purpose, such as drawing a conclusion or formulating an argument.

Determining evidence from a source:

- Is based on the interpretation of the source(s)
- Is based on the examination/questioning of sources to determine/judge/interpret if a source is authentic, if it is biased, if it is accurate, and therefore [if it is reliable] the degree to which it is reliable

Evidence from a source can be used to support, extend, or challenge a historical argument. Evidence and sources are NOT the same thing. Evidence, like sources, needs to be analyzed and evaluated.

- All evidence is not of equal validity.
- All valid evidence is not of equal relevance.
- All valid relevant evidence is not of equal significance.

**Bias:** Bias refers to one-sidedness. It always implies the opposite of objectivity. Instead of presenting facts in a neutral way, without inserting one’s particular slant or opinion, bias is usually expressed in one of several ways:

- Through the use of “loaded” language, including appeals to emotion, exaggeration, or propaganda designed to frame a person, event, group, or institution in an overly positive or overly negative manner, e.g., the wicked, barbaric soldiers who rampage the countryside, wantonly destroying the property of innocent, unsuspecting civilians
- Through the deliberate inclusion or deliberate exclusion of certain facts to support a particular interpretation, including a lack of balance or an argument where only one side is presented and specific details are overemphasized, downplayed, or omitted
- Through character attacks and slurs, including subjective statements against a particular race, nation, or group within a society

An author may have a reason for being one-sided. Bias may result from limited access to information, unquestioned traditions, and/or life experiences. Unreasoned judgment or a prejudiced outlook can produce bias. Bias may be indicated by knowledge about the background of the author who may have a specific point of view: political, economic, social, religious, or moral.

Being biased does not limit the value of a source; however, it does affect how evidence from the biased source is used.

**Point of View:** Point of view is an opinion. Historians use point of view *differently* than English teachers who define point of view as first person, second person, and third person.

Difference between point of view and bias: Point of view and bias exist on a spectrum between objectivity and subjectivity. An author may express an objective point of view on an issue in a balanced way OR may express an opinion that shows bias by providing unreasoned or poorly supported beliefs and/or strong personal feelings.

**Audience:** Audience refers to the group for whom a given document or source was produced or intended. When thinking about audience ask:

- Why does this work/document exist?
- Who was the author thinking would receive this work/document?
- Does the author of the work/document indicate who the intended audience is?

**Purpose:** Purpose refers to the reason a record, document, or source was produced.

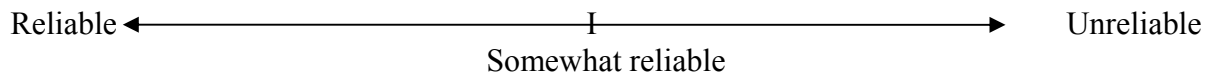
When thinking about purpose ask:

- Why does this work/document exist?
- Why did the author create this work/document?
- What is the intent of this work/document?

**Reliability:** Reliability in history refers to how accurate and useful a source is for a specific purpose. No source is necessarily reliable or unreliable for every purpose. A source such as Paul Revere’s engraving of the Boston Massacre may be unreliable for telling the *facts* about the Boston Massacre, but it could be reliable for telling about what the Sons of Liberty *thought* about that event.

Reliability is influenced by factors that include authenticity, bias, point of view, fact and opinion, and accuracy of facts.

The graphic organizer below is a possible teaching tool for use in the classroom. This graphic organizer will *not* appear on the actual examination. This teaching tool may be used to help students identify the extent to which the source is reliable. A student could circle one of these options on the graphic organizer and then explain their answer on the lines provided.



Explain the reasoning behind the evaluation of reliability circled above.

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## **Part III—Civic Literacy Document-Based Essay**

The Civic Literacy Essay is designed to test a student’s ability to work with historical documents within the context of constitutional and civic issues. It is directly based on Claim 4 of the United States History and Government Claims, Evidence, and Performance Level Descriptions (PLDs): “Students can analyze important constitutional and civic issues in historic and present settings, various attempts to address those issues, including possible alternate courses of action, and discuss, or when applicable, demonstrate an informed course of action.” The various parts of the task are specifically linked to PLDs 4.3, 4.4 and 4.5.

The design of the question provides a statement of historical context and a three-bullet task that generally remains the same between test forms. The specific constitutional and civic issue being tested is listed after the “Historical Context” heading and repeated in the final sentence of the historical context statement. The first bullet of the task will ask students to “describe the historical circumstances surrounding this constitutional or civic issue.” The second bullet of the task will ask students to “explain efforts to address this constitutional or civic issue by individuals, groups, and/or governments.” The third bullet of the task shifts, depending on the specific topic, between “discuss the extent to which these efforts were successful” or “discuss the impact of these efforts on the United States and/or on American society.” The Civic Literacy Essay will provide at least six documents, with the option of additional documents in an a/b format. In addition, there will always be six open-ended short response questions, each worth one point, based on each document, numbered 1-6. The essay will be scored based on a 5-point rubric, (see pp. 76-77) and the results will be weighted by a factor of 3.

