

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY  
AND GOVERNMENT**

**Wednesday, January 24, 2024 — 9:15 a.m. to 12:15 p.m., only**

Student Name \_\_\_\_\_

School Name \_\_\_\_\_

**The possession or use of any communications device is strictly prohibited when taking this examination. If you have or use any communications device, no matter how briefly, your examination will be invalidated and no score will be calculated for you.**

Print your name and the name of your school on the lines above. A separate answer sheet for Part I has been provided to you. Follow the instructions from the proctor for completing the student information on your answer sheet. Then fill in the heading of each page of your essay booklet.

This examination has three parts. You are to answer **all** questions in **all** parts. Use black or dark-blue ink to write your answers to Parts II, III A, and III B.

**Part I** contains 28 multiple-choice questions. Record your answers to these questions as directed on the answer sheet.

**Part II** contains two short-essay questions. Write your answers to these questions in the essay booklet, beginning on page 3.

**Part III** is based on several documents:

**Part III A** contains the documents. When you reach this part of the test, enter your name and the name of your school on the first page of this section.

Each document is followed by one question. Write your answer to each question in this examination booklet on the lines following that question.

**Part III B** contains one essay question based on the documents. Write your answer to this question in the essay booklet, beginning on page 7.

When you have completed the examination, you must sign the declaration printed at the end of the answer sheet, indicating that you had no unlawful knowledge of the questions or answers prior to the examination and that you have neither given nor received assistance in answering any of the questions during the examination. Your answer sheet cannot be accepted if you fail to sign this declaration.

**DO NOT OPEN THIS EXAMINATION BOOKLET UNTIL THE SIGNAL IS GIVEN.**

## Part I

### Answer all questions in this part.

*Directions (1–28):* For each statement or question, record on your separate answer sheet the *number* of the word or expression that, of those given, best completes the statement or answers the question.

Base your answers to questions 1 and 2 on the passage below and on your knowledge of social studies.

Brothers, we must be as one as the English are, or we shall all be destroyed. You know our fathers had plenty of deer and skins and our plains were full of game and turkeys, and our coves and rivers were full of fish.

But, brothers, since these Englishmen have seized our country, they have cut down the grass with scythes, and the trees with axes. Their cows and horses eat up the grass, and their hogs spoil our bed of clams; and finally we shall all starve to death; therefore, stand not in your own light, I ask you, but resolve to act like men. All the sachems [tribal chiefs] both to the east and the west have joined with us, and we are resolved to fall upon them at a day appointed, and therefore I come secretly to you, cause you can persuade your Indians [Native Americans] to do what you will.

Source: Narragansett Chief Miantonomo

- |  |   |
|--|---|
| 1 The situation described in this passage was caused by          | 2 What course of action does Chief Miantonomo support?    |
| (1) Native Americans wasting valuable natural resources          | (1) leaving their land and becoming hunters and gatherers |
| (2) European settlement in North America                         | (2) relocating west of the Appalachian Mountains          |
| (3) intermarriage between British settlers and Native Americans  | (3) forming alliances to fight the colonial settlers      |
| (4) sachems who had ordered the colonists' crops to be destroyed | (4) making peace agreements with English settlers         |
-

Base your answers to questions 3 and 4 on the quotation below and on your knowledge of social studies.

. . . “That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it,” . . .

- |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|
| <p>3 Which Enlightenment principle does this quotation refer to?</p> <ol style="list-style-type: none"><li>(1) equal rights</li><li>(2) religious freedom</li><li>(3) separation of powers</li><li>(4) consent of the governed</li></ol> |  |  |  |  |  |  |  |  |  |  | <p>4 What impact did this quotation have on the American Revolution?</p> <ol style="list-style-type: none"><li>(1) It led to the creation of a colonial monarchy.</li><li>(2) It supported efforts to compromise with the British.</li><li>(3) It helped to justify the colonists' fight for independence.</li><li>(4) It called for an increased British military presence in Europe.</li></ol> |
|--|--|--|--|--|--|--|--|--|--|--|--|
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Base your answers to questions 5 and 6 on the lyrics below and on your knowledge of social studies.

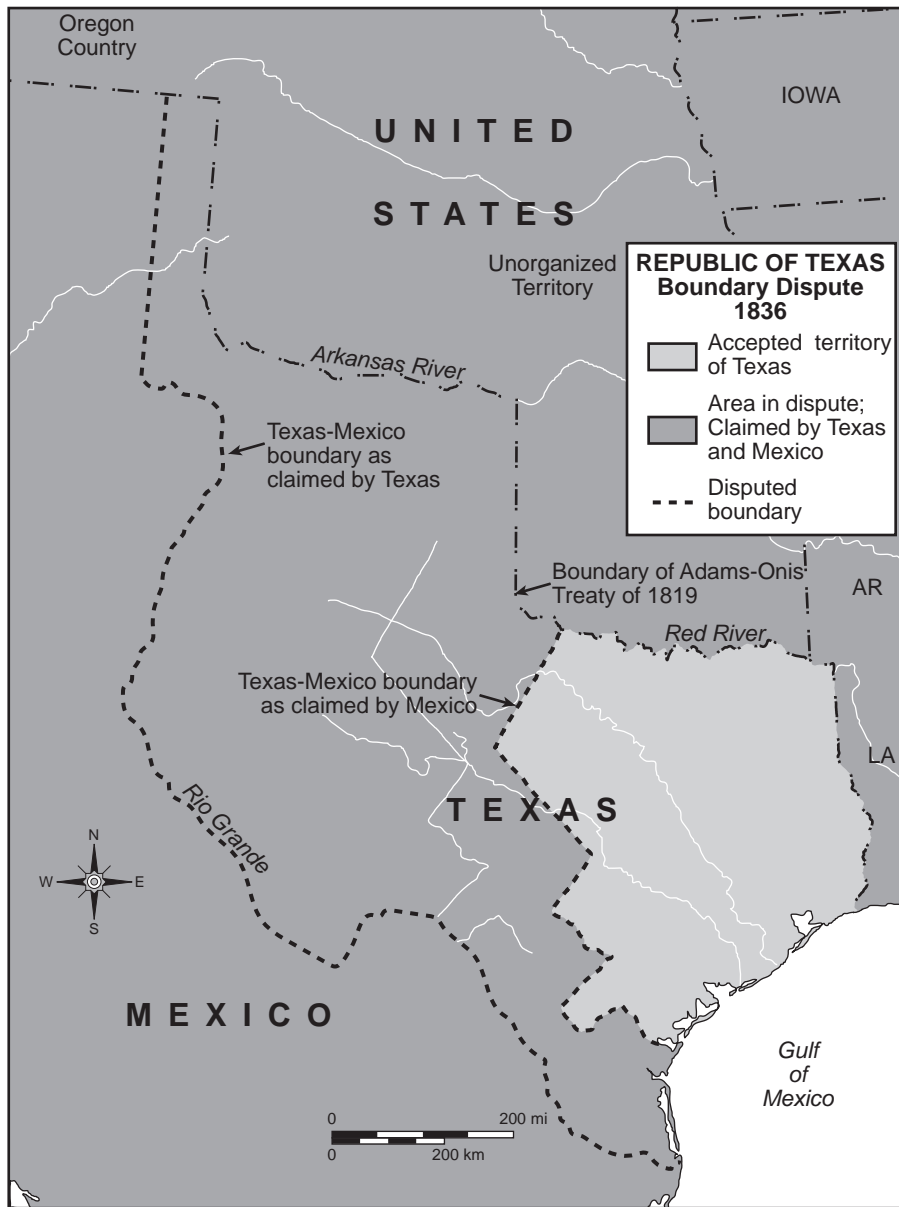
Our ships all in motion,  
Once whiten'd the ocean  
They sail'd and return'd with a Cargo;  
Now doom'd to decay  
They are fallen a prey,  
To Jefferson, worms, and EMBARGO.

Source: Henry Mellen, 1808,  
Massachusetts Historical Society Broadside

- |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|
| <p>5 The viewpoint expressed in this song reflects</p> <ol style="list-style-type: none"><li>(1) opposition to the expansion of slavery</li><li>(2) support for United States involvement in European wars</li><li>(3) support for the embargo</li><li>(4) opposition to restrictions on American shipping</li></ol> |  |  |  |  |  |  |  |  |  | <p>6 Why was New England concerned about President Thomas Jefferson's embargo?</p> <ol style="list-style-type: none"><li>(1) It supplied a labor force to the rest of the nation.</li><li>(2) It depended on foreign trade for its economic prosperity.</li><li>(3) It formed the northern border with British Canada.</li><li>(4) It produced more agricultural goods than any other section of the nation.</li></ol> |
|--|--|--|--|--|--|--|--|--|--|--|
-

Base your answers to questions 7 and 8 on the map below and on your knowledge of social studies.

### Republic of Texas Boundary Dispute with Mexico, 1836



Source: maps.com (adapted)

- 7 This map could best be used to study the concept of
- (1) the War of 1812
  - (2) the Monroe Doctrine
  - (3) Manifest Destiny
  - (4) Social Darwinism

- 8 The conflict shown on this map was settled by the
- (1) enactment of the Missouri Compromise
  - (2) war between the United States and Mexico
  - (3) passage of the Kansas-Nebraska Act
  - (4) ruling in the *Gibbons v. Ogden* case

Base your answers to questions 9 and 10 on the excerpt below and on your knowledge of social studies.

**Forty-Seventh Congress. Session I. 1882. Chapter 126.**  
**An act to execute certain treaty stipulations relating to Chinese.**

... *Preamble.* Whereas, in the opinion of the Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore, Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or having so come after the expiration of said ninety days to remain within the United States. . . .

Source: National Archives and Records Administration

- 9 According to this excerpt, what is the main purpose of this act of Congress?
- (1) to increase the number of Chinese laborers recruited for work in the United States
  - (2) to prevent Chinese laborers from entering the United States
  - (3) to protect European immigrants from unsafe working conditions
  - (4) to require foreign-born immigrants to serve in the armed forces

- 10 This act of Congress supports the goals of
- (1) conservationists
  - (2) abolitionists
  - (3) industrialists
  - (4) nativists

Base your answers to questions 11 and 12 on the photograph below and on your knowledge of social studies.

**Women picket in front of the White House for their right to vote in 1917.**



Source: Library of Congress (adapted)

- 11 The main goal of the women's rights movement in the early 20th century was to achieve
- (1) political equality
  - (2) equal pay for equal work
  - (3) improvements in living conditions
  - (4) better job opportunities
- 12 Which statement best represents a reason why this protest was considered controversial?
- (1) The Senate had already repealed the Prohibition amendment.
  - (2) The country was dealing with public outrage over government corruption.
  - (3) President Wilson did not include women's demands in his Fourteen Points.
  - (4) Suffragists were picketing while German submarines were attacking American ships.
-

Base your answers to questions 13 and 14 on the poem below and on your knowledge of social studies.

**I, Too**

I, too, sing America.

I am the darker brother.  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,  
And grow strong.

Tomorrow,  
I'll be at the table  
When company comes.  
Nobody'll dare  
Say to me,  
"Eat in the kitchen,"  
Then.

Besides,  
They'll see how beautiful I am  
And be ashamed—

I, too, am America.

Source: Langston Hughes, 1924, in Rampersad and Roessel, eds.,  
*The Collected Poems of Langston Hughes*, Alfred A. Knopf

- |   |  |
|---|--|
| 13 What concept is best illustrated in this 1924 poem written by Langston Hughes? | 14 This poem is an example of the cultural movement known as |
| (1) patriotism  | (1) Transcendentalism  |
| (2) nationalism   | (2) Social Darwinism   |
| (3) racial pride  | (3) the Lost Generation                                      |
| (4) passive resistance  | (4) the Harlem Renaissance                                   |

Base your answers to questions 15 and 16 on the cartoon below and on your knowledge of social studies.

### The Only Way to Handle It



Source: Milton Halladay, *Providence Journal* (adapted)

15 Which policy is most directly related to the point of view expressed in this cartoon?

- (1) Quotas should be established for immigration.
- (2) World War I refugees should be given jobs.
- (3) Tariff rates on imports should be increased.
- (4) Federal authorities should provide assistance to immigrants.

16 The policy represented by this cartoon was a response to

- (1) the country's demands that the United States follow a more open policy of immigration
- (2) the belief that the United States needed to become more culturally diverse
- (3) the growing number of immigrants arriving from Southern and Eastern Europe
- (4) the demands by leaders of organized labor for more workers



Base your answers to questions 17 and 18 on the letter below and on your knowledge of social studies.

March 24, 1935

Dear Family,

Did some of you think that you had a dust storm? I'll tell you what it was. It was us shaking our bedding, carpets, etc.

For over a week we have been having troublesome times. The dust is something fierce. Sometimes it lets up enough so we can see around; even the sun may shine for a little time, then we have a frenzied time of cleaning, anticipating the comfort of a clean feeling once more.

We keep the doors and windows all shut tight, with wet papers on the sills. The tiny particles of dirt sift right through the walls. Two different times it has been an inch thick on my kitchen floor. . . .

When we open the door, swirling whirlwinds of soil beat against us unmercifully, and we are glad to go back inside and sit choking in the dirt. We couldn't see the streetlight just in front of the house. . . .

As for gardens, we had ours plowed, but now we do not know whether we have more or less soil. It's useless to plant anything.

Grace

Source: Deb Mulvey, ed., "We Had Everything but Money" (adapted)

17 What was one impact of the situation described in this letter?

- (1) Settlements on the Great Plains were banned.
- (2) Many families were forced to migrate westward.
- (3) Taxes on family farms were increased.
- (4) Limitations were placed on agricultural exports.

18 Which New Deal action attempted to address the causes of this situation?

- (1) The Securities and Exchange Commission limited stock speculation.
- (2) The Civilian Conservation Corps implemented reforestation projects.
- (3) The Social Security Act provided old age pensions.
- (4) The Federal Deposit Insurance Corporation protected bank savings accounts.

Base your answer to question 19 on the passage below and on your knowledge of social studies.

. . . I see one-third of a nation ill-housed, ill-clad, ill-nourished.

But it is not in despair that I paint you that picture. I paint it for you in hope—because the nation, seeing and understanding the injustice in it, proposes to paint it out. We are determined to make every American citizen the subject of [t]his country’s interest and concern; and we will never regard any faithful law-abiding group within our borders as superfluous [unnecessary]. The test of our progress is not whether we add more to the abundance of those who have much; it is whether we provide enough for those who have too little. . . .

Source: President Franklin D. Roosevelt, Second Inaugural Address, January 20, 1937 (adapted)

19 Which later presidential program is most similar to the idea expressed in this passage?

- (1) President Lyndon B. Johnson’s Great Society in the 1960s
  - (2) President Jimmy Carter’s Camp David Accords in the 1970s
  - (3) President Ronald Reagan’s supply-side fiscal policy in the 1980s
  - (4) President George W. Bush’s War on Terror in the 2000s
-

Base your answers to questions 20 and 21 on the cartoon below and on your knowledge of social studies.

**“To Furnish The Supreme Court Practical Assistance.”**



Source: Gene Elderman, *Washington Post*, February 6, 1937 (adapted)

- 20 What was the major reason President Franklin D. Roosevelt proposed the action illustrated in this cartoon?
- (1) The membership of the Supreme Court required greater social diversity.
  - (2) The Supreme Court had declared some New Deal programs unconstitutional.
  - (3) Current Supreme Court justices were not working hard enough.
  - (4) The jurisdiction of the Supreme Court needed to be expanded.
- 21 Which constitutional principle was threatened by President Roosevelt’s action?
- (1) checks and balances
  - (2) federalism
  - (3) popular sovereignty
  - (4) limited government

Base your answers to questions 22 and 23 on the passage below and on your knowledge of social studies.