The constitutional and civic issues selected for testing are all found within the Grade 11 section for United States History and Government of the K-12 Social Studies Framework. The topics will always have both constitutional and civic aspects. For example, the major topic of westward territorial expansion and slavery is both constitutional and civic as it involves the debate over the expansion of slavery and whether Congress had the power to place limits on slavery as a condition of the creation of territories and states, and the growing civic engagement of abolitionists leading to increased sectional tensions, the election of Abraham Lincoln, and the post–Civil War Radical Republican support for the reforms of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments. The Civic Literacy Essay will provide the opportunity for students to demonstrate their understanding of the vital role of citizens acting as individuals, in groups, and through government in addressing constitutional and civic issues throughout our history.

## Resources

For additional information on the Regents Examination in United States History and Government (Framework), please refer to the following link:

<http://www.p12.nysed.gov/assessment/ss/framework-ushistory.html>

**QUESTION PROTOTYPES FOR REGENTS  
EXAMINATION IN  
UNITED STATES HISTORY AND GOVERNMENT  
(FRAMEWORK)**

**DRAFT PROTOTYPES FOR  
REGENTS EXAMINATION IN  
UNITED STATES HISTORY AND GOVERNMENT  
(FRAMEWORK)**

**PART I—STIMULUS-BASED MULTIPLE-CHOICE QUESTIONS**

## MCQ SET #1

Base your answers to questions 1 through 3 on the letter below and on your knowledge of social studies.

. . . For myself, I was escorted through Packingtown by a young lawyer who was brought up in the district, had worked as a boy in Armour’s plant, and knew more or less intimately every foreman, “spotter,” and watchman about the place. I saw with my own eyes, hams, which had spoiled in pickle, being pumped full of chemicals to destroy the odor. I saw waste ends of smoked beef stored in barrels in a cellar, in a condition of filth which I could not describe in a letter. I saw rooms in which sausage meat was stored, with poisoned rats lying about, and the dung of rats covering them. I saw hogs which had died of cholera in shipment, being loaded into box cars to be taken to a place called Globe, in Indiana, to be rendered into lard. Finally, I found a physician, Dr. William K. Jaques, 4316 Woodland avenue, Chicago, who holds the chair of bacteriology in the Illinois State University, and was in charge of the city inspection of meat during 1902-3, who told me he had seen beef carcasses, bearing the inspectors’ tags of condemnation, left upon open platforms and carted away at night, to be sold in the city. . . .

— Letter from Upton Sinclair to President Theodore Roosevelt, March 10, 1906

1. Upton Sinclair wrote this letter to President Theodore Roosevelt to inform the president about
  1. excessive federal regulation of meatpacking plants
  2. unhealthy practices in the meatpacking plants
  3. raising wages for meatpacking workers
  4. state laws regulating the meatpacking industry

<b>Task Model</b>	2: Students are given a stimulus and asked to identify point of view, purpose, context, bias, format of source, location of source in time and/or place, and/or intended audience of sources using background knowledge.
<b>Framework Reference</b>	<p><b>11.5: INDUSTRIALIZATION AND URBANIZATION (1870 – 1920):</b></p> <p>11.5b: Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.</p> <p>➤ Students will trace reform efforts by individuals and the consequences of those efforts, including:</p> <ul style="list-style-type: none"> <li>• Upton Sinclair’s <i>The Jungle</i> and the Meat Inspection Act</li> </ul>

- 2 What was one action taken by the federal government to deal with the issues described in this letter?
1. closing the Armour Meat Packing Plant
  2. increasing federal aid for medical research
  3. passing the Meat Inspection Act
  4. limiting freedom of expression

<b>Task Model</b>	12: Students are given a stimulus and asked to identify an informed action taken by an individual, group, or government connected to civic activism.
<b>Framework Reference</b>	<p><b>11.5: INDUSTRIALIZATION AND URBANIZATION (1870 – 1920):</b></p> <p>11.5b: Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.</p> <ul style="list-style-type: none"> <li>➤ Students will trace reform efforts by individuals and the consequences of those efforts, including: <ul style="list-style-type: none"> <li>• Upton Sinclair’s <i>The Jungle</i> and the Meat Inspection Act</li> </ul> </li> </ul>

- 3 Historians would most often use Sinclair’s letter to study the
1. Reconstruction Era
  2. suffrage movement
  3. Progressive movement
  4. civil rights era

<b>Task Model</b>	1: Students are given a stimulus and asked to evaluate and classify (identify) best use.
<b>Framework Reference</b>	<p><b>11.5: INDUSTRIALIZATION AND URBANIZATION (1870 – 1920):</b></p> <p>11.5b: Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.</p> <ul style="list-style-type: none"> <li>➤ Students will trace reform efforts by individuals and the consequences of those efforts, including: <ul style="list-style-type: none"> <li>• Upton Sinclair’s <i>The Jungle</i> and the Meat Inspection Act</li> </ul> </li> </ul>

## MCQ SET #2

Base your answers to questions 4 through 6 on the passage below and on your knowledge of social studies.

. . . We admit, as all must admit, that the powers of the government are limited, and that its limits are not to be transcended. But we think the sound construction of the constitution must allow to the national legislature that discretion, with respect to the means by which the powers it confers are to be carried into execution, which will enable that body to perform the high duties assigned to it, in the manner most beneficial to the people. Let the end be legitimate, let it be within the scope of the constitution, and all means which are appropriate, which are plainly adapted to that end, which are not prohibited, but consist with the letter and spirit of the constitution, are constitutional. . . .

— Chief Justice John Marshall, *McCulloch v. Maryland*, 1819

4. Which constitutional provision was used by Chief Justice Marshall to reach this conclusion?
1. electoral college clause
  2. elastic clause
  3. due process clause
  4. equal protection clause

<b>Task Model</b>	4: Students are given a stimulus and asked to select a plausible claim that logically flows from evidence presented.
<b>Framework Reference</b>	<p><b>11.2: CONSTITUTIONAL FOUNDATIONS (1763 – 1824):</b></p> <p>11.2d: Under the new Constitution, the young nation sought to achieve national security and political stability, as the three branches of government established their relationships with each other and the states.</p> <p>➤ Students will examine Supreme Court cases, including <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>Gibbons v. Ogden</i>, and analyze how these decisions strengthened the powers of the federal government.</p>

5. Critics feared that this decision would result in

1. a stronger federal government that would limit state powers
2. states being able to nullify federal laws
3. elimination of the amendment process
4. congressional actions that would limit the federal courts

<b>Task Model</b>	8: Students are given a stimulus and asked to identify a central effect of the described phenomenon.
<b>Framework Reference</b>	<p><b>11.2: CONSTITUTIONAL FOUNDATIONS (1763 – 1824):</b></p> <p>11.2d: Under the new Constitution, the young nation sought to achieve national security and political stability, as the three branches of government established their relationships with each other and the states.</p> <p>➤ Students will examine Supreme Court cases, including <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>Gibbons v. Ogden</i>, and analyze how these decisions strengthened the powers of the federal government.</p>

6. The precedent set in this case was later used by Congress to

1. declare war against Spain in 1898
2. reject the Treaty of Versailles following World War II
3. establish New Deal programs during the Great Depression
4. confirm the appointment of Earl Warren to the Supreme Court

<b>Task Model</b>	9: Students are given a stimulus and asked to identify the impact of time and place on an issue or event linked to that stimulus.
<b>Framework Reference</b>	<p><b>11.7: PROSPERITY AND DEPRESSION (1920 – 1939):</b></p> <p>11.7c: For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelt’s responses to the Great Depression increased the role of the federal government.</p> <p>➤ Students will evaluate President Roosevelt’s leadership during the Depression, including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his court-packing effort.</p>



### MCQ SET #3

Base your answers to questions 7 through 9 on the passage below and on your knowledge of social studies.

. . . Yet in the year after that June day in 1948—long after the postwar parades had passed, after the ticker tape had been swept away, after all the heroes had supposedly been minted—it was these unlikely men who improvised and stumbled their way into inventing a uniquely American approach to the world that married the nation’s military and moral might. . . .

Their story has powerful resonance for our own time. In confronting the Berlin blockade, America went to battle against a destructive ideology that threatened free people around the world. In a country we invaded and occupied that had never had a stable democracy, we brought freedom and turned their people’s hatred of America into love for this country, its people, and its ideals. Never before—or since—would America be so admired around the world and stand so solidly on the side of light. . . .

— Andrei Cherny, *The Candy Bombers*, G. P. Putnam’s Sons

7. What was the “destructive ideology” referred to by the author?

1. colonialism
2. nativism
3. communism
4. capitalism

<b>Task Model</b>	2: Students are given a stimulus and asked to identify point of view, purpose, context, bias, format of source, location of source in time and/or place, and/or intended audience of sources using background knowledge.
<b>Framework Reference</b>	<p><b>11.9: COLD WAR (1945 – 1990):</b></p> <p>11.9a: After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.</p> <p>➤ Students will trace United States containment policies, including the Truman Doctrine (1947), the Marshall Plan (1948), and the North Atlantic Treaty Organization (1949), and actions taken during the Berlin blockade, and consider how they represent a shift in American foreign policy.</p>

8. What action turned the German people's hostility toward the United States into respect for its ideals?
1. the division of Germany by the Allied powers
  2. the trial of war criminals at Nuremberg
  3. the airlift of supplies into Berlin
  4. the construction of a wall to divide Berlin

<b>Task Model</b>	6: Students are given a stimulus and asked to identify significance of an event, action, idea, or development as part of change or part of continuity in history.
<b>Framework Reference</b>	<p><b>11.9: COLD WAR (1945 – 1990):</b></p> <p>11.9a: After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.</p> <ul style="list-style-type: none"> <li>➤ Students will trace United States containment policies, including the Truman Doctrine (1947), the Marshall Plan (1948), and the North Atlantic Treaty Organization (1949), and actions taken during the Berlin blockade, and consider how they represent a shift in American foreign policy.</li> </ul>