. . . The truth of the matter is that Europe's requirements for the next 3 or 4 years of foreign food and other essential products—principally from America—are so much greater than her present ability to pay that she must have substantial additional help, or face economic, social, and political deterioration of a very grave character. . . .

Aside from the demoralizing effect on the world at large and the possibilities of disturbances arising as a result of the desperation of the people concerned, the consequences to the economy of the United States should be apparent to all. It is logical that the United States should do whatever it is able to do to assist in the return of normal economic health in the world, without which there can be no political stability and no assured peace. Our policy is directed not against any country or doctrine but against hunger, poverty, desperation, and chaos. Its purpose should be the revival of working economy in the world so as to permit the emergence of political and social conditions in which free institutions can exist. . . .

Source: Secretary of State George Marshall, June 5, 1947

- |  |  |
|--|--|
| 22 By implementing this policy in Europe, the United States hoped to stabilize | 23 Which foreign policy does George Marshall's proposal most directly support? |
| (1) democratic governments   | (1) isolationism                      (3) imperialism                          |
| (2) military dictatorships   | (2) containment                      (4) disarmament                           |
| (3) population growth  |  |
| (4) colonialism  |  |
-

Base your answers to questions 24 and 25 on the interview excerpt below and on your knowledge of social studies.

[Reporter Mike] WALLACE: All right, sir. A Federal District Court has already ruled that Little Rock [Arkansas] Central High School should be integrated. And the reasons for preventing integration now are anemic [weak]. In view of your promise to the President [Dwight D. Eisenhower], will you respect this decision and give your okay to integration beginning tomorrow morning?

[Governor Orval] FAUBUS: I've previously given my okay to integration. The Guard was not called out to prevent integration, but to keep the peace and order of the community. And, of course, I disagree with your preliminary statement that we are in defiance of a Federal Court order, based upon the premise that the peace and good order of the community is paramount to all other issues. . . .

Source: Mike Wallace interview with Arkansas Governor Orval Faubus, September 15, 1957

24 The issue discussed in this interview resulted from an effort to enforce the Supreme Court decision in

- (1) *Dred Scott v. Sanford*
- (2) *Plessy v. Ferguson*
- (3) *Brown v. Board of Education of Topeka*
- (4) *Heart of Atlanta Motel v. United States*

25 Which action did President Eisenhower take to address the issue raised in this interview?

- (1) sending federal troops to protect African American students in Arkansas
- (2) signing the Voting Rights Act passed by Congress
- (3) forcing the resignation of Arkansas Governor Orval Faubus
- (4) desegregating all southern schools

Base your answer to question 26 on the cartoon below and on your knowledge of social studies.

### The Other Ascent into the Unknown



Source: Herblock, *Washington Post*, June 10, 1965

- 26 What was a major result of the situation portrayed in the cartoon?
- (1) Political support for an incumbent president increased.
  - (2) The debate over American intervention abroad intensified.
  - (3) The United Nations gained influence over American foreign policy.
  - (4) Expenditures on domestic programs increased.
-

Base your answers to questions 27 and 28 on the passage below and on your knowledge of social studies.

Eight months ago I signed into law the Wholesome Meat Act of 1967. That landmark bill capped a crusade that had begun 60 years ago—[in the presidency of Theodore Roosevelt] to assure American housewives that the meat they served their families was pure, not harmful or dirty or diseased.

Today I am proud to sign a bill that will extend the same coverage to all poultry products. It is the fulfillment of a promise I made to every housewife—in my first consumer message just after I became President.

In the early days of this century, Americans took for granted that there were risks in buying food. They even joked about it in print. One newspaper printed a little poem:

“Mary had a little lamb,  
And when she saw it sicken,  
She shipped it off to packing town,  
And now it’s labeled chicken.”

In 1968, we cannot tolerate the image, or the fact, of unwholesome food:—Not when Americans last year consumed more than 12 billion pounds of poultry.  
—Not when a full 13 percent of that supply—or 1.6 billion pounds—was subject to little or no inspection because it didn’t cross State lines. . . .

The Wholesome Poultry Products Act of 1968 will insure that dirty plants will have to clean up or close down. . . .

Source: President Lyndon B. Johnson, Statement Upon Signing the Wholesome Poultry Products Act, August 19, 1968

- 27 President Lyndon B. Johnson’s statements are most closely associated with the work of which Progressive Era muckraker?
- (1) Jane Addams                      (3) Upton Sinclair  
(2) Jacob Riis                        (4) Ida B. Wells

- 28 What conclusion can be drawn from President Johnson’s statement?
- (1) President Johnson favored policies to deregulate industry.  
(2) American consumption of poultry was declining.  
(3) The federal government should take ownership of meatpacking plants.  
(4) President Johnson supported the expansion of consumer protection.

Answers to the Short-Essay Questions (29 and 30) and the Civic Literacy Essay Question (37) are to be written in the separate essay booklet.

## Part II

### SHORT-ESSAY QUESTIONS (SEQs)

These Short-Essay Questions are based on the accompanying documents and are designed to test your ability to work with historical documents. Each Short-Essay Question set consists of two documents. Some of these documents have been edited for the purposes of these questions. 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.

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#### SEQ Set 1 (Question 29)

**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.”



**SEQ Set 1 Directions (Question 29):** Read and analyze the following documents before writing your short essay in the separate essay booklet.

**Document 1**

. . . The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations to have with them as little political connection as possible. So far as we have already formed engagements let them be fulfilled with perfect good faith. Here let us stop.

Europe has a set of primary interests which to us have none or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes [shifts] of her politics or the ordinary combinations and collisions of her friendships or enmities.

Our detached and distant situation invites and enables us to pursue a different course. If we remain one people, under an efficient government, the period is not far off when we may defy material injury from external annoyance; when we may take such an attitude as will cause the neutrality we may at any time resolve upon to be scrupulously [completely] respected; when belligerent nations, under the impossibility of making acquisitions upon us, will not lightly hazard the giving us provocation; when we may choose peace or war, as our interest, guided by justice, shall counsel. . . .

Source: President George Washington, Farewell Address, September 19, 1796

**Go on to Document 2** ➡

## Document 2

. . . The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellow-men on that side [the European side] of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport [accord] with our policy so to do.

It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers. . . .

We owe it, therefore, to candor [honesty] and to the amicable [friendly] relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintained it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition [interference] for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States. . . .

Source: James Monroe, message to Congress outlining what became known as the Monroe Doctrine, December 2, 1823

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### SEQ Set 1 (Question 29)

**Task:** Based on your reading and analysis of these documents, apply 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)

#### Guidelines:

**In your short essay, be sure to**

- Develop all aspects of the task
- Incorporate relevant outside information
- Support the task with relevant facts and examples

You are *not* required to include a separate introduction or conclusion in your short essay of two or three paragraphs.

## SEQ Set 2 (Question 30)

**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 1** 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.”

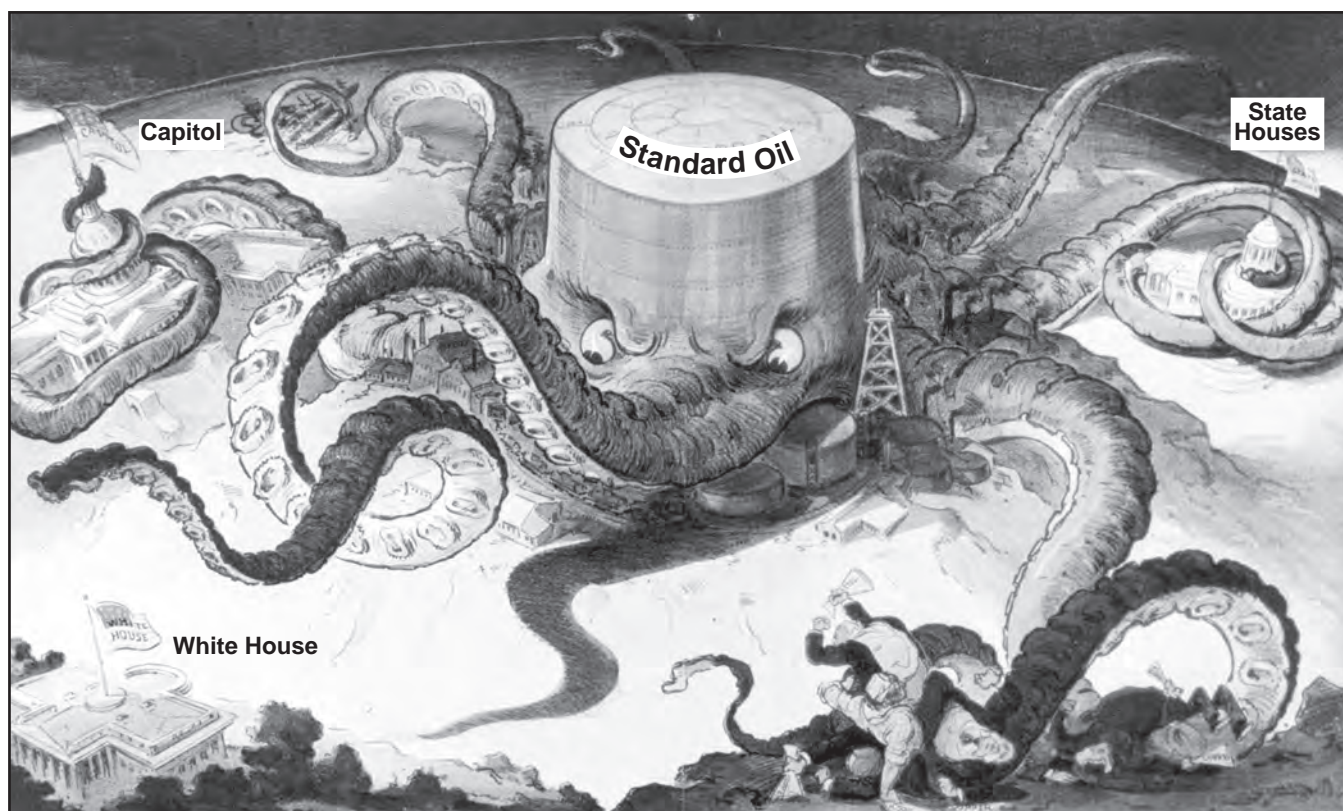
**Explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationship of.”

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

**SEQ Set 2 Directions (Question 30):** Read and analyze the following documents before writing your short essay in the separate essay booklet.

**Document 1**

**Next!**



Source: Udo J. Keppler, *Puck*, September 7, 1904 (adapted)

## Document 2

To know every detail of the oil trade, to be able to reach at any moment its remotest point, to control even its weakest factor—this was John D. Rockefeller’s ideal of doing business. It seemed to be an intellectual necessity for him to be able to direct the course of any particular gallon of oil from the moment it gushed from the earth until it went into the lamp of a housewife. There must be nothing—nothing in his great machine he did not know to be working right. It was to complete this ideal, to satisfy this necessity, that he undertook, late in the seventies [1870s], to organize the oil markets of the world, as he had already organized oil refining and oil transporting. Mr. Rockefeller was driven to this new task of organization not only by his own curious intellect; he was driven to it by that thing so abhorrent [appalling] to his mind—competition. If, as he claimed, the oil business belonged to him, and if, as he had announced, he was prepared to refine all the oil that men would consume, it followed as a corollary [conclusion] that the markets of the world belonged to him. . . .

Source: Ida Tarbell, *The History of the Standard Oil Company*, 1904

### SEQ Set 2 (Question 30)

**Task:** Based on your reading and analysis of these documents, apply 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 1** and explain how *audience*, **or** *purpose*, **or** *bias*, **or** *point of view* affects this document’s use as a reliable source of evidence

### Guidelines:

**In your short essay, be sure to**

- Develop all aspects of the task
- Incorporate relevant outside information
- Support the task with relevant facts and examples

You are *not* required to include a separate introduction or conclusion in your short essay of two or three paragraphs.

**Part III****CIVIC LITERACY ESSAY (Questions 31–37)**

This Civic Literacy Essay Question 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, take into account 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 Voting 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 voting rights*.

**Task:** Read and analyze the documents in Part A. Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

- 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

**In developing your answers to Part III, be sure to keep these general definitions in mind:**

- (a) **describe** means “to illustrate something in words or tell about it”
- (b) **explain** means “to make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of”
- (c) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

**Civic Literacy Essay**

**Part A**

**Short-Answer Questions (31–36)**

*Directions:* Analyze the documents and answer the short-answer questions that follow each document in the space provided.

**Document 1**

. . . The result [of state efforts] was the virtual elimination of black voting in the South. And although sympathetic election officials often allowed whites who did not meet the new qualifications to register, the number of eligible white voters declined as well. Louisiana, for example, reduced the number of black voters from one hundred thirty thousand to one thousand. But eighty thousand white voters also lost the franchise. In 1898, the Supreme Court encouraged the disenfranchisement movement by ruling, in *Williams v. Mississippi*, that the suffrage provisions of the state’s 1890 constitution did not violate the Fifteenth Amendment, since they did not “on their face discriminate between the races.”

The elimination of almost all black and many white voters not only reversed the long nineteenth-century trend toward universal suffrage, but also transformed much of the South into a series of rotten boroughs [districts with few voters relative to the size of the population], whose representatives in Congress would long wield far greater power on the national scene than their tiny electorates warranted. The Fourteenth Amendment provided that if any state deprived a group of male citizens of the franchise, it would lose part of its representation in Congress. But like much of the federal Constitution, this provision became a dead letter [broken promise] so far as African Americans were concerned. . . .

Source: Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction*, Vintage Books, 2005

31 According to this document, what is **one** historical circumstance related to voting by African Americans? [1]

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Score

## Document 2

This is an excerpt from a pamphlet published in Philadelphia around 1901. It was written by northern reformers who wanted to support African Americans who were trying to vote in southern states.

### The Things that Qualify a Colored Man to Vote in the Southern States

N order that you may know what will be demanded of you to vote under the Constitutions and laws of the several Southern States, we give below the substantial requirements of each, to wit:—

IN Alabama, Louisiana, Mississippi, North Carolina, South Carolina, Virginia and Tennessee

*YOU MUST PAY YOUR POLL TAX.*

*YOU MUST REGISTER AND HOLD YOUR CERTIFICATE OF REGISTRATION.*

*If you can read and write you can register.*

IN Alabama, Louisiana and South Carolina

*If you cannot read and write you can register if you own \$300 worth of property.*

IN Arkansas and Georgia

*YOU MUST PAY YOUR POLL TAX.*

IN Florida, Kentucky, Texas and West Virginia

*You must reside in the State.*

*A man convicted of almost any crime may be barred from voting.*

Source: *What a colored man should do to vote*, Press of E. A. Wright, Philadelphia, ca. 1901

32 Based on this document, what was **one** requirement that affected voting by African Americans? [1]

Score



### Document 3

#### Orientation Prepares Summer Volunteers

OXFORD, OHIO—More than 750 volunteers have passed through two weeklong orientation sessions here preparing them for a summer's work in Mississippi.

A first group, numbering 223, arrived in Mississippi on June 21. Three are missing already, and are presumed to have met foul play. . . .

The summer workers, 60% of them white, will work on voter registration, man community centers, and teach in Freedom Schools.

The training sessions were sponsored by the National Council of Churches, under the direction of Rev. Bruce Hanson of Washington, D.C. Staff members from the Student Nonviolent Coordinating Committee (SNCC), the group that pioneered civil rights work in rural areas of the South, helped orient the summer volunteers. . . .