9. This passage is most closely associated with which United States foreign policy?

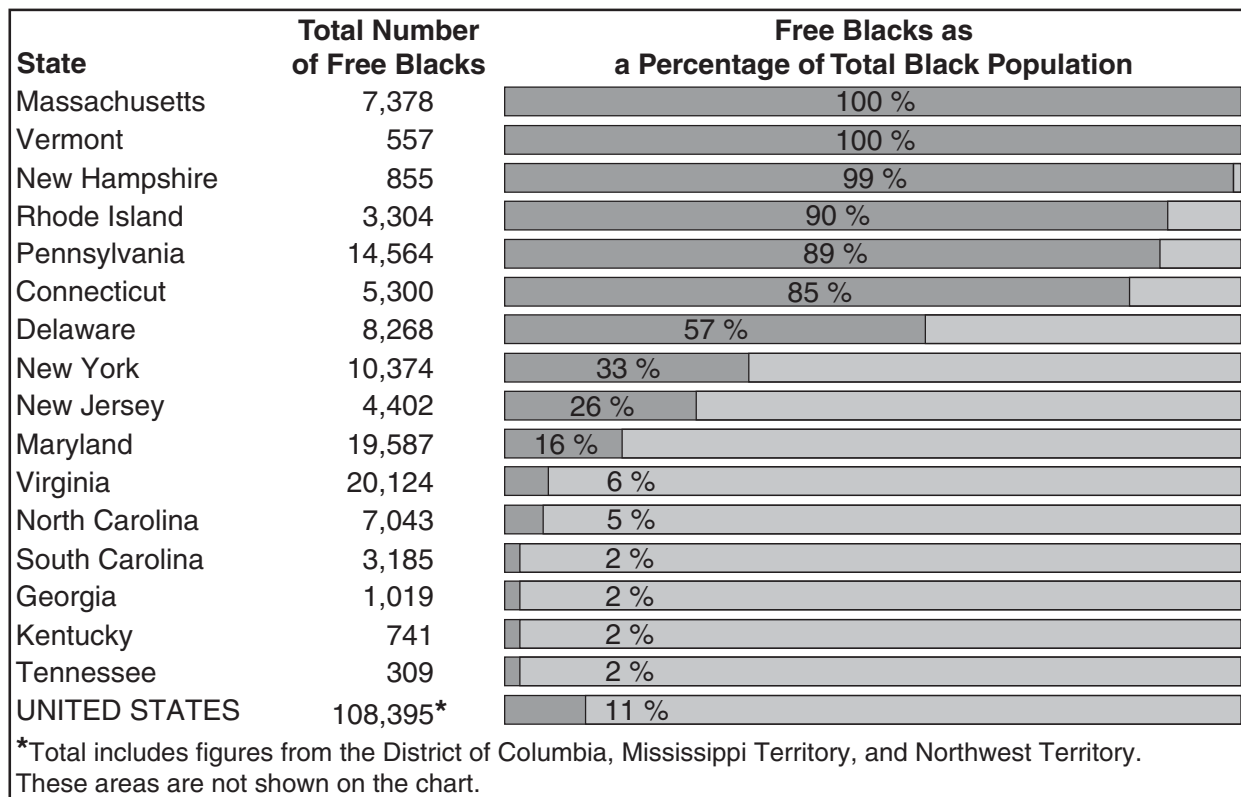
1. mercantilism
2. isolationism
3. détente
4. containment

<b>Task Model</b>	10: Students are given one stimulus or two stimuli and asked to identify a similarity in the described phenomenon (historical development, historical event, geographic setting, economic situation, individual’s action/belief) (implicit comparison).
<b>Framework Reference</b>	<p><b>11.9: COLD WAR (1945 – 1990):</b></p> <p>11.9a: After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.</p> <p>➤ Students will trace United States containment policies, including the Truman Doctrine (1947), the Marshall Plan (1948), and the North Atlantic Treaty Organization (1949), and actions taken during the Berlin blockade, and consider how they represent a shift in American foreign policy.</p>

## MCQ SET #4

Base your answers to questions 10 and 11 on the chart below and on your knowledge of social studies.

**Number and Percentage of Free Blacks, by State, 1800**



Source: U.S. Census Bureau (adapted)

10. What is one conclusion that can be drawn from this chart?

1. No free blacks lived in the South.
2. Most Northern states had slaves.
3. Kentucky had the most free blacks in the South.
4. Vermont had the most free blacks in the North.

<b>Task Model</b>	13: Students are given a visual stimulus such as a map, graph, chart, time line, cartoon, or photograph and asked to extract and interpret relevant information to answer a question.
<b>Framework Reference</b>	<b>11.3: EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865):</b>  11.3b: Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.

11. What is the primary reason for the differences shown in this chart?

1. failure of an industrial economy in the North
2. fewer educational opportunities in the North
3. development of a plantation economy in the South
4. growth of railroads in the South

<b>Task Model</b>	7: Students are given a stimulus and asked to identify a central cause of the described phenomenon.
<b>Framework Reference</b>	<b>11.3: EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865):</b> 11.3b: Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.