The first week's group addressed a strongly worded appeal to President Lyndon B. Johnson, asking him to provide protection for them and for local Negroes [African Americans] in Mississippi. A Justice Department official told them the government could not protect them, despite three Federal statutes which allow FBI agents and Federal marshals to exercise police powers in civil rights cases. . . .

Source: *The Student Voice*, Student Nonviolent Coordinating Committee, June 30, 1964

33 Based on this document, what was **one** effort to address the issue of African American voting rights? [1]

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Score

## Document 4

AN AMERICAN CITIZEN VOTING—SURELY THERE IS NOTHING REMARKABLE about that. But for an African American living in the Deep South in the 1960s, . . . it was a forbidden act, a dangerous act. There were nearly impossible obstacles to overcome: poll taxes, literacy tests, and hostile registrars. If a person succeeded and was allowed to vote, his name was published in the local newspaper, alerting his employers and others equally determined to stop him. The black men and women who dared to vote lost their jobs, their homes, and, often, their lives.

And yet they persevered. They marched on county courthouses, confronted sheriffs, and went to jail. In Selma, Alabama, on March 7, 1965, a day remembered as Bloody Sunday, they endured a brutal attack from state troopers and local vigilantes. That event touched the conscience of the nation, forcing President Lyndon B. Johnson to place a voting rights bill at the forefront of his political agenda. Its passage permitted millions of African Americans to vote in Alabama and elsewhere in the South. The Voting Rights Act [of 1965] transformed American democracy and in many ways was the last act of emancipation, a process Abraham Lincoln began in 1863. . . .

Source: Gary May, *Bending Toward Justice: The Voting Rights Act and the Transformation of American Democracy*, 2013

34 According to this document, what is **one** effort to overcome obstacles to African American voting rights? [1]

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Score

Document 5

Registration by Race, Before and After 1965, in Southern States Covered by the Voting Rights Act (percent)

	Pre-act Registration (1965)		Post-act Registration (1967)	
	Black	White	Black	White
Alabama	19.3	69.2	51.6	89.6
Georgia	27.4	62.6	52.6	80.3
Louisiana	31.6	80.5	58.9	93.1
Mississippi	6.7	69.9	59.8	91.5
North Carolina	46.8	96.8	51.3	83.0
South Carolina	37.3	75.7	51.2	81.7
Virginia	38.3	61.1	55.6	63.4
Total	29.3	73.4	52.1	79.5

Source: U.S. Commission on Civil Rights, 1975 (adapted)

**Note:** Percentages are of the voting-age population. Pre-act registration is from March 1965; post-act registration is from September 1967. Both figures are estimates.

35 Based on this document, what was *one* impact of the Voting Rights Act in the South? [1]

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Score

## Document 6a

The following are remarks made by President Barack Obama on the 50th anniversary of the Voting Rights Act.

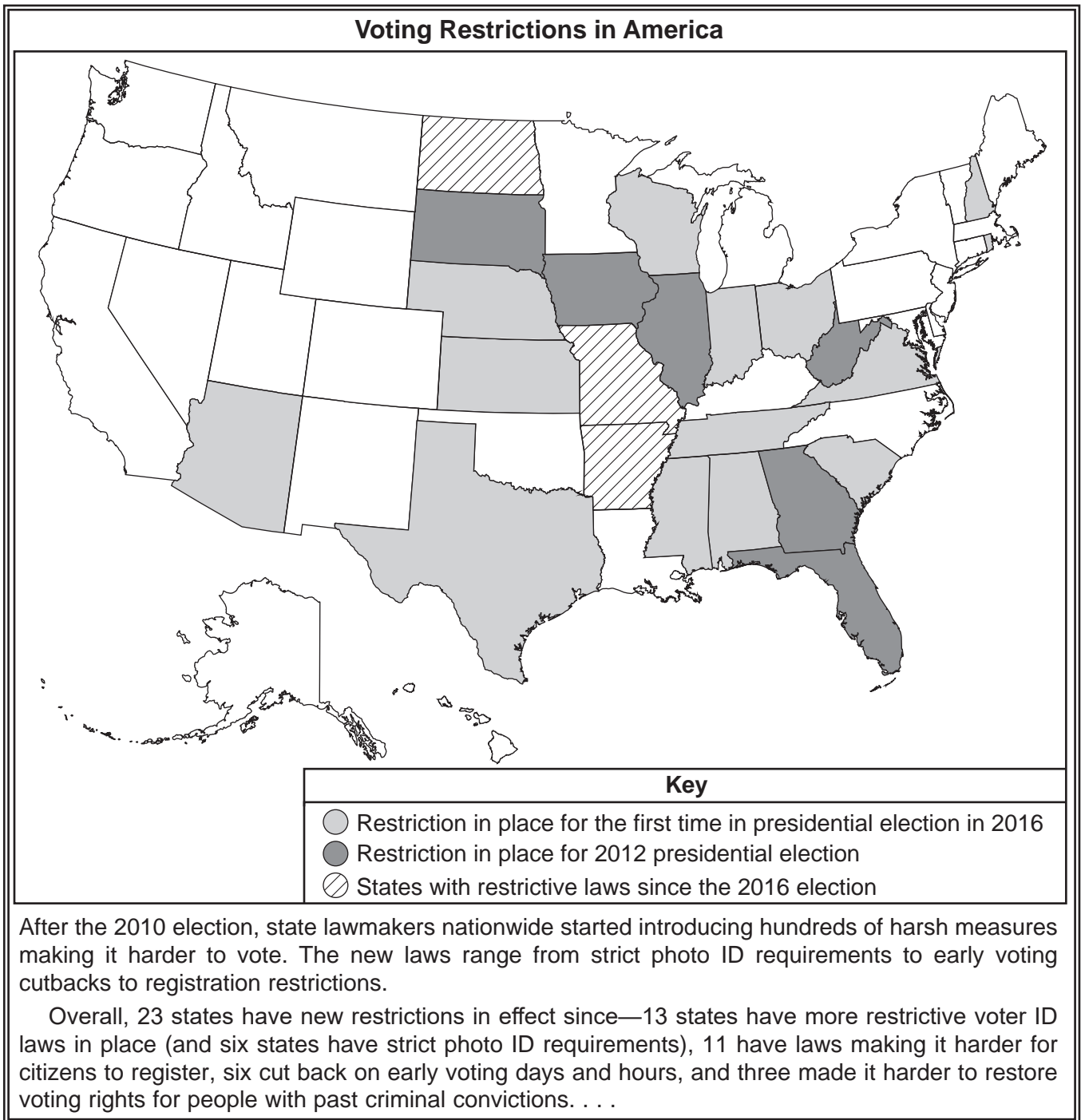
. . . As John [Congressman John Lewis] indicated, 50 years ago today, President Johnson signed the Voting Rights Act into law to protect this precious right. It broke down legal barriers at the state level and at the local level that were keeping African Americans from exercising their constitutional right to vote. And all of us have a great debt to not just John Lewis, but the thousands—many of them unnamed—who were courageous enough to walk up and try to register time and time again, that were threatened because of their efforts to register—sharecroppers and maids and ordinary folks. Had it not been for them awakening the conscience of a nation, the President could not have mustered the political support that was required to ultimately get this seminal law passed. . . .

On the ground, there are still too many ways in which people are discouraged from voting. Some of the protections that had been enshrined in the Voting Rights Act itself have been weakened as a consequence of court decisions and interpretations of the law. State legislatures have instituted procedures and practices that, although on the surface may appear neutral, have the effect of discouraging people from voting, may have a disproportional effect on certain kinds of folks voting.

And if, in fact, those practices, those trends, those tendencies are allowed to continue unanswered, then over time the hard-won battles of 50 years ago erode, and our democracy erodes. And that means that the decisions that are made in the corridors of power all across this country begin to reflect the interests of the few, instead of the interests of the many. . . .

Source: President Barack Obama, "Remarks on the Voting Rights Act," August 6, 2015

Document 6b



Source: Brennan Center for Justice, 2017 (adapted)

36 Based on these documents, what is **one** reason the fight for African American voting rights needs to continue? [1]

Score

## Part B

### Civic Literacy Essay Question (37)

*Directions:* Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

#### Historical Context: African American Voting 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 voting rights*.

**Task:** 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 the efforts were successful

#### Guidelines:

**In your essay, be sure to**

- Develop all aspects of the task
- Explain *at least two* efforts to address the issue
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme



REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT



**January 2024 Regents Examination in United States History and Government****Scoring Key: Part I (Multiple-Choice Questions)**

<b>Examination</b>	<b>Date</b>	<b>Question Number</b>	<b>Scoring Key</b>	<b>Question Type</b>	<b>Credit</b>	<b>Weight</b>
United States History & Government	January '24	1	2	MC	1	1
United States History & Government	January '24	2	3	MC	1	1
United States History & Government	January '24	3	4	MC	1	1
United States History & Government	January '24	4	3	MC	1	1
United States History & Government	January '24	5	4	MC	1	1
United States History & Government	January '24	6	2	MC	1	1
United States History & Government	January '24	7	3	MC	1	1
United States History & Government	January '24	8	2	MC	1	1
United States History & Government	January '24	9	2	MC	1	1
United States History & Government	January '24	10	4	MC	1	1
United States History & Government	January '24	11	1	MC	1	1
United States History & Government	January '24	12	4	MC	1	1
United States History & Government	January '24	13	3	MC	1	1
United States History & Government	January '24	14	4	MC	1	1
United States History & Government	January '24	15	1	MC	1	1
United States History & Government	January '24	16	3	MC	1	1
United States History & Government	January '24	17	2	MC	1	1
United States History & Government	January '24	18	2	MC	1	1
United States History & Government	January '24	19	1	MC	1	1
United States History & Government	January '24	20	2	MC	1	1
United States History & Government	January '24	21	1	MC	1	1
United States History & Government	January '24	22	1	MC	1	1
United States History & Government	January '24	23	2	MC	1	1
United States History & Government	January '24	24	3	MC	1	1
United States History & Government	January '24	25	1	MC	1	1
United States History & Government	January '24	26	2	MC	1	1
United States History & Government	January '24	27	3	MC	1	1
United States History & Government	January '24	28	4	MC	1	1

MC = Multiple-choice question

# January 2024 Regents Examination in United States History and Government

## Scoring Key: Parts II, IIIA, and IIIB

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
United States History & Government	January '24	<b>Part II: SEQ I - 29</b>	-	ES	5	1
United States History & Government	January '24	<b>Part II: SEQ II - 30</b>	-	ES	5	1
United States History & Government	January '24	<b>Part IIIA - 31</b>	-	SCF	1	1
United States History & Government	January '24	<b>Part IIIA - 32</b>	-	SCF	1	1
United States History & Government	January '24	<b>Part IIIA - 33</b>	-	SCF	1	1
United States History & Government	January '24	<b>Part IIIA - 34</b>	-	SCF	1	1
United States History & Government	January '24	<b>Part IIIA - 35</b>	-	SCF	1	1
United States History & Government	January '24	<b>Part IIIA - 36</b>	-	SCF	1	1
United States History & Government	January '24	<b>Part IIIB: CLE - 37 Essay</b>	-	ES	5	3

SCF = Scaffold Question

ES = Essay

The chart for determining students' final examination scores for the **January 2024 Regents Examination in United States History and Government** will be posted on the Department's web site at <https://www.nysedregents.org/ushg-framework/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

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# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## UNITED STATES HISTORY AND GOVERNMENT

Wednesday, January 24, 2024 — 9:15 a.m. to 12:15 p.m., only

### RATING GUIDE FOR PART II (SHORT-ESSAY QUESTIONS)

VOLUME  
**1** OF **2**  
SHORT-ESSAY  
QUESTIONS

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

#### Contents of the Rating Guide

For **Part II** Short-Essay Questions (SEQs Set 1 and Set 2):

- A content-specific rubric for each SEQ
- Prescored answer papers. Score levels 5 through 1 have one paper each. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

- Web addresses for the test-specific conversion chart and teacher evaluation forms

#### Mechanics of Rating

The procedures on page 2 are to be used in rating essay papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in United States History and Government (Framework)*.

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The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234

## Rating the Essay Questions

The Part II Short Essays (Set 1 and Set 2) must each be scored by one qualified teacher. The scoring is based on a 5-point rubric specific to each set, and the resulting scores for Set 1 and Set 2 are added together, but not weighted.

Raters must be trained on scoring Set 1 and score all of the Set 1 papers prior to being trained on scoring Set 2. This allows the rater to focus on one short-essay question and response at a time.

(1) Follow your school's procedures for training raters. This process should include:

*Introduction to the task—*

- Raters read the task
- Raters identify the answers to the task
- Raters discuss possible answers and summarize expectations for student responses

*Introduction to the rubric and anchor papers—*

- Trainer leads review of specific rubric with reference to the task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric
- Trainer leads review of each anchor paper and commentary

*Practice scoring individually—*

- Raters score a set of five papers independently without looking at the scores and commentaries provided
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each Part II essay must be rated by one rater.

**Schools are not permitted to rescore any of the open-ended questions (scaffold questions, Short-Essay Questions, Civic Literacy Essay Question) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.**

**United States History and Government**  
**Short-Essay Question Set 1 (Question 29)**  
**January 2024**

**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)

**Document 1**

. . . The great rule of conduct for us in regard to foreign nations is, in extending our commercial relations to have with them as little political connection as possible. So far as we have already formed engagements let them be fulfilled with perfect good faith. Here let us stop.

Europe has a set of primary interests which to us have none or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes [shifts] of her politics or the ordinary combinations and collisions of her friendships or enmities.

Our detached and distant situation invites and enables us to pursue a different course. If we remain one people, under an efficient government, the period is not far off when we may defy material injury from external annoyance; when we may take such an attitude as will cause the neutrality we may at any time resolve upon to be scrupulously [completely] respected; when belligerent nations, under the impossibility of making acquisitions upon us, will not lightly hazard the giving us provocation; when we may choose peace or war, as our interest, guided by justice, shall counsel. . . .

Source: President George Washington, Farewell Address, September 19, 1796

**Document 2**

. . . The citizens of the United States cherish sentiments the most friendly in favor of the liberty and happiness of their fellow-men on that side [the European side] of the Atlantic. In the wars of the European powers in matters relating to themselves we have never taken any part, nor does it comport [accord] with our policy so to do.

It is only when our rights are invaded or seriously menaced that we resent injuries or make preparation for our defense. With the movements in this hemisphere we are of necessity more immediately connected, and by causes which must be obvious to all enlightened and impartial observers. . . .

We owe it, therefore, to candor [honesty] and to the amicable [friendly] relations existing between the United States and those powers to declare that we should consider any attempt on their part to extend their system to any portion of this hemisphere as dangerous to our peace and safety. With the existing colonies or dependencies of any European power we have not interfered and shall not interfere. But with the Governments who have declared their independence and maintained it, and whose independence we have, on great consideration and on just principles, acknowledged, we could not view any interposition [interference] for the purpose of oppressing them, or controlling in any other manner their destiny, by any European power in any other light than as the manifestation of an unfriendly disposition toward the United States. . . .