## MCQ SET #5

Base your answers to questions 12 through 14 on the cartoon below and on your knowledge of social studies.

### QUALIFYING TEST FOR SUPREME COURT JOBS



Source: Edward S. Brown, *New York Herald Tribune*,  
February 12, 1937 (adapted)

12. The cartoonist suggests that President Franklin D. Roosevelt’s proposal for changing the Supreme Court would

1. strengthen the system of checks and balances
2. threaten the independence of the justices
3. reinforce the rule of law
4. protect the United States Constitution

<b>Task Model</b>	13: Students are given a visual stimulus such as a map, graph, chart, time line, cartoon, or photograph and asked to extract and interpret relevant information to answer a question.
<b>Framework Reference</b>	<p><b>11.7: PROSPERITY AND DEPRESSION (1920 – 1939):</b></p> <p>11.7c: For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelt’s responses to the Great Depression increased the role of the federal government.</p> <ul style="list-style-type: none"> <li>➤ Students will evaluate President Roosevelt’s leadership during the Depression, including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his court-packing effort.</li> </ul>

13. What action prompted President Roosevelt to suggest the plan referred to in the cartoon?

1. The Supreme Court had declared prominent New Deal programs unconstitutional.
2. Roosevelt had lost the popular vote in the last presidential election.
3. Congress had passed a bill reducing the size of the Supreme Court.
4. Roosevelt had announced an end to the New Deal.

<b>Task Model</b>	7: Students are given a stimulus and asked to identify a central cause of the described phenomenon.
<b>Framework Reference</b>	<p><b>11.7: PROSPERITY AND DEPRESSION (1920 – 1939):</b></p> <p>11.7c: For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelt’s responses to the Great Depression increased the role of the federal government.</p> <p>➤ Students will evaluate President Roosevelt’s leadership during the Depression, including key legislative initiatives of the New Deal, expansion of federal government power, and the constitutional challenge represented by his court-packing effort.</p>



14. Which constitutional provision is intended to protect against the situation shown in the cartoon?

1. The pay of federal judges cannot be reduced during their service.
2. The president appoints all federal judges.
3. Nominees to the federal courts must be confirmed by the Senate.
4. Congress must approve all funds to operate federal courts.

<b>Task Model</b>	2: Students are given a stimulus and asked to identify point of view, purpose, context, bias, format of source, location of source in time and/or place, and/or intended audience of sources using background knowledge.
<b>Framework Reference</b>	<p><b>11.2: CONSTITUTIONAL FOUNDATIONS (1763 – 1824):</b></p> <p>11.2c: Weaknesses of the Articles of Confederation led to a convention whose purpose was to revise the Articles of Confederation but instead resulted in the writing of a new Constitution. The ratification debate over the proposed Constitution led the Federalists to agree to add a bill of rights to the Constitution.</p> <p>➤ Students will examine the structure, power, and function of the federal government as created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the separation of powers at the federal level, the creation of checks and balances, the sovereignty of the people, and judicial independence.</p>

**DRAFT PROTOTYPES FOR  
REGENTS EXAMINATION IN  
UNITED STATES HISTORY AND GOVERNMENT  
(FRAMEWORK)**

**PART II—STIMULUS-BASED SHORT-ESSAY QUESTIONS**

## SHORT-ESSAY QUESTION–SET # 1

This Short-Essay Question is based on the accompanying documents and is designed to test your ability to work with historical documents. Each Short Essay Question set will consist of two documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

**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 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)

In developing your short essay answer of two or three paragraphs, be sure to keep these explanations in mind:

**Describe** means “to illustrate something in words or tell about it”

**Historical Context** refers to “the relevant historical circumstances surrounding or connecting the events, ideas, or developments in these documents”

**Identify** means “to put a name to or to name”

**Explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of”

### Types of Relationships:

**Cause** refers to “something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development”

**Effect** refers to “what happens as a consequence (result, impact, outcome) of an event, an idea, or a development”

**Similarity** tells how “something is alike or the same as something else”

**Difference** tells how “something is not alike or not the same as something else”

**Turning Point** is “a major event, idea, or historical development that brings about significant change. It can be local, regional, national, or global”

## 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

<b>Framework Reference</b>	<p><b>11.9: COLD WAR (1945 – 1990):</b></p> <p>11.9a: After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.</p> <p>➤ Students will trace the United States involvement in Vietnam, including President Johnson’s decision to escalate the fighting in Vietnam.</p>
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## 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

<b>Framework Reference</b>	<p><b>11.9: COLD WAR (1945 – 1990):</b></p> <p>11.9a: After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.</p> <p>➤ Students will trace the United States involvement in Vietnam, including President Johnson’s decision to escalate the fighting in Vietnam.</p>
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## SHORT-ESSAY QUESTION–SET # 2

This Short-Essay Question is based on the accompanying documents and is designed to test your ability to work with historical documents. Each Short Essay Question set will consist of two documents. Some of these documents have been edited for the purposes of this question. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.

**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

In developing your short essay answer of two or three paragraphs, be sure to keep these explanations in mind:

**Describe** means “to illustrate something in words or tell about it”

**Historical Context** refers to “the relevant historical circumstances surrounding or connecting the events, ideas, or developments in these documents”

**Analyze** means “to examine a document and determine its elements and its relationships”

**Explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of”

**Reliability** is determined by how accurate and useful the information found in a source is for a specific purpose

## 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, 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

<b>Framework Reference</b>	<b>11.3: EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865):</b>  11.3b: Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.  ➤ Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American War, the Compromise of 1850, the Kansas-Nebraska Act, the <i>Dred Scott</i> decision, and John Brown’s raid.
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**CAUTION!!**

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**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

<b>Framework Reference</b>	<p><b>11.3: EXPANSION, NATIONALISM, AND SECTIONALISM (1800 – 1865):</b></p> <p>11.3b: Different perspectives concerning constitutional, political, economic, and social issues contributed to the growth of sectionalism.</p> <ul style="list-style-type: none"><li>➤ Students will examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American War, the Compromise of 1850, the Kansas-Nebraska Act, the <i>Dred Scott</i> decision, and John Brown’s raid.</li></ul>
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**DRAFT PROTOTYPE FOR  
REGENTS EXAMINATION IN  
UNITED STATES HISTORY AND GOVERNMENT  
(FRAMEWORK)**

**PART III—CIVIC LITERACY DOCUMENT-BASED ESSAY**

### PART III—CIVIC LITERACY DOCUMENT-BASED ESSAY

**This Civic Literacy essay is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purpose of this question. As you analyze the documents, consider the source of each document and any point of view that may be presented in the document. Keep in mind that the language and images used in a document may reflect the historical context of the time in which it was created.**

#### **Historical Context: African American Civil Rights**

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is African American civil rights.

**Task: Read and analyze the documents. Using information from the documents and your knowledge of United States history, write an essay in which you**

- Describe the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the extent to which these efforts were successful

**Describe** means “to illustrate something in words or tell about it”

**Explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of”

**Discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

## PART III—ESSAY

### DOCUMENT 1a

. . . Before the Civil War, blacks could vote in only a handful of northern states, and black officeholding was virtually unheard of. (The first African American to hold elective office appears to have been John M. Langston, chosen as township clerk in Brownhelm, Ohio, in 1855.) but during Reconstruction perhaps two thousand African Americans held public office, from justice of the peace to governor and United States senator. Thousands more headed Union Leagues and local branches of the Republican Party, edited newspapers, and in other ways influenced the political process. African Americans did not “control” Reconstruction politics, as their opponents frequently charged. but the advent of black suffrage and officeholding after the war represented a fundamental shift in power in southern life. It marked the culmination of both the constitutional revolution embodied in the Fourteenth and Fifteenth amendments, and the broad grassroots mobilization of the black community. . . .

Source: Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction*, Alfred A. Knopf, 2005

<b>Framework Reference</b>	<b>11.4: POST–CIVIL WAR ERA (1865 – 1900):</b>  11.4a: Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.  ➤ Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction.
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## DOCUMENT 1b

. . . Although 1890 to 2000 is a relatively short span of time, these eleven decades comprise a critical period in American history. The collapse of Reconstruction after the Civil War led to the establishment of white supremacy in the Southern states, a system of domination and exploitation that most whites, in the North as well as the South, expected to last indefinitely. In 1900, despite the nation's formal commitment to racial equality as expressed in the Fourteenth and Fifteenth amendments, racial discrimination remained a basic organizing principle of American society. In the South, racial discrimination, reinforced by racial segregation, became official state policy. In the North discrimination and segregation also became widely sanctioned customs that amounted to, in effect, semiofficial policy. The federal government practiced racial segregation in the armed services, discriminated against blacks in the civil service, and generally condoned, by its actions if not its words, white supremacy. . . .

Source: Adam Fairclough, *Better Day Coming: Blacks and Equality 1890–2000*, Viking, 2001

- 1 Based on these documents, state **one** way the end of Reconstruction affected African Americans. [1]
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<b>Framework Reference</b>	<b>11.4: POST-CIVIL WAR ERA (1865 – 1900):</b>
	11.4a: Between 1865 and 1900, constitutional rights were extended to African Americans. However, their ability to exercise these rights was undermined by individuals, groups, and government institutions.  Students will examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction.

	<b>11.10: SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present):</b>
	11.10a: After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.  ➤ Students will examine judicial actions and legislative achievements during the movement, such as <i>Brown v. Board of Education of Topeka</i> (1954), the Civil Rights Act of 1964, <i>Heart of Atlanta Motel, Inc. v. United States</i> (1964) and the Voting Rights Act of 1965.

## DOCUMENT 2

. . . By 1905 those African Americans who stayed in the former Confederacy found themselves virtually banished from local elections, but that didn't mean that they weren't political actors. In his famous 1895 Atlanta Exposition speech, Tuskegee College president Booker T. Washington recommended vocational training rather than classical education for African Americans. The former slave implied that black southerners would not seek social integration, but he did demand that southern factories hire black people: "The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera-house." He looked forward to the near future when the African American third of the southern population would produce and share in one-third of its industrial bounty. . . .