Source: James Monroe, message to Congress outlining what became known as the Monroe Doctrine, December 2, 1823

**United States History and Government**  
**Content-Specific Rubric**  
**Short-Essay Question Set 1 (Question 29)**  
**January 2024**

**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 the geographic isolation of the United States, the benefits of non-involvement for the new republic, and the concerns about European intervention in the Western Hemisphere; *Cause and Effect*: connects Washington’s advice to avoid European entanglements to Monroe’s warning to European powers against further incursions into the Western Hemisphere, protecting both emerging nations and United States interests; *Similarity/Difference*: discusses how both President Washington and President Monroe established a policy of non-intervention in European affairs but how Monroe expanded Washington’s policy by warning Europe not to interfere in the Western Hemisphere)
- Integrates relevant outside information (See Outside Information Chart)
- Supports the theme with many relevant facts and/or examples from the documents (See Key Ideas 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 the location of the United States because of the Atlantic Ocean encouraged a policy of non-involvement; *Cause and Effect*: discusses how President Washington called for non-involvement in European affairs and how President Monroe added a warning to European powers not to intervene in Latin America; *Similarity/Difference*: discusses how both President Washington and President Monroe warned about the problems of political connections between Europe and the Americas)
- 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 Level 5 criteria, the response may be a 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 or examples; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

**All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.**

**Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.**

**Key Ideas from the Documents**

(This list is not all-inclusive.)

**Document 1**—Support for trade with foreign nations but few political connections  
United States able to follow distant course because of distance/location  
Possible for United States to deter future threats/gain respect for United States neutrality

**Document 2**—United States able to stay out of European wars  
Concern for European involvement in Western Hemisphere  
European interference with independent nations in Western Hemisphere a threat to United States peace and safety  
No United States interference with Europe’s existing colonies

**Relevant Outside Information**

(This list is not all-inclusive.)

Challenges facing new republic (economic and military weakness)  
Issuance of Proclamation of Neutrality (1793)  
Permanent alliances not in nation’s self interest (non-involvement)  
Early 19th century independence movements in Central and South America  
Threat to independent Latin American nations by European monarchs  
Threat of Russian expansion into Northwest  
Growing post War of 1812 nationalism

**Relationship between the Documents**

(This list is not all-inclusive.)

**Cause and Effect:** Washington’s belief that European interests are different from ours and that we can pursue our own self interest because of distance establishes the foundations for Monroe’s message that politically Europe and the United States are different. Europe should not try to extend their system to the Western Hemisphere.

**Turning Point:** The Monroe Doctrine’s expansion on Washington’s ideas and its warning to Europe not to interfere in the Western Hemisphere demonstrated the United States’ growing importance in world affairs.

**Similarity/Difference:** Washington’s advice that political connections with Europe can be avoided because of distance is similar to the non-intervention and separateness supported by the Monroe Doctrine. Washington’s advice is focused on the United States remaining politically separate from Europe, while the Monroe Doctrine extends that vision to the future Western Hemisphere while remaining politically separate from Europe.



Since the early days of the republic, the United States tried to be neutral and isolated from European politics and warfare. George Washington, the first president was the first to formally propose a separate society in the Western Hemisphere in which the U.S. would be able to succeed without being drawn into external affairs. Washington actually proposed neutrality during the war between England and France even though a Franco-American alliance existed since the Revolution. He was convinced American involvement in Europe should be limited to trade. In his famous Farewell Address, Washington noted the importance of avoiding European countries because of possible danger for the new nation. President Washington also says that European military affairs are of no concern or interest to the country and that the U.S. will achieve greater success by staying isolated (Doc 1). President Monroe also stated that the U.S. should not get involved in Europe which continued an already established principal set by President Washington. In response to European attempts to recolonize the western hemisphere during the 19th century, President Monroe announced the Monroe Doctrine which forbade European involvement in already liberated countries in Latin America (Doc 2). But President Monroe's view on foreign policy differs from Washington's because of Monroe's inclusion of other Western Hemisphere countries as well. Rather than focusing on staying out of Europe, the Monroe Doctrine aimed to keep Europe out of the Americas. The Monroe Doctrine was motivated by the desire to trade with the new republics in Latin America and they were certainly less threatening than if they were under European control. Monroe's warning was definitely bold and added to America's growing nationalism after

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Anchor Paper – Short-Essay Question, Set 1—Level 5

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the war of 1812. It was based on Washington's idea of separation from Europe but so much broader because it included the whole western hemisphere.

Overall, foreign policy concerning Europe from both Washington and Monroe consisted of staying out of European affairs and pursuing a better course for the country.

**Set 1, Anchor Level 5**

**The response:**

- Thoroughly develops *both* aspects of the task in depth
- Is more analytical than descriptive (*Historical Context*: Washington actually proposed neutrality during the war between England and France even though a Franco-American alliance existed since the Revolution; in his famous Farewell Address, Washington noted the importance of avoiding non-commercial alliance with European countries because of possible danger for the new nation; *Difference*: in response to European attempts to recolonize the Western Hemisphere during the 19th century, President Monroe announced the Monroe Doctrine, which forbade European involvement in already liberated countries in Latin America; it was based on Washington's idea of separation from Europe, but so much broader because it included the whole Western Hemisphere)
- Includes relevant outside information (early days of the United States republic; American Revolution; proposed neutrality during the war between England and France; Franco-American alliance; European attempts to recolonize the Western Hemisphere; growing nationalism after the War of 1812; desire to trade with the new republics in Latin America)
- Supports the theme with many relevant facts and/or examples from the documents (*Document 1*: American involvement in Europe should be limited to trade; *Document 2*: forbade European involvement in already liberated countries in Latin America; Monroe's inclusion of other Western hemisphere countries; aimed to keep Europe out of the Americas)

**Conclusion:** Overall, the response fits the criteria for Level 5. World events preceding each presidential message are clearly discussed as the cause for each president's message, and the difference between the messages are thoroughly analyzed and discussed.

America was a new nation that had recently won its independence from Britain and years after its establishment faced many problems. When war broke out between France and Great Britain, President Washington had a decision to make: assist its former ally, France and risk the stability of our own nation, or abandon its one-time ally and try to stabilize our own nation first.

President George Washington made a major decision to keep the country neutral, refusing to send any troops to Europe to fight the war. After proclaiming neutrality in 1793, Washington took the policy even further in his Farewell Address when he stated the benefits of avoiding entangling alliances. Washington claimed that, "Europe has a set of primary interests which to us have none or a very remote relation ... Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes." (Doc 1). In other words, because an ocean separates us, Europe's quarrels are not our business, and we should not get involved. America held onto this belief as it would later show.

In the early 1800's, independence movements were spreading through Latin America. Afraid that some European countries would try to take advantage of these weak republics, American President James Monroe decided that it be wise to announce a formal warning/threat to any European nation that would colonize in the western hemisphere. Like Washington's farewell address in 1796, Monroe argued that the United States should not interfere in the internal business of European nations. Also, like Washington's farewell address the Monroe Doctrine desired to maintain neutrality with other nations, as long as they stayed out of the "Americas."

The Monroe doctrine held some differences from Washington's farewell address however. Washington's farewell address advised the American people as he left office while the Monroe Doctrine warned other nations not to push their boundaries into the Western Hemisphere, as we would view this as dangerous to our peace and safety.

Both were in desire of protecting the nation, though Monroe's warning was more threatening than Washington's advice.

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### Set 1, Anchor Level 4

**The response:**

- Develops *both* aspects of the task in depth
- Is both descriptive and analytical (*Historical Context*: America was a new nation that had recently won its independence from Britain and after its establishment faced many problems; when war broke out between France and Great Britain, President Washington had a decision to make: assist its former ally France and risk the stability of our own nation, or abandon its one-time ally and try to stabilize our own nation first; *Similarity and Difference*: Like Washington's Farewell Address in 1796, Monroe argued that the United States should not interfere in the internal business of European nations, Washington's Farewell Address advised the American people as he left office, while the Monroe Doctrine warned European nations not to push their boundaries into the Western Hemisphere as we would view this as dangerous to our peace and safety)
- Includes relevant outside information (recently won its independence; war broke out between France and Great Britain, former ally, France; proclaiming neutrality in 1793; avoiding entangling alliances; an ocean separates us; in early 1800's independence movements were spreading through Latin America; weak republics; Western Hemisphere)
- Supports the theme with relevant facts and/or examples from the documents (*Document 1*: Europe has a set of primary interests remote to US; *Document 2*: interference in our hemisphere would be dangerous to our peace and safety)

**Conclusion:** Overall, the response meets the criteria for Level 4. The historical context shows understanding of the foreign dilemmas facing Washington during the war between Great Britain and France and later of the threat of recolonization of Latin America. However, the relationship between the documents is not fully explored.

The first document, Farewell Address, written by President George Washington, was a warning to future America to stay out of entangling alliances with European countries. Around the time of his farewell address, a revolution was occurring in France. During his presidency, he chose the path of neutrality, which meant he refused to engage in any political conflicts of foreign nations. This document explains how he believes it is unwise to involve themselves in matters that don't concern America.

The Monroe Doctrine was implemented following the war of 1812, when the United States experienced increasing nationalism. Monroe made an aggressive warning to European powers against further colonization in Latin America to ensure that European Nations would not interfere with the newly independent Latin American nations. During the 1800s, many European nations had started colonizing different parts of the world to receive economic and military benefits. Fearful of other nations taking control of Latin America, the Monroe doctrine warns European nations to not interfere in the Western Hemisphere, or else the U.S. would take action.

Both of these doctrines express America's foreign policy. However, it can be seen that America's foreign policy begins to change after time passes. The Monroe Doctrine states that it may be necessary to interfere if free republics are invaded or seriously menaced. If that is the case, the U.S. needs to "prepare [their] defense." The Monroe Doctrine differs from the Farewell Address as it calls for action to protect our Southern neighbors from European interference.

### Set 1, Anchor Level 3

**The response:**

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: during his presidency, he chose the path of neutrality, which meant he refused to engage in any political conflicts of foreign nations; the Monroe Doctrine was implemented following the War of 1812 when the United States experienced increasing nationalism; *Difference*: The Monroe Doctrine differs from the Farewell Address as it calls for action to protect our southern neighbors from European interference)
- Includes some relevant outside information (a revolution was occurring in France; Monroe Doctrine was implemented following the War of 1812; European nations had started colonizing different parts of the world to receive economic and military benefits)
- Includes some relevant facts and/or examples from the documents (*Document 1*: stay out of entangling alliances; unwise to get involved in matters that don't concern America; *Document 2*: warns European nations to not interfere in the Western Hemisphere; it may be necessary to interfere if free republics are invaded or seriously menaced)

**Conclusion:** Overall, the response meets the criteria for Level 3. The historical context for each proclamation includes relevant events and related details, however, the response fails to fully explain the relationship between the two documents.

The United States of America began as small British colonies and gained more power through expansion, war, and trade throughout the years. It has always been affected by other world powers and always will. President George Washington's Farewell Address and James Monroe's message to Congress outlining the Monroe Doctrine both explain the stance of America with respect to the other powers in the world.

President Washington was wary of forming alliances with other nations because of the possible consequences of allying with many nations. According to Washington's Farewell Address, "it must be unwise in U.S. to implicate ourselves by artificial ties in the ordinary vicissitudes of her politics".

Similarly, in the message to Congress Monroe states the U.S. had never gotten involved in European wars in "matters relating to themselves." However, he also proclaimed to the other nations that the United States will take action if foreign nations were to threaten their independence.

Both the Farewell Address and the Monroe Doctrine proclaim that the United States would act in the best interest of the nation. This includes the forming of alliances, decision to go to war, and choosing who to trade with.

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## Set 1, Anchor Level 2

### The response:

- Minimally develops *both* aspects of the task
- Is primarily descriptive (*Historical Context*: The United States of America began as small British colonies and gained more power through expansion, war, and trade throughout the years; President George Washington's Farewell Address and James Monroe's message to Congress outlining the Monroe Doctrine both explain the stance of America with respect to the other powers in the world; *Similarity*: Monroe states the United States had never gotten involved in European War; both the Farewell Address and the Monroe Doctrine exclaim that the United States would act in the best interests of the nation)
- Includes little relevant outside information (began as small British colonies)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: President Washington was wary of forming alliances with other nations, it must be unwise to create artificial ties with other countries; *Document 2*: the U.S. has not gotten involved in purely European wars; the United States will take action if foreign nations threaten its independence)

**Conclusion:** Overall, the response meets the criteria for Level 2. The response shows basic knowledge about Washington's Farewell Address but includes little specific information of the historical context surrounding either document. The discussion of the Monroe Doctrine makes only a minimal connection to the Farewell Address and no specific connection with the nations of the Western Hemisphere.



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Anchor Paper – Short-Essay Question, Set 1—Level 1

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Doc. 1 is an excerpt from George Washington's farewell Address after stepping down from the presidency. Washington set precedents for future presidents to follow, including staying out of foreign affairs to avoid tension and war. This led to the Monroe Doctrine which is discussed in Doc. 2 after the War of 1812. Both sources focused on the nation's growth and independence rather than being dependent on another nation.

The Farewell Address and Monroe Doctrine have a cause and effect relationship. Washington warned the nation to stay out of foreign affairs. The Monroe Doctrine enforced the nation's neutrality.

**Set 1, Anchor Level 1**

**The response:**

- Minimally addresses the task
- Is descriptive; may lack understanding or application (*Historical Context*: this led to the Monroe Doctrine which is discussed in Document 2 after the War of 1812; *Similarity*: both sources focused on the nation's growth and independence; includes faulty analysis; *Cause and Effect*: the Monroe Doctrine enforced the nation's neutrality)
- Includes minimal or no relevant outside information (War of 1812; includes an inaccuracy: after stepping down from the presidency)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: Washington warned the nation to stay out of foreign affairs)

**Conclusion:** Overall, the response meets the criteria for Level 1. The response recognizes Washington's advice to avoid tension and war, but fails to provide adequate historical context or develop a cause and effect relationship between the document.

During his Farewell Address the United States' first president warned against "foreign entanglements" more specifically pertaining to European alliances. Due to the fact that this country was still a nascent one after the Revolutionary War, and didn't yet have the strength necessary to enter into conflicts this was a wise precaution. However, as the U.S. has grown into a more powerful nation its stance has shifted. Shaping its current foreign policy. The beginning of this change can be perceived in the Monroe Doctrine.

Through the two documents have numerous common points they also bear some notable differences. Washington advocated for U.S. isolation from European wars and alliances and pointed out that the geographical location of the U.S. has a strong influence on its foreign policy. But while document 1 preaches isolationism, document 2 warns Europe against further colonization in the western hemisphere. The Monroe Doctrine gives the U.S. the right to intervene in Latin America if a European nation gives them a perceived reason to even if remaining out of conflict is preferred, the states will take military action if independent nations in its hemisphere are threatened since there is an indirect menace to the U.S. This marks the first major shift in American foreign policy that brings it closer to what it is today.

George Washington's Farewell Address and the Monroe Doctrine both address the concern of foreign influence on the nation or its interests. During the time of George Washington's presidency, the United States was a young republic, just learning how to govern itself. Many questions were still unanswered concerning the government's policies and one Washington answered for any that would listen was the question of America's involvement in foreign affairs. The developing nation had not yet established any formal alliances. Washington wanted to keep it that way due to the controversies found in most other European entanglements at the time. Not only abroad, but other countries were still fighting over North American land and Washington hoped to keep the independence already gained and not risk any of it. Washington welcomed commercial trade but sternly advised against entangling alliances that would involve us in "frequent controversies that are foreign to our concerns." (Doc 1) The Atlantic Ocean would help us maintain our distance. The Monroe Doctrine dealt with similar causes such as European interest in Latin America. President Monroe stated that any attempt to extend European control over the newly independent republics would be "dangerous to our peace and safety" and warned Europeans to stay out. The Monroe Doctrine was the warding off of European intervention, declaring U.S. protection of those countries who had declared their freedom and independence from foreign influence.

The relationship between these documents is that the Farewell Address set a precedent for the Monroe Doctrine because Washington advised against the United States involvement in European affairs, and Monroe expanded the policy to a warning to protect our hemisphere

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Short-Essay Question, Set 1—Practice Paper – B

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from European interference. Washington set the precedent for U.S. neutrality in foreign affairs and Monroe extended it and offered protection to our neighbors in the hemisphere who could not defend themselves.