The northern-born black sociologist W. E. B. Du Bois positioned himself as Washington's nemesis [opponent]. A graduate of Tennessee's Fisk University, Du Bois was the first African American to earn a Harvard Ph.D. He believed that Washington had conceded too much and said so in his 1903 book *The Souls of Black Folk*. Any man, he insisted, should be able to have a classical education. Moreover, accepting segregation meant abdicating all civil rights by acknowledging that black people were not equal to whites. "The problem of the Twentieth Century is the problem of the color line," Du Bois warned. In 1905 he founded the Niagara Movement, the forerunner of the National Association for the Advancement of Colored People (NAACP), which was begun in 1909 to fight for political and civil rights. . . .

Source: Glenda Elizabeth Gilmore & Thomas J. Sugrue, *These United States: A Nation in the Making 1890 to the Present*, W. W. Norton & Company, 2015

- 2 According to this document, what is **one** way Booker T. Washington and W. E. B. Du Bois disagreed about how African Americans should achieve equality? [1]
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<b>Framework Reference</b>	<b>11.5: INDUSTRIALIZATION AND URBANIZATION (1870 – 1920):</b>
	11.5b: Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts. <ul style="list-style-type: none"><li>• Booker T. Washington's contributions to education, including the creation of Tuskegee Institute</li><li>• W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of <i>The Crisis</i>, and the Silent Protest (1917)</li></ul>

### DOCUMENT 3

. . . In 1950 Reverend Oliver Brown of Topeka, Kansas, was incensed that his young daughters could not attend the Sumner Elementary School, an all-white public school close to their home. Instead, they had to walk nearly a mile through a dangerous railroad switchyard to reach a bus that would take them to an inferior all-black school.

In the early 1950s, this sort of school segregation was commonplace in the South and certain border states. By law, all-black schools (and other segregated public facilities) were supposed to be as well-funded as whites'—but they rarely were. States typically spent twice as much money per student in white schools. Classrooms in black schools were overcrowded and dilapidated.

In 1951 NAACP lead counsel Thurgood Marshall filed suit on behalf of Oliver Brown. By fall 1952, the Brown case and four other school desegregation cases had made their way to the U.S. Supreme Court, all under the case name *Brown v. Board of Education of Topeka*. Marshall argued that the Supreme Court should overturn the “separate but equal” ruling of *Plessy v. Ferguson* (1896), which had legitimized segregation. Marshall believed that even if states spent an equal amount of money on black schools, the segregated system would still be unfair because the stigma of segregation damaged black students psychologically. . . .

Source: Beth Bailey, et al, *The Fifties Chronicles*, Legacy, 2008

- 3 According to this document, what is *one* reason Thurgood Marshall argued that the “separate but equal” ruling of *Plessy v. Ferguson* should be overturned? [1]

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<b>Framework Reference</b>	<b>11.10: SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present):</b>
	<p>11.10a: After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.</p> <p>➤ Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.</p>

## DOCUMENT 4a

### Sit-in at Woolworth's lunch counter in Greensboro, North Carolina



Source: *Greensboro News & Record*, February 2, 1960

<b>Framework Reference</b>	<p><b>11.10: SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present):</b></p> <p>11.10a: After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.</p> <ul style="list-style-type: none"><li>➤ Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.</li></ul>
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**DOCUMENT 4b**

. . . At lunch counters in other cities, protesters encountered hostile reactions from outraged white patrons. Sit-in demonstrators were assaulted with verbal abuse, hot coffee, lit cigarettes, and worse. Invariably, it was the young protesters who ended up arrested for “creating a disturbance.” Nevertheless, by fall 1961 the movement could claim substantial victories among many targeted cities. . . .

Source: David Farber, et al, *The Sixties Chronicles*, Legacy, 2004

4 Based on these documents, state **one** result of the sit-in at the Greensboro Woolworth. [1]

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<b>Framework Reference</b>	<b>11.10: SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present):</b>
	<p>11.10a: After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.</p> <p>➤ Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.</p>



## DOCUMENT 5

. . . The direct action protests of the 1960s paid dividends. In 1964 and 1965, the Johnson administration orchestrated the passing of the two most significant civil rights bills since Reconstruction. The Birmingham protests and the March on Washington had convinced President Kennedy to forge ahead with a civil rights bill in 1963. But his assassination on November 22, 1963, left the passage of the bill in question. President Johnson, who to that point had an unfavorable record concerning civil rights, had come to believe in the importance of federal protection for African Americans and deftly tied the civil rights bill to the memory of Kennedy. . . .

Despite passage of this far-reaching bill, African Americans still faced barriers to their right to vote. While the Civil Rights Act of 1964 addressed voting rights, it did not eliminate many of the tactics recalcitrant [stubborn] southerners used to keep blacks from the polls, such as violence, economic intimidation, and literacy tests. But the Freedom Summer protests in Mississippi and the Selma-to-Montgomery march the following year led to the passage of the Voting Rights Act of 1965. Johnson had already begun work on a bill before the Selma march, and he again urged Congress to pass it. On March 15, 1965, he addressed both houses of Congress. . . .