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Short-Essay Question, Set 1—Practice Paper – C

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The documents are parts of things written by the United States talking about foreign policies. Document 1 is George Washington's farewell address. In his farewell address he talks about how he believes we should stay out of foreign affairs in order to keep the people and nation safe.

Document 2 is part of the Monroe Doctrine. In the Monroe Doctrine he talks about a foreign policy that keeps foreign or European countries out of the hemisphere.

Both documents state a president's view on their foreign policies. They both want the U.S. to stay out of foreign affairs.

The policies of U.S. presidents regarding foreign territories have varied between various presidents. George Washington and James Monroe show similar viewpoints regarding foreign intervention during and toward the end of their respective presidencies. In George Washington's farewell address, Washington warns the American public against intervention in European conflicts, claiming that neutrality will keep the government efficient & the people unified, and that European nations share few if any, interest with the United States (Doc 1). Washington had responded to the issue of the brewing French revolution, and the idea of aiding a popular rebellion. Washington sees a need to leave the office with these final words of advice to prevent such issues from harming the country in the future. President James Monroe similarly spoke regarding the issue of Neutrality, claiming that the United States should not intervene in European affairs, except when these affairs work against the U.S.' own interests. Some European colonies in South America had just followed our lead and become independent from European monarchies. The United States wanted to support these fledgling democracies in our hemisphere. Therefore, he concluded, that the U.S. should view interference in the Western Hemisphere as a threat, as not doing so could work against the U.S., and this should therefore not accept European colonization (Doc 2). Monroe outlines what would become the Monroe Doctrine, cautioning European nations from interfering in South America and that if they did so it would be considered "as dangerous to our peace and safety." Monroe saw the value of separation from Europe that Washington spoke of it and agreed with its premises. However Monroe expanded our concerns to include our southern neighbors.

The United States won the Revolutionary War, created their own government, and then faced the task of being a legitimate world power. European nations were constantly at war, looking to expand their empires. The question for the United States was “whose side do we take?” Some of our leaders favored the British since they had business ties, while others wished to back the French, who at the time, was undergoing a Revolution similar to ours a decade earlier. The path we ended up taking, however, was one where we loosened our concerns about foreign interest: neutrality.

George Washington made it clear as soon as he became the first president of the United States that he wanted “as little political connection as possible...” with foreign affairs (Doc 1). James Monroe, almost 30 years later, made a similar resolution, stating that “In the wars of European Powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so” (Doc 2). The idea that the United States should remain neutral were paramount in both Washington and Monroe’s foreign policy. Both presidents also recognized the importance of enforcing neutrality. Washington knew foreign lands would attempt to interfere with our affairs, so he gave the future permission to “...choose peace or war, as our interest, guided by justices, shall counsel...” (Doc 1). Monroe pledged to “...consider any attempt on their part to extend their system to any portion of our hemisphere as dangerous to our peace and safety.” (Doc 2) Like Washington, Monroe was prepared to fight if it meant preserving our neutrality.

### Set 1, Practice Paper A—Score Level 3

#### The response:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: this country was still a nascent one after the Revolutionary War and didn't yet have the strength necessary to enter into conflict; as the U.S. has grown into a more powerful nation its stance has shifted; *Difference*: Washington advocated for U.S. isolation from European wars and alliances and pointed out that the geographical location of the U.S. has a strong influence in its foreign policy, but while Document 1 preaches isolationism, Document 2 warns Europe against further colonization in the Western Hemisphere; includes faulty analysis; the Monroe Doctrine gives the U.S. the right to intervene in Latin America; the United States will take military action if independent nations in its hemisphere are threatened)
- Includes some relevant outside information (after the Revolutionary War; didn't yet have the strength)
- Includes some relevant facts and/or examples from the documents (*Document 1*: warned against foreign entanglements, Washington advocated for isolation from European wars and alliances, pointed out that the geographical location of the U.S. has a strong influence on its foreign policy; *Document 2*: warns Europe against further colonization in the western hemisphere)

**Conclusion:** Overall, the response meets the criteria for Level 3. The response demonstrates understanding for Washington's Farewell Address but includes little historical context for the Monroe Doctrine and confuses the original Monroe Doctrine with the later Roosevelt Corollary.

### Set 1, Practice Paper B—Score Level 5

#### The response:

- Thoroughly develops *both* aspects of the task in depth
- Is more analytical than descriptive (*Historical Context*: during the time of George Washington's presidency, United States was a young republic just learning how to govern itself; the developing nation had not yet established any formal alliances and Washington wanted to keep it that way due to the controversies found in most other European entanglements at the time; *Cause and Effect*: the relationship between these documents is that the Farewell Address set a precedent for the Monroe Doctrine because Washington advised against United States involvement in European affairs, and Monroe expanded the policy to protect our hemisphere from European interference)
- Integrates relevant outside information (young republic; developing nation, not yet established any formal alliance, the Atlantic Ocean; other countries were still fighting over North America; European interests in Latin America)
- Supports the theme with many relevant facts and/or examples from the documents (*Document 1*: Washington welcomed commercial trade; advised against entangling alliances; would involve U.S. in foreign controversies that are foreign to our concerns; *Document 2*: any interference would be dangerous to our peace and safety)

**Conclusion:** Overall, the response fits the criteria for Level 5. The response uses analysis to show understanding of the primary message between two major presidential statements and of the relationship between the two in the establishment of American foreign policy.



### Set 1, Practice Paper C—Score Level 1

**The response:**

- Minimally addresses the task
- Is descriptive (*Similarity*: both documents state a President’s view on their foreign polices)
- Includes no outside information
- Includes a few relevant facts and/or examples from the documents (he talks about how we should stay out of foreign affairs in order to keep the people and nation safe; he talks about a foreign policy that keeps foreign or European countries out of the hemisphere)
- Includes a few relevant facts and/or examples from the documents

**Conclusion:** Overall, the response meets the criteria for Level 1. It understands that the two foreign policies recommend that the United States stay out of European affairs but no supporting information or details are provided.

### Set 1, Practice Paper D—Score Level 4

**The response:**

- Develops *both* aspects of the task in depth
- Is both descriptive and analytical (*Historical Context*: Washington had responded to the issue of the brewing French Revolution, and the idea of aiding a popular rebellion; some European colonies in South America had just followed our lead and become independent from European monarchies; *Similarity*: President James Monroe similarly spoke regarding the issue of neutrality, claiming that the United States should not intervene in European affairs except when these affairs work against the United States’ own interests; *Difference*: Monroe expanded our concerns to include our southern neighbors)
- Includes relevant outside information (French Revolution; popular rebellion; final words of advice; European colonies in South America; become independent from European monarchies)
- Supports the theme with relevant facts and/or examples from the documents (*Document 1*: Washington warns the American public against intervention in European conflicts; European nations share few, if any, interests with the United States; *Document 2*: the United States should not intervene in European affairs except when the affairs work against the U.S.’s own interests; the U.S. should view interference in the Western Hemisphere as a threat; it would be considered as dangerous to our peace and safety)

**Conclusion:** Overall, the response meets the criteria for Level 4. Although the response demonstrates an understanding of both documents, it lacks the detail and analysis of a higher level response.

## Set 1, Practice Paper E—Score Level 2

### The response:

- Minimally develops *both* aspects of the task
- Is more descriptive than analytical (*Historical Context*: Some of our leaders favored the British since they had business ties; European nations were constantly at war, looking to expand their empires; *Similarly*: he wanted “as little political connection as possible” with foreign affairs; James Monroe, almost 30 years later, made a similar resolution, stating that “in the wars of European powers in matters relating to themselves we have never taken any part, nor does it comport with our policy to do so, “while others wished to back the French, who at the time, was undergoing a revolution similar to ours a decade later”)
- Includes little relevant outside information (Revolutionary War; European nations were constantly at war, looking to expand their empires; favored the British since they had business ties; others wished to back the French; undergoing a Revolution similar to ours)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: George Washington wanted as little political connection as possible; *Document 2*: James Monroe stated “we have never taken part in European wars nor is it our policy to do so,” we will consider any attempt to extend their system to any portion of our hemisphere as dangerous to our peace and safety)

**Conclusion:** Overall, the response meets the criteria for Level 2. The response demonstrates understanding of the historical context surrounding the Farewell Address. However, it lacks sufficient discussion of the historical context of the Monroe Doctrine. The response labels both documents as similar in their promise to get involved in internal European affairs. However, discussion of the Farewell Address shows a better understanding overall whereas the historical context of the Monroe Doctrine is only inferential and the concept of neutrality is incorrectly associated with Monroe’s statement, making this response no higher than a level 2.

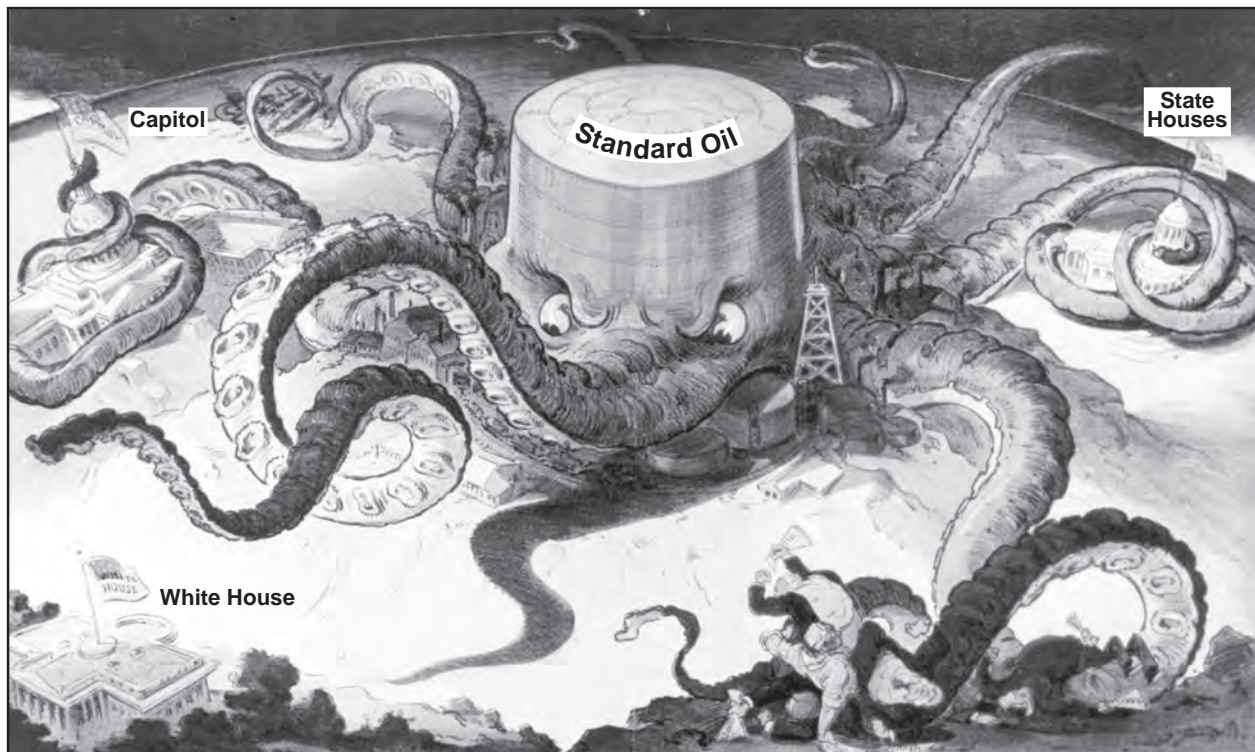
**United States History and Government  
Short-Essay Question Set 2 (Question 30)  
January 2024**

**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 1** 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**

**Next!**



Source: Udo J. Keppler, *Puck*, September 7, 1904 (adapted)

**Document 2**

To know every detail of the oil trade, to be able to reach at any moment its remotest point, to control even its weakest factor—this was John D. Rockefeller's ideal of doing business. It seemed to be an intellectual necessity for him to be able to direct the course of any particular gallon of oil from the moment it gushed from the earth until it went into the lamp of a housewife. There must be nothing—nothing in his great machine he did not know to be working right. It was to complete this ideal, to satisfy this necessity, that he undertook, late in the seventies [1870s], to organize the oil markets of the world, as he had already organized oil refining and oil transporting. Mr. Rockefeller was driven to this new task of organization not only by his own curious intellect; he was driven to it by that thing so abhorrent [appalling] to his mind—competition. If, as he claimed, the oil business belonged to him, and if, as he had announced, he was prepared to refine all the oil that men would consume, it followed as a corollary [conclusion] that the markets of the world belonged to him. . . .

Source: Ida Tarbell, *The History of the Standard Oil Company*, 1904

**United States History and Government**  
**Content-Specific Rubric**  
**Short-Essay Question Set 2 (Question 30)**  
**January 2024**

**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 1** 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 1** although information from Document 2 may be included in the discussion.
4. The analysis of reliability of **Document 1** 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 1** as a reliable source of evidence
- Is more analytical than descriptive (analyzes and/or evaluates information), e.g., (*Historical Context*: discusses the political influence of unregulated big business and the impact of muckraker efforts to expose the power of trusts and monopolies; *Purpose*: Keppler’s cartoon of an octopus strangling state and national governments depicts Standard Oil’s political influence and visually promotes a better understanding of the threat posed by unregulated corporate interests to democratic institutions. (This helps demonstrate that **Document 1** is a reliable source of evidence of that point of view); *Bias*: Keppler’s cartoon of Standard Oil focuses only on the negative aspects of Standard Oil and fails to consider the benefits and efficiencies of large corporations)
- Integrates relevant outside information (See Outside Information chart)
- Supports the theme with many relevant facts and/or examples from the documents (See Key Ideas 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 the political power of unregulated big business and the work done by muckrakers to inform the public about that power; *Purpose*: the cartoon visually promotes a better understanding of the threat posed by Standard Oil to government institutions and, considering Tarbell’s point of view, the cartoon could be a reliable source of evidence; *Bias*: The cartoon represents a single cartoonist’s point of view and it does not reflect the positive contributions of Standard Oil, therefore making it an unreliable source of evidence.)
- 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 Level 5 criteria, the response may be a 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 or examples; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

**All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.**

**Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.**

### ***Key Ideas from the Documents***

(This list is not all-inclusive.)

**Document 1**—Tentacles of Standard Oil octopus wrapped around Capitol/State House

Tentacle moving towards White House

**Document 2**—Rockefeller’s ideal to control every detail of oil trade

Goal to organize oil markets of the world (bring oil refining and transporting to world market)

Claim that markets of the world belonged to him

### ***Relevant Outside Information***

(This list is not all-inclusive.)

Laissez-faire policy

Role of vertical/horizontal organization

Development of trusts/monopolies

Passage of Sherman Antitrust Act

Robber Barons v. Captains of Industry (advantages/abuses of big business)

Influence of Gospel of Wealth

Work/Impact of muckrakers

President Theodore Roosevelt’s trustbusting efforts (*Northern Securities Company v. United States*)

Successes of Progressive Movement (economic and political reform)

### ***Reliability of Document 1***

(This list is not all inclusive.)

**Reliable**—*Purpose*: The cartoon draws attention to the frightening political power of Standard Oil (big business)

*Bias*: The overwhelming influence of Standard Oil shown in the cartoon is reinforced by Ida Tarbell’s exposé of the company in the same year

*Audience*: The cartoon in *Puck* magazine uses humor and political satire to reach a large and diverse audience including less educated members of the public

**Unreliable**—*Point of view*: The cartoon fails to depict any of the benefits and efficiencies of large corporations

During the second half of the 19th century the United States entered a period of industrialization sparked by new inventions and factories expanded their industrial output. This led to urbanization and less Americans worked as farmers. During this age of industrialization, America's economic policy was based on laissez-faire economics. This lack of intervention in the economy led to an unregulated business market. Without government regulation, some companies were able to form monopolies and dominate their industry. John Rockefeller's company Standard Oil was able to gain almost complete control of the oil industry using price-cutting wars and railroad rebates to drive out the competition. Other monopolies such as Andrew Carnegie's U.S. Steel and Vanderbilt's railroad company would also use ruthless tactics to gain power over large industries. They could influence the government and set their own prices without free market competition.

Document 1 clearly has a political agenda or purpose. The document portrays the standard oil company as an evil octopus, in order to characterize the company as malevolent and a menace to society. The octopus was a strategic choice, because octopi have tentacles with a strong grip. So, the symbolism is that the monopoly of the standard oil company has an overwhelming influence, almost like a "strangle hold" over both federal and state governments. Therefore, the purpose of the document is to expose the influence of corporate monopolies on government policy and to spark reform. So, this point of view diminishes the reliability of the document as it sensationalizes the issue and only depicts the negative side of the standard oil company with Rockefeller as the stereotype of a cold-blooded robber baron. Ida Tarbell, a famous muckraker, did not disagree with this

characterization of Rockefeller. But others saw Rockefeller as a Captain of Industry whose innovations made the United States an industrial power without providing information on the counterargument.

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**Set 2, Anchor Level 5**

**The response:**

- Thoroughly develops *both* aspects of the task in depth
- Is more analytical than descriptive: (*Historical Context*: during the second half of the 19th century, the United States entered a period of industrialization sparked by new inventions and factories expanded their industrial output; without government regulation, some companies were able to form monopolies and dominate their industry; *Purpose*: the purpose of the document is to expose the influence of corporate monopolies on government policy and to spark reform; *Point of view*: this point of view diminishes the reliability of the document as it sensationalizes the issue and only depicts the negative side of the Standard Oil Company with Rockefeller as a stereotype of a cold-blooded robber baron)
- Integrates relevant outside information (industrialization; new inventions; factories expanded; urbanization; laissez-faire; unregulated business market; monopolies; Andrew Carnegie’s U.S. Steel, Vanderbilt’s railroad company; price-cutting wars, railroad rebates, cold-blooded robber baron, muckraker; Captain of Industry, innovations, industrial power)
- Supports the theme with many relevant facts and/or examples from the documents (*Document 1*: portrays the Standard Oil Co. as an evil octopus; stranglehold over both the federal and state governments; sensationalizes the issue; *Document 2*: Ida Tarbell did not disagree with this characterization of Rockefeller)

**Conclusion:** Overall, the response fits the criteria for Level 5. The response includes a well integrated, sophisticated analysis, and rich detail to establish the historical context and question the reliability of Keppler’s cartoon.



In the late 1800's John D. Rockefeller began a long successful journey of monopolizing the oil industry. Rockefeller destroyed, or absorbed all of his competition. One could argue that Rockefeller himself, was the most successful robber baron of the century. Rockefeller's triumph did not happen over night. As described in document 2, Rockefeller spent his life learning about the ins and outs of the oil industry, he worked for his fortune his whole life. Rockefeller's business did better than anyone could have expected. Oil was in high demand to fuel the fast growing industries of the era and Rockefeller was the man to get it from. His business was good for the economy but perhaps not the government. To keep his business booming, government officials and inspectors who believed in laissez-faire often turned a blind eye to the shady and illegal practices of the oil business.

The point of view of Document 1 leaves much of the story untold. An oil monster shown with its grip on government branches brings a very negative light to Rockefeller. In reality Rockefeller put his fortunes into charities and foundations. He donated millions to medical research and education, probably the leading philanthropist ever. The country needed oil to run, and Rockefeller supplied it. He revolutionized the oil industry including the refining process and improved kerosene for daily use in the home. Rockefeller was a true Captain of Industry but you would never know this by looking at Keppler's cartoon. It was drawn from a very negative point of view and by itself is definitely unreliable.

## Set 2, Anchor Level 4

### The response:

- Develops *both* aspects of the task in depth
- Is both descriptive and analytical (*Historical Context*: Rockefeller destroyed or absorbed all of his competition; as described in Document 2, Rockefeller spent his life learning about the ins and outs of the oil industry; *Point of view*: the point of view of Document 1 leaves much of the story untold; he donated millions to medical research and education, probably the leading philanthropist ever; he revolutionized the oil industry, including the refining process and improving kerosene for daily use in the home)
- Includes relevant outside information (monopolizing the oil industry; fast-growing industries; laissez-faire; donated millions to medical research and education; leading philanthropist; refining process; improved kerosene, Captain of Industry)
- Supports the theme with relevant facts and/or examples from the documents (*Document 1*: an oil monster shown with its grip on government branches; *Document 2*: Rockefeller spent his life learning the ins and outs of the oil industry)

**Conclusion:** Overall, the response meets the criteria for Level 4. The response provides good information about Rockefeller's goals and methods. It offers impressive outside information to contrast Rockefeller's contributions but makes only brief references to the documents. Additional supporting facts and details about the documents would have strengthened the paper.

Documents 1 and 2 are about the Standard Oil Company. The standard oil company was built by John D. Rockefeller in the late 1800s. During this time, Rockefeller could control any other company he wanted. He could make a sale with prices so low it would drive his competitors out of business. He could do it thanks to laissez-faire capitalism. The government at the time did not care how businesses made money. They wanted the economy to boom and for the country to be successful. So, Rockefeller rose to the top with the use of horizontal integration. Other companies like the one led by Andrew Carnegie became big as well due to laissez-faire. The companies formed things like trusts and monopolies which would later be broken by Theodore Roosevelt and the anti-trust acts.

Document 1's point of view affects its use as a reliable source. The document shows what looks to be an octopus trying to take over the government. The octopus is named "Standard Oil" which is alluding to the Standard Oil Company. This document seems to be against the Standard Oil Company (Soc). There were two names for big businessmen. Captains of industry and robber barons. The artist behind the document believes that Rockefeller is a robber baron and is controlling the American government. This biased view ruins the article's credibility, therefore making it an unreliable source since it is not giving the full story. The full story would provide the audience with a clear picture instead of one view. They'd be able to understand it better and will be able to make their own judgements.

## Set 2, Anchor Level 3

### The response:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: he could make a sale with prices so low it would drive his competitors out of business; Rockefeller rose to the top with the use of horizontal integration; *Point of View*: the artist behind the document believes that Rockefeller is a robber baron and is controlling the American government; this biased view ruins the article's credibility, therefore making it an unreliable source since it is not giving the full story)
- Includes some relevant outside information (make a sale with prices so low it would drive his competitors out of business; laissez-faire capitalism; Rockefeller rose to the top; horizontal integration, Andrew Carnegie, trusts and monopolies; Theodore Roosevelt; Anti-Trust Acts; captains of industry; robber baron)
- Includes some relevant facts and/or examples from the documents (*Document 1*: looks to be an octopus taking over the government; the octopus is named Standard Oil)

**Conclusion:** Overall, the response meets the criteria for Level 3. The response clearly connects the label of robber baron to the cartoon's view of monopolistic business practices and shows a general understanding of the tasks and the time period, but lacks the development and supporting details of a higher level paper.

In the late 19th century, big business controlled and ran the country. Industries such as steel, railroads, and automobiles were so massive that they were given the power to push through anything that stood in their way. John D. Rockefeller's standard oil happened to be the top of it all and is one of the world's biggest monopolies to date.

John D. Rockefeller, the notorious oil robber baron of the 19th century had the entire oil industry in the palm of his hand. Documents 1 and 2 both reflect on the work of John D. Rockefeller and how he overpowered all business and industries. At his peak, Rockefeller controlled much of the entire country, and was one of the wealthiest men in history. Document 1 specifically depicts the devastation Standard Oil had on the country. However, bias affects the documents use as a reliable source of evidence. Standard Oil was under fire from the very beginning as it is claimed Rockefeller got his business to the top unfairly. This document was created by the side in particular that disliked standard oil. The artist depicted how standard oil was too powerful and caused an immense amount of devastation.

In conclusion, John D. Rockefeller over powered all aspects of business in the late 19th century. His oil company was the entire driving force of the United States, and even over powered the government. Standard Oil is still one of the biggest monopolies to ever exist in history.

## Set 2, Anchor Level 2

### The response:

- Minimally develops *both* aspects of the task
- Is more descriptive than analytical (*Historical Context*: John D. Rockefeller, the notorious oil robber baron of the 19th century, had the entire oil industry in the palm of his hand; *Bias*: this document was created by the side in particular that disliked Standard Oil; the artist depicted how Standard Oil was too powerful and caused an immense amount of devastation)
- Includes some relevant outside information (industries such as steel, railroads; one of the world's biggest monopolies to date; robber baron; immoral business tactics; one of the wealthiest men in history; includes an inaccuracy (automobiles) )
- Includes a few relevant facts and/or examples from the documents (*Documents 1 and 2*: reflections on the work of John D. Rockefeller; more powerful than the United States government, specifically depicts the devastation Standard Oil had on the country; *Document 2*: he overpowered all business and industries, he had to eliminate all competition)

**Conclusion:** Overall, the response meets the criteria for Level 2. It is somewhat repetitive, but includes some analysis to convey the power and wealth of Standard Oil. The discussions of reliability lacks development.

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## Anchor Paper – Short-Essay Question, Set 2—Level 1

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The two documents shown were in a time period where oil was becoming of major economic value, and going up like crazy. Both Documents portray oil in a negative light with Document 2 being less negative than 1. Document 2 speaks of the History of the oil (and the industry surrounding it). It describes how the President essentially put things and had things figured out in that industry.

Document 2 goes to show a similar message but an even more negative context. Document 2 is based on facts (with a bias against it) while Document 1 shows the oil industry consuming governments and having control over them making it propoganda in a sense because the oil industry and (what it does) can be viewed as negative or Positive, while this document shows it as negative, making it an unreliable source.

### Set 2, Anchor Level 1

**The response:**

- Minimally develops *both* aspects of the tasks
- Is descriptive (*Historical Context*: the two documents shown were in a time period where oil was becoming of major economic value; includes faulty analysis (it describes how the president essentially put things and had things figured out in that industry); *Point of View*: Document 1 shows the oil industry consuming governments and having control over them, making it propoganda in a sense because the oil industry and what it does can be viewed as negative or positive, while this document shows it as negative, making it an unreliable source)
- Includes minimal outside information (oil was becoming of major economic value)
- Includes a few relevant facts and/or examples from the documents (shows the oil industry consuming governments and having control over them; speaks of the history of the oil)

**Conclusion:** Overall, the response meets the criteria for Level 1. The response shows some overall understanding of the task but barely addresses either component.

The first document is an illustration depicting Standard Oil as a ravenous octopus that's engulfing the United States capitol, state houses, and the white house. It was drawn by Udo J. Keppler and published in Puck magazine on September 7, 1904. The second document is an excerpt from Ida Tarbell's "The History of the Standard Oil Company," also published in 1904. In this muckraking classic Tarbell exposed the business practices of John D. Rockefeller and his monopoly over the oil industry: Standard Oil. Both of these documents were created in response to Rockefeller's monopoly. Following Reconstruction, the late nineteenth century was characterized by powerful and wealthy corporations and trusts. Rockefeller's Standard Oil made him one of the most influential business tycoons of all time, but he wasn't the only monopolist of this era; there was Andrew Carnegie, who had monopolized the steel industry; and there was also Cornelius Vanderbilt, who had owned most of the railroads.

These monopolies defined the economics and social aspects of the late nineteenth century laissez-faire policy of government. Most of the monopolies were ruthless to both their competition and their employees. When workers' unions started to form the workers were either met with violence, like in the Homestead Strike, or were simply fired. Essentially, monopolies had a stronghold on the American economy.

Document 1 is an interesting source of evidence because it was published by a magazine, Puck, that was known for its satirical cartoons about political and economic issues of the day. A magazine in the United States is privately owned and protected by the free speech clause in the first amendment, allowing it to publish any viewpoints. Keppler's cartoons in Puck were eye-catching and humorous like his



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Short-Essay Question, Set 2—Practice Paper – A

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famous analogy of Standard Oil as a “trust monster.” Readers saw how Standard Oil devoured the institutions of government but not how it made the country an industrial giant and modernized American life. This sensationalized point of view made Keppler’s magazine a best seller, but not a reliable source for a full understanding of the impact of Standard Oil on United States history.

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Short-Essay Question, Set 2—Practice Paper – B

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In history many businesses had a say in the governments. This made the businesses more power and authority. One big company was the oil company. As shown in Document 1, the octopus represents the oil company and its tentacles in the picture is taking over the State House, the Capital, and the White House. This represents the purpose the oil company had, which was to control the government into doing whatever the businesses wanted. The businesses formed monopolies and that sometimes made them go corrupt.

Document 2 also talks about the corrupt businesses like the standard oil company and it talks about the depth of the work J. D. Rockefeller's had to do.

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Short-Essay Question, Set 2—Practice Paper – C

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In the late 1800s and emerging into the 20th century, (1900s) prominent industrialists gained much power and wealth. Known commonly as “Robber Barons,” these entrepreneurs would acquire influence and control over a certain aspect of manufacturing, transportation, or trade, in order to make millions within a lifetime.

In terms of the “genesis” of the Gilded Age – Robber Barons were at the forefront. One of the most notorious Robber Barons recognized by Documents 1 and 2, was J.D. Rockefeller. By owning all the means of production in oil production: (from the processing, shipping, and selling of the refined product), Rockefeller established the Standard Oil monopoly.

Propaganda such as that displayed in Document 1, make an effort to project trusts (monopolies) in a negative light. The Document is only portraying one, biased opinion regarding the Standard Oil monopoly.

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Short-Essay Question, Set 2—Practice Paper – D

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The historical context surrounding document 1 and 2 was the progressive era. Many different muckrakers, people focusing on a multitude of issues, worked to expose and fix American problems. Jacob Riis exposed tenement conditions in "How The Other Half Lived," and Upton Sinclair exposed disgusting food safety issues in "The Jungle." Similarly, Ida Tarbell in document 2 is exposing the corruptness of big business owners like Rockefeller and the Standard Oil Company. The cartoonist in Document 1 is essentially doing the same thing, so that the issue would receive attention.

Document 1's audience is important when considering its reliability. The cartoon would not have to be shown to anyone involved in big business or the Standard Oil Company, because they are already aware of the issue. Since cartoons were commonly in newspapers, it is likely that this cartoon was for the average man. Even people who could not read could understand the threat of a monopoly controlling the government. For regular people to see this and understand the corruption within the Standard Oil Company and the United States, the issue is revealed and hoped to be solved. Corruption is shown through the tentacles of the metaphorical standard oil octopus gripping onto the Capitol, State Houses, and the White House. This represents how Rockefeller and the company has control over the nation. However, like other political cartoons, Keppler's illustration attempts to persuade the audience and not to give both sides of the issue.

The context surrounding documents 1 and 2 was the rise of trusts, using their rapidly increasing power to push small businesses out of business and to manipulate consumers. Trusts operated largely unregulated by the federal government, allowing trusts to employ manipulative business tactics such as horizontal integration. This was often accomplished by predatory pricing that eliminated competition. Such abuse of power by these trusts triggered progressive reforms such as anti-trust acts.