Source: Henry Louis Gates Jr., *Life Upon These Shores: Looking at African American History 1513–2008*, Alfred A. Knopf, 2011

5 According to Henry Louis Gates Jr., what was *one* result of the 1960s civil rights protests? [1]

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<b>Framework Reference</b>	<b>11.10: SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present):</b>
	<p>11.10a: After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.</p> <p>➤ Students will examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.</p>

## DOCUMENT 6

. . . When the clock ticked off the last minute of 1969 and African Americans took stock of the last few years, they thought not only about the changes they had witnessed but also about the ones they still hoped to see. They knew they were the caretakers of King’s dream of living in a nation where character was more important than color. And they knew they had to take charge of their community. After all, the civil rights and Black Power eras had forged change through community action. Although many blacks may have sensed that all progress was tempered by the social, economic, and political realities of a government and a white public often resistant to change, they could not ignore the power of their own past actions. America in 1969 was not the America of 1960 or 1965. At the end of the decade, a chorus could be heard rising from the black community proclaiming, “We changed the world.” . . .

Source: Robin D. G. Kelley and Earl Lewis, eds., *To Make our World Anew: Vol. Two: A History of African Americans Since 1880*, Oxford University Press, 2000

6 Based on this document, state **one** impact of the civil rights movement of the 1960s. [1]

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<b>Framework Reference</b>	<b>11.10: SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present):</b>
	<p>11.10a: After World War II, long-term demands for equality by African Americans led to the civil rights movement. The efforts of individuals, groups, and institutions helped to redefine African American civil rights, though numerous issues remain unresolved.</p> <p>➤ Students will examine the roles and impact of individuals such as Rev Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.</p>

**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!!**

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**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

**DRAFT RUBRIC FOR PART III  
PROTOTYPE CIVIC LITERACY ESSAY**

**Historical Context: African American Civil Rights**

Throughout United States history, many constitutional and civic issues have been debated by Americans. These debates have resulted in efforts by individuals, groups, and governments to address these issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is *African American civil rights*.

**Task:**

- Describe the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the extent to which the efforts were successful

**Scoring Notes:**

1. This document-based question has a minimum of **four** components (describing the historical circumstances surrounding African American civil rights, explaining *at least two* efforts to address this issue by individuals, groups, and/or governments, and discussing the extent to which the efforts were successful).
2. The efforts to address African American civil rights may focus on efforts by individuals, groups, governments, or any combination.
3. The efforts to address African American civil rights may be positive or negative.
4. Individuals, groups, and/or governments do not need to be specifically identified as long as they are implied in the discussion.
5. The same or similar information may be used to address more than one aspect of the task as long as the information is relevant to that aspect of the task.
6. The explanation of efforts to address African American civil rights may be included in the discussion of the extent to which the efforts were successful.
7. The description of historical circumstances and the extent to which the efforts were successful may focus on immediate or long-term circumstances or on immediate or long-term results.
8. In the response the use of language that appears in a document should not be penalized, e.g., historically accepted terms for African Americans.
9. The response may discuss efforts to address African American civil rights and the extent to which the efforts were successful from different perspectives as long as the position taken is supported by accurate historical facts and examples.
10. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 1a, 1b, 4a, and 4b may be considered as separate documents **if** the response uses specific information from each selected document.

**Score of 5:**

- Thoroughly develops *all* aspects of the task evenly and in depth by describing the historical circumstances surrounding African American civil rights, explaining *at least two* efforts to address this issue by individuals, groups, and/or governments, and discussing the extent to which these efforts were successful
- Is more analytical than descriptive (analyzes, evaluates, and/or creates information), e.g., connects African American inequality that resulted from return of “home rule” to the South after Reconstruction and the undermining of the 14th and 15th Amendments to the legal efforts of the NAACP and the organization of peaceful direct action protests to resistance by states and localities to school and societal desegregation despite the equality promoted by judicial decisions and congressional legislation
- Incorporates relevant information from *at least four* documents
- Incorporates substantial relevant outside information
- Richly supports the theme with many relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 4:**

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information), e.g., discusses the gradual disenfranchisement of African Americans and entrenchment of societal segregation after Reconstruction and the Supreme Court’s ruling in *Brown v. Board of Education* and Congressional passage of the Civil Rights Act of 1964 and the progress made in desegregating public schools and accommodations
- Incorporates relevant information from *at least four* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

**Score of 3:**

- Develops *all* aspects of the task with little depth *or* develops *at least three* aspects of the tasks in some depth
- Is more descriptive than analytical (applies, may analyze and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization, includes an introduction and a conclusion that may be a restatement of the theme

**Score of 2:**

- Minimally develops *all* aspects of the task *or* develops *at least two* aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 1**

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

**Score of 0:**

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the theme, task, or suggestions as copied from the test booklet; *OR* is illegible; *OR* is a blank paper

**Note: Rating guides for operational tests will also include charts that detail information from each document and relevant outside information, as well as a content-specific rubric for the open-ended short response questions.**