Document 1 depicts John D. Rockefeller's Standard Oil trust as a scary octopus wielding an unprecedented amount of power over the government and consumers. It portrays the federal government's inability to regulate / control trusts such as that of Rockefeller. The point of view of this document is clearly an antitrust advocate who believed that trusts were not entitled to wield more power than the government and advocated for their regulation. This point of view affects the document's reliability, portraying trusts as evil and destructive while failing to address their benefits such as developing new innovative products, improving transportation or delivery, and making America an industrial super power. Furthermore, Rockefeller donated much of his personal wealth gained from Standard Oil to charitable causes. The cartoonist would have definitely agreed with the famous muckraker, Ida Tarbell. They both had the same purpose of exposing the dangers of the Standard Oil company. However, Keppler's use of an overdramatized cartoon in order to reach a larger audience makes it less reliable than Tarbell's factual narrative.

## Set 2, Practice Paper A—Score Level 5

### The response:

- Thoroughly develops *both* aspects of the task in depth
- Is more analytical than descriptive (*Historical Context*: following Reconstruction, the late nineteenth century was characterized by powerful and wealthy corporations and trusts, these monopolies defined the economic and social aspects of late nineteenth century laissez-faire policies of government; *Point of View*: a magazine in the United States is privately owned and protected by the free speech clause in the first amendment; allowing it to publish any viewpoint; this sensationalized point of view made Keppler’s magazine a best-seller, but not a reliable source for a full understanding of the impact of Standard Oil on United States history)
- Integrates relevant outside information (muckraking classic; following Reconstruction; powerful business tycoons; Andrew Carnegie; steel industry; Cornelius Vanderbilt; railroads, laissez-faire; ruthless to both their competition and their employees; no regulations; satirical cartoons, privately owned, free speech clause; first amendment; cartoons in *Puck* were eye-catching and humorous; best-sellers)
- Supports the theme with many relevant facts and/or examples from the documents (*Document 1*: ravenous octopus; analogy of Standard Oil as a “trust-monster,” engulfing the United States capitol, state houses and the White House; drawn by Udo J. Keppler; published in *Puck* Magazine on September 7, 1904; sensationalized point of view; *Document 2*: excerpt from Ida Tarbell’s *The History of the Standard Oil Company*; 1904; muckraking classic; exposed the business practices of John D. Rockefeller; Standard Oil devoured the institutions of government but not how it made the country an industrial giant and modernized American life)

**Conclusion:** Overall, the response fits the criteria for Level 5. The response demonstrates a clear understanding of the time period, and *Puck* as a magazine of political humor offered a specific point of view on this topic that was protected by the first amendment.

## Set 2, Practice Paper B—Score Level 1

### The response:

- Minimally addresses the task
- Is descriptive (*Historical Context*: in history many businesses had a say in the governments; the purpose the oil company had, which was to control the government into doing whatever the business wanted; the businesses formed monopolies and that sometimes made them go corrupt)
- Includes minimal or no relevant outside information (the businesses formed monopolies)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: the octopus represents the oil company and its tentacles in the picture are taking over the State House, the Capital, and the White House; control the government into doing whatever the businesses wanted; corrupted businesses like the Standard Oil Company)

**Conclusion:** Overall, the response meets the criteria for Level 1. The response lacks understanding of the task.

## Set 2, Practice Paper C—Score Level 2

### The response:

- Minimally develops *both* aspects of the task
- Is more descriptive than analytical (*Historical Context*: entrepreneurs would acquire influence and control over a certain aspect of manufacturing, transportation, or trade in order to make millions within a lifetime; *Bias*: the document is only portraying one biased opinion regarding the Standard Oil monopoly)
- Includes some relevant outside information (late 1800s and into the 20th century, robber barons, entrepreneurs, Gilded Age; owning all the means of production from the processing, shipping, and selling of the refined products)
- Includes a few relevant facts and/or examples from the documents (*Document 1*: project trusts in a negative light)

**Conclusion:** Overall, the response meets the criteria for Level 2. The response shows some knowledge of Rockefeller’s activities, but the discussion of the reliability of Keppler’s cartoon lacks development. Additional supporting details would have improved the response.

## Set 2, Practice Paper D—Score Level 3

### The response:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: many different muckrakers, people focusing on a multitude of issues, worked to expose and fix American problems; similarly, Ida Tarbell in Document 2 is exposing the corruptness of big business owners like Rockefeller and the Standard Oil Company at a time when laissez-faire was the prevailing attitude; *Audience*: since cartoons were commonly in newspapers, it is likely that this cartoon was for the average man; even those that could not read could understand the threat of a monopoly controlling the government)
- Includes some relevant outside information (Progressive Era; muckrakers; Jacob Riis exposed tenement conditions, *How the Other Half Lives*; Upton Sinclair exposed disgusting food safety issues; *The Jungle*; laissez-faire, newspapers; non-reading public)
- Includes some relevant facts and/or examples from the documents (*Document 1*: corruption is shown through the tentacles of an octopus gripping the Capital, state houses and the White House; the company has control over the nation)

**Conclusion:** Overall, the response meets the criteria for Level 3. The response clearly describes the role of muckrakers like Keppler and Ida Tarbell in the Progressive Era. However, neither the historical context nor the explanation of reliability is fully developed.

## Set 2, Practice Paper E—Score Level 4

### The response:

- Develops *both* aspects of the task in some depth and thoroughly develops the reliability of Document 1
- Is both descriptive and analytical (*Historical Context*: trusts operated largely unregulated by the federal government, allowing trusts to employ manipulative business tactics such as horizontal integration; this was accomplished by predatory pricing that eliminated competition; *Point of View*: the point of view of this document is clearly an anti-trust advocate who believed that trusts were not entitled to wield more power than the government and advocated for their regulation; this point of view affects the document’s reliability, portraying trusts as evil and destructive while failing to address their benefits such as developing new innovative products, improving transportation or delivery, and making America an industrial super power; *Audience*: Keppler’s use of an overdramatized cartoon in order to reach a larger audience made it less reliable than Tarbell’s narrative)
- Includes relevant outside information (rise of trusts largely unregulated by the federal government; manipulative business tactics; horizontal integration; predatory pricing; progressive reforms; antitrust acts; innovative products; improving transportation; making America an industrial super power; charitable causes; muckrakers)
- Supports the theme with relevant facts and/or examples from the documents (*Document 1*: Standard Oil Trust as a scary octopus wielding an unprecedented amount of power over the government; portrays the government’s inability to regulate/control trusts; portraying trusts as evil and destructive; Keppler’s use of a humorous cartoon; *Document 2*: Ida Tarbell; exposing the dangers of the Standard Oil Company)

**Conclusion:** Overall, the response meets the criteria for Level 4. The response is uneven because the historical context lacks the depth of a level 5 paper. The discussion of Keppler’s unreliability due to the cartoon’s overdramatized point of view is more developed and analytical.



January 2024 Regents Examination in United States History and Government  
Test Questions by Key Idea

Question Number	Key Idea
1	11.1
2	11.1
3	11.2
4	11.2
5	11.3
6	11.3
7	11.3
8	11.3
9	11.4
10	11.4
11	11.5
12	11.6
13	11.7
14	11.7
15	11.7
16	11.7
17	11.7
18	11.7
19	11.10
20	11.7
21	11.7
22	11.9
23	11.9
24	11.10
25	11.10
26	11.9
27	11.10
28	11.10
29- SEQ-1	11.2, 11.3
30- SEQ-2	11.5
31- SCF- 1	11.4
32- SCF- 2	11.4
33- SCF- 3	11.10
34- SCF- 4	11.10
35- SCF- 5	11.10
36- SCF- 6a/6b	11.10
37- CLE	CT

**CT=** Cross Topical: test items that cover more than one Key Idea

***The Chart for Determining the Final Examination Score for the January 2024 Regents Examination in United States History and Government will be posted on the Department’s web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students’ final scores for this administration.***

### **Submitting Teacher Evaluations of the Test to the Department**

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <https://www.nysed.gov/state-assessment/teacher-feedback-state-assessments>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

# FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

## UNITED STATES HISTORY AND GOVERNMENT

Wednesday, January 24, 2024 — 9:15 a.m. to 12:15 p.m., only

### RATING GUIDE FOR PART III A AND PART III B (CIVIC LITERACY ESSAY QUESTION)

VOLUME  
**2** OF **2**  
CIVIC LITERACY  
ESSAY QUESTION

Updated information regarding the rating of this examination may be posted on the New York State Education Department's web site during the rating period. Visit the site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations/> and select the link "Scoring Information" for any recently posted information regarding this examination. This site should be checked before the rating process for this examination begins and several times throughout the Regents Examination period.

#### Contents of the Rating Guide

For **Part III A** Scaffold (open-ended) questions:

- A question-specific rubric

For **Part III B** Civic Literacy Essay Question (CLE):

- A content-specific rubric
- Prescored answer papers. Score levels 5 through 1 have two papers each. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper
- Five prescored practice papers

General:

- Web addresses for the test-specific conversion chart and teacher evaluation forms

#### Mechanics of Rating

The procedures on page 2 are to be used in rating essay papers for this examination. More detailed directions for the organization of the rating process and procedures for rating the examination are included in the *Information Booklet for Scoring the Regents Examination in United States History and Government (Framework)*.

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The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Albany, New York 12234

## Rating the Essay Questions

(1) Follow your school's procedures for training raters. This process should include:

### *Introduction to the task—*

- Raters read the task
- Raters identify the answers to the task
- Raters discuss possible answers and summarize expectations for student responses

### *Introduction to the rubric and anchor papers—*

- Trainer leads review of specific rubric with reference to the task
- Trainer reviews procedures for assigning holistic scores, i.e., by matching evidence from the response to the rubric
- Trainer leads review of each anchor paper and commentary

### *Practice scoring individually—*

- Raters score a set of five papers independently without looking at the scores and commentaries provided
- Trainer records scores and leads discussion until the raters feel confident enough to move on to actual rating

(2) When actual rating begins, each rater should record his or her individual rating for a student's essay on the rating sheet provided, *not* directly on the student's essay or answer sheet. The rater should *not* correct the student's work by making insertions or changes of any kind.

(3) Each Part II essay must be rated by one rater.

## Rating the Scaffold (open-ended) Questions

(1) Follow a similar procedure for training raters.

(2) The scaffold questions are to be scored by one rater.

(3) The scores for each scaffold question must be recorded in the student's examination booklet and on the student's answer sheet. The letter identifying the rater must also be recorded on the answer sheet.

(4) Record the total Part III A score if the space is provided on the student's Part I answer sheet.

**Schools are not permitted to rescore any of the open-ended questions (scaffold questions, Short-Essay Questions, Civic Literacy Essay Question) on this exam after each question has been rated the required number of times as specified in the rating guides, regardless of the final exam score. Schools are required to ensure that the raw scores have been added correctly and that the resulting scale score has been determined accurately. Teachers may not score their own students' answer papers.**

The scoring coordinator will be responsible for organizing the movement of papers, calculating a final score for each student's essay, recording that score on the student's Part I answer sheet, and determining the student's final examination score.

The conversion chart for this examination will be located at <https://www.nysed.gov/state-assessment/high-school-regents-examinations/>, and must be used for determining the final examination score.

**United States History and Government  
Part A Specific Rubric (Questions 31–36)  
Civic Literacy Essay  
January 2024**

**Go on to the next page ➡**

## Document 1

. . . The result [of state efforts] was the virtual elimination of black voting in the South. And although sympathetic election officials often allowed whites who did not meet the new qualifications to register, the number of eligible white voters declined as well. Louisiana, for example, reduced the number of black voters from one hundred thirty thousand to one thousand. But eighty thousand white voters also lost the franchise. In 1898, the Supreme Court encouraged the disenfranchisement movement by ruling, in *Williams v. Mississippi*, that the suffrage provisions of the state's 1890 constitution did not violate the Fifteenth Amendment, since they did not "on their face discriminate between the races."

The elimination of almost all black and many white voters not only reversed the long nineteenth-century trend toward universal suffrage, but also transformed much of the South into a series of rotten boroughs [districts with few voters relative to the size of the population], whose representatives in Congress would long wield far greater power on the national scene than their tiny electorates warranted. The Fourteenth Amendment provided that if any state deprived a group of male citizens of the franchise, it would lose part of its representation in Congress. But like much of the federal Constitution, this provision became a dead letter [broken promise] so far as African Americans were concerned. . . .

Source: Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction*, Vintage Books, 2005

**31 According to this document, what is *one* historical circumstance related to voting by African Americans?**

**Score of 1:**

- States a historical circumstance related to voting by African Americans according to Eric Foner  
*Examples:* virtual elimination of black voting in the South; number of black voters was drastically decreased; Supreme Court in *Williams v. Mississippi* encouraged the disenfranchisement movement; federal government failed to help protect voter rights in the South; many rotten boroughs in the South held greater power on the national scene than their tiny electorates warranted; protection under the 14th and/or 15th amendments was not upheld by the Supreme Court; different races were treated differently when registering to vote; in Louisiana the number of black voters decreased from 130,000 to 1,000

**Score of 0:**

- Incorrect response  
*Examples:* trend toward universal suffrage; the number of black voters drastically increased; much of the Constitution is a broken promise
- Vague response  
*Examples:* the Constitution failed; virtual elimination; long nineteenth century trend
- No response

## Document 2

This is an excerpt from a pamphlet published in Philadelphia around 1901. It was written by northern reformers who wanted to support African Americans who were trying to vote in southern states.

### The Things that Qualify a Colored Man to Vote in the Southern States

---



IN order that you may know what will be demanded of you to vote under the Constitutions and laws of the several Southern States, we give below the substantial requirements of each, to wit :—

IN Alabama, Louisiana, Mississippi, North Carolina, South Carolina, Virginia and Tennessee

*YOU MUST PAY YOUR POLL TAX.*

*YOU MUST REGISTER AND HOLD YOUR CERTIFICATE OF REGISTRATION.*

*If you can read and write you can register.*

IN Alabama, Louisiana and South Carolina

*If you cannot read and write you can register if you own \$300 worth of property.*

IN Arkansas and Georgia

*YOU MUST PAY YOUR POLL TAX.*

IN Florida, Kentucky, Texas and West Virginia

*You must reside in the State.*

---

*A man convicted of almost any crime may be barred from voting.*

Source: *What a colored man should do to vote*, Press of E. A. Wright, Philadelphia, ca. 1901



**32 Based on this document, what was *one* requirement that affected voting by African Americans?**

**Score of 1:**

- States a requirement that affected voting by African Americans based on this document  
*Examples:* pay a poll tax; register to vote; hold your certificate of registration; be literate/be able to read and write; own \$300 of property if you cannot read and write; must reside in the state; if convicted of a crime you may be barred from voting

**Score of 0:**

- Incorrect response  
*Examples:* illiterate; can't vote in some Southern states; there are things that block blacks
- Vague response  
*Examples:* property; money; substantial requirements
- No response

## Document 3

### Orientation Prepares Summer Volunteers

OXFORD, OHIO—More than 750 volunteers have passed through two weeklong orientation sessions here preparing them for a summer's work in Mississippi.

A first group, numbering 223, arrived in Mississippi on June 21. Three are missing already, and are presumed to have met foul play. . . .

The summer workers, 60% of them white, will work on voter registration, man community centers, and teach in Freedom Schools.

The training sessions were sponsored by the National Council of Churches, under the direction of Rev. Bruce Hanson of Washington, D.C. Staff members from the Student Nonviolent Coordinating Committee (SNCC), the group that pioneered civil rights work in rural areas of the South, helped orient the summer volunteers. . . .

The first week's group addressed a strongly worded appeal to President Lyndon B. Johnson, asking him to provide protection for them and for local Negroes [African Americans] in Mississippi. A Justice Department official told them the government could not protect them, despite three Federal statutes which allow FBI agents and Federal marshals to exercise police powers in civil rights cases. . . .

Source: *The Student Voice*, Student Nonviolent Coordinating Committee, June 30, 1964

### 33 Based on this document, what was *one* effort to address the issue of African American voting rights?

#### Score of 1:

- States an effort to address the issue of African American voting rights based on this document  
*Examples:* more than 750 summer volunteers were trained to work on voter registration/man community centers/teach in Freedom Schools; National Council of Churches sponsored training sessions; organizations worked to train volunteers and coordinate efforts to increase voter registration; workers appealed to the president for protection; Student Nonviolent Coordinating Committee (SNCC) pioneered civil rights work in rural areas in the South; SNCC helped orient summer volunteers

#### Score of 0:

- Incorrect response  
*Examples:* three summer volunteers are missing/presumed to have met foul play; summer workers could not teach in Freedom Schools; the president helped orient summer volunteers
- Vague response  
*Examples:* rural areas; federal statutes; work pioneered
- No response

## Document 4

AN AMERICAN CITIZEN VOTING—SURELY THERE IS NOTHING REMARKABLE about that. But for an African American living in the Deep South in the 1960s, . . . it was a forbidden act, a dangerous act. There were nearly impossible obstacles to overcome: poll taxes, literacy tests, and hostile registrars. If a person succeeded and was allowed to vote, his name was published in the local newspaper, alerting his employers and others equally determined to stop him. The black men and women who dared to vote lost their jobs, their homes, and, often, their lives.

And yet they persevered. They marched on county courthouses, confronted sheriffs, and went to jail. In Selma, Alabama, on March 7, 1965, a day remembered as Bloody Sunday, they endured a brutal attack from state troopers and local vigilantes. That event touched the conscience of the nation, forcing President Lyndon B. Johnson to place a voting rights bill at the forefront of his political agenda. Its passage permitted millions of African Americans to vote in Alabama and elsewhere in the South. The Voting Rights Act [of 1965] transformed American democracy and in many ways was the last act of emancipation, a process Abraham Lincoln began in 1863. . . .

Source: Gary May, *Bending Toward Justice: The Voting Rights Act and the Transformation of American Democracy*, 2013

### 34 According to this document, what is *one* effort to overcome obstacles to African American voting rights?

#### Score of 1:

- States an effort to overcome obstacles to African American voting rights

*Examples:* African Americans marched on county courthouses/confronted sheriffs/went to jail; protestors marched despite threat of violence; many sacrificed their freedom to help advance the cause of suffrage; they sacrificed their freedom by allowing themselves to be arrested; President Johnson placed a voting rights bill at the forefront of his agenda; African Americans attempted to vote in the South despite the threat to themselves; worked to pass a voting rights bill that permitted millions of African Americans to vote in Alabama/the South; civil disobedience

#### Score of 0:

- Incorrect response  
*Examples:* forbidden act; dangerous act; Lincoln passed the Voting Rights Act; poll taxes; literacy tests; hostile registrars; voters' names were published in the newspaper
- Vague response  
*Examples:* lost jobs; lost homes; forefront of the agenda
- No response

## Document 5

### Registration by Race, Before and After 1965, in Southern States Covered by the Voting Rights Act (percent)

	Pre-act Registration (1965)		Post-act Registration (1967)	
	Black	White	Black	White
Alabama	19.3	69.2	51.6	89.6
Georgia	27.4	62.6	52.6	80.3
Louisiana	31.6	80.5	58.9	93.1
Mississippi	6.7	69.9	59.8	91.5
North Carolina	46.8	96.8	51.3	83.0
South Carolina	37.3	75.7	51.2	81.7
Virginia	38.3	61.1	55.6	63.4
Total	29.3	73.4	52.1	79.5

Source: U.S. Commission on Civil Rights, 1975 (adapted)

**Note:** Percentages are of the voting-age population. Pre-act registration is from March 1965; post-act registration is from September 1967. Both figures are estimates.

### 35 Based on this document, what was *one* impact of the Voting Rights Act in the South?

#### Score of 1:

- States an impact of the Voting Rights Act in the South based on this document  
*Examples:* overall percentage of voters registered increased in Southern states; percentage of black registered voters in Mississippi increased drastically; more black voters; more white voters

#### Score of 0:

- Incorrect response  
*Examples:* decrease in registered voters; fewer voters; Mississippi had the lowest number of black registered voters in 1965
- Vague response  
*Examples:* overall percentage; registration; before and after 1965
- No response

## Document 6a

The following are remarks made by President Barack Obama on the 50th anniversary of the Voting Rights Act.

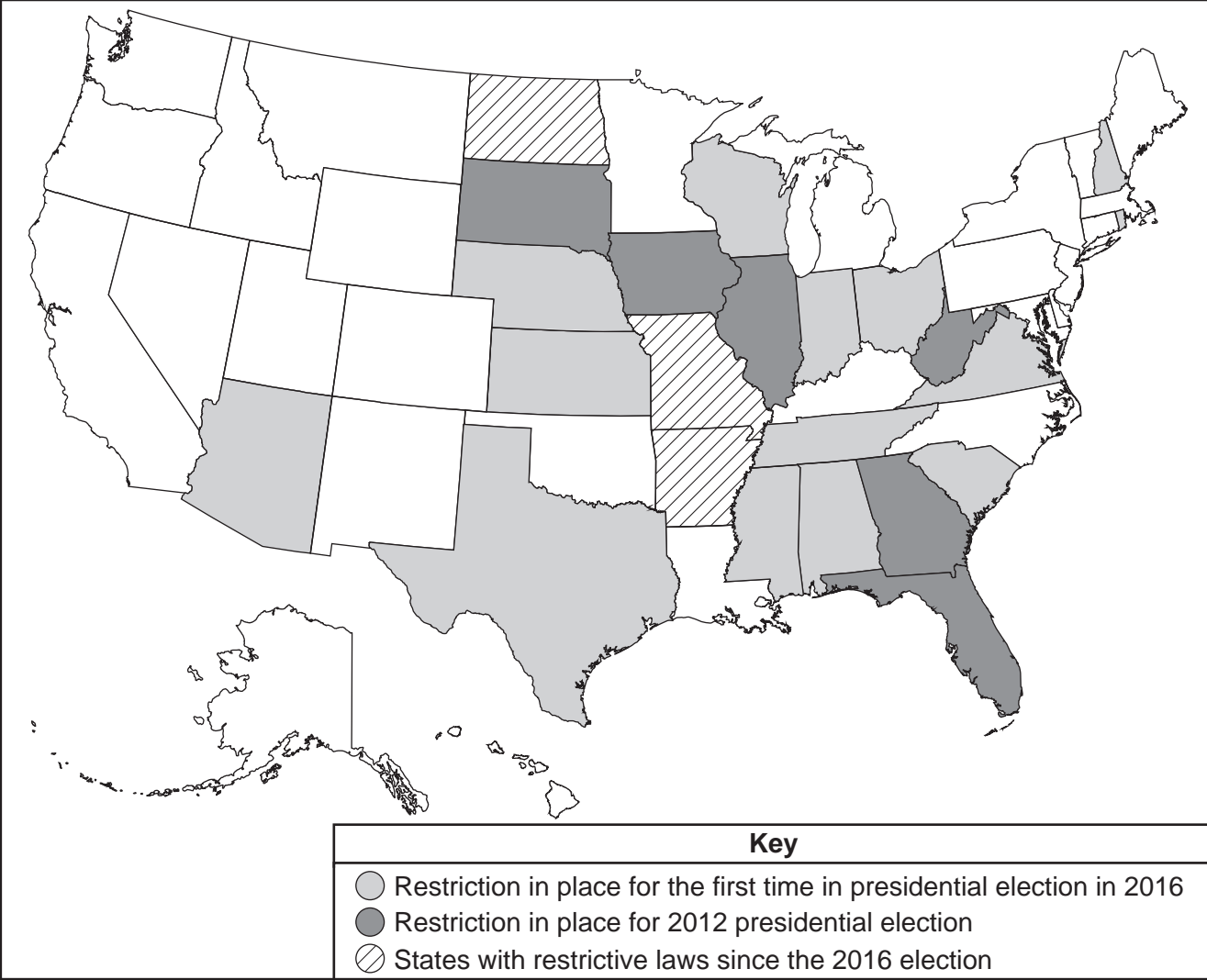
. . . As John [Congressman John Lewis] indicated, 50 years ago today, President Johnson signed the Voting Rights Act into law to protect this precious right. It broke down legal barriers at the state level and at the local level that were keeping African Americans from exercising their constitutional right to vote. And all of us have a great debt to not just John Lewis, but the thousands—many of them unnamed—who were courageous enough to walk up and try to register time and time again, that were threatened because of their efforts to register—sharecroppers and maids and ordinary folks. Had it not been for them awakening the conscience of a nation, the President could not have mustered the political support that was required to ultimately get this seminal law passed. . . .

On the ground, there are still too many ways in which people are discouraged from voting. Some of the protections that had been enshrined in the Voting Rights Act itself have been weakened as a consequence of court decisions and interpretations of the law. State legislatures have instituted procedures and practices that, although on the surface may appear neutral, have the effect of discouraging people from voting, may have a disproportional effect on certain kinds of folks voting.

And if, in fact, those practices, those trends, those tendencies are allowed to continue unanswered, then over time the hard-won battles of 50 years ago erode, and our democracy erodes. And that means that the decisions that are made in the corridors of power all across this country begin to reflect the interests of the few, instead of the interests of the many. . . .

Source: President Barack Obama, "Remarks on the Voting Rights Act," August 6, 2015

### Voting Restrictions in America



After the 2010 election, state lawmakers nationwide started introducing hundreds of harsh measures making it harder to vote. The new laws range from strict photo ID requirements to early voting cutbacks to registration restrictions.

Overall, 23 states have new restrictions in effect since—13 states have more restrictive voter ID laws in place (and six states have strict photo ID requirements), 11 have laws making it harder for citizens to register, six cut back on early voting days and hours, and three made it harder to restore voting rights for people with past criminal convictions. . . .

Source: Brennan Center for Justice, 2017 (adapted)

**36 Based on these documents, what is *one* reason the fight for African American voting rights needs to continue?**

**Score of 1:**

- States a reason the fight for African American voting rights needs to continue based on these documents  
*Examples:* protections in the Voting Rights Act have been weakened; court decisions/interpretations have weakened Voting Rights Act; state legislatures have instituted procedures/practices that have discouraged people from voting; new laws included strict photo identification requirements/early voting cutbacks/registration restrictions; three states have made it harder to restore voting rights for people with past criminal convictions; many states enacted new laws to restrict voter participation

**Score of 0:**

- Incorrect response  
*Examples:* protections of Voting Rights Act have become stronger; state practices have encouraged African Americans to vote; criminals cannot vote; all states changed their voter laws; new laws make it easier to vote
- Vague response  
*Examples:* tendencies are allowed to continue; nationwide lawmakers; disproportional effect
- No response

**United States History and Government**  
**Content-Specific Rubric**  
**Civic Literacy Essay Question (37)**  
**January 2024**

**Historical Context: Expansion of Democracy—African American Voting 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 voting 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 civic literacy essay has a minimum of **four** components (describing the historical circumstances surrounding African American voting 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 description of historical circumstances may focus on immediate or long-term circumstances.
3. The efforts to address African American voting rights may focus on efforts by individuals, efforts by groups, efforts by governments, or any combination of these.
4. Individuals, groups, and/or governments do not need to be specifically identified as long as they are implied in the discussion.
5. The efforts to address African American voting rights may be positive, negative, or a combination of both.
6. The discussion of the extent to which the efforts were successful may focus on immediate or long-term results.
7. 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 the aspect of the task being addressed.
8. The explanation of efforts to address African American voting rights may include the discussion of the extent to which the efforts were successful.
9. In the response the use of language that appears in a document should not be penalized.
10. The response may discuss efforts to address the issue of African American voting 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.
11. For the purpose of meeting the criteria of using *at least four* documents in the response, documents 6a and 6b may be considered as separate documents **if** the response uses specific information from **each** document.



**Score of 5:**

- Thoroughly develops *all* aspects of the task evenly and in depth by describing the historical circumstances surrounding African American voting rights, explaining *at least two* efforts to address the issue of African American voting rights by individuals, groups, and/or governments, and discussing the extent to which the efforts were successful
- Is more analytical than descriptive (analyzes, evaluates, and/or creates\* information), e.g., connects African American political participation during Radical Reconstruction and the impact of Southern state legislatures and individuals on the disenfranchisement of African Americans to the impact of the civil rights movement and Martin Luther King Jr.'s leadership on President Lyndon B. Johnson's support for the Voting Rights Act of 1965, resulting in an increase of African American voter registrants and their success in electoral politics despite efforts by some states to suppress their vote)
- Incorporates relevant information from *at least four* documents (see Key Ideas charts)
- Incorporates substantial relevant outside information (see Outside Information chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., terms of the 15th amendment; role of Redeemers; poll taxes; literacy test; grandfather clause; Compromise of 1877; role of Montgomery march; terms of Voting Rights Act of 1965
- 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 impact of efforts to disenfranchise African Americans after Reconstruction and the determination of individuals and the civil rights movement to increase national awareness of political inequality and gain presidential support for the passage of the Voting Rights Act of 1965, which led to increased African American political participation
- 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 task 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 historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

\*The term *create* as used by Anderson/Krathwohl, et al. in their 2001 revision of Bloom's *Taxonomy of Educational Objectives* refers to the highest level of the cognitive domain. This usage of *create* is similar to Bloom's use of the term *synthesis*. Creating implies an insightful reorganization of information into a new pattern or whole. While a Level 5 paper will contain analysis and/or evaluation of information, a very strong paper may also include examples of creating information as defined by Anderson and Krathwohl.

**All sample student essays in this rating guide are presented in the same cursive font while preserving actual student work, including errors. This will ensure that the sample essays are easier for raters to read and use as scoring aids.**

**Raters should continue to disregard the quality of a student's handwriting in scoring examination papers and focus on how well the student has accomplished the task. The content-specific rubric should be applied holistically in determining the level of a student's response.**

## African American Voting Rights

### *Key Ideas from the Documents*

(This list is not all-inclusive.)

#### **Historical Circumstances**

- Doc 1**—State efforts to eliminate black voting in the South (reduction of black voters in Louisiana from 130,000 to 1,000)  
Whites who did not meet new qualifications to register often allowed to vote by sympathetic election officials  
Decline in number of eligible white voters (loss of franchise by 80,000 white voters) in Louisiana  
Disenfranchisement movement encouraged by Supreme Court in 1898 *Williams v. Mississippi* ruling (15th amendment not violated by suffrage provisions of Mississippi’s 1890 constitution)  
19th-century trend toward universal suffrage reversed by elimination of almost all black and many white voters  
Much of South transformed into a series of rotten boroughs whose representatives in Congress wielded greater power on national scene than their tiny electorates warranted  
14th amendment provision that if a group of male citizens is deprived of franchise by a state then state loses part of its representation in Congress was not enforced
- Doc 2**—Requirement in many Southern states that poll tax be paid to vote  
Registration and certificate of registration required to vote in many Southern states
- Doc 4**—Nearly impossible obstacles for African Americans to overcome when trying to vote in Deep South in 1960s (poll taxes; literacy tests; hostile registrars; publication of name and address in local newspaper if allowed to vote; loss of jobs, homes, and often lives if voted)  
Emancipation begun by President Lincoln in 1863

#### **Efforts to Address**

- Doc 2**—Support from Northern reformers for African Americans trying to vote in Southern states (pamphlet published in Philadelphia around 1901)
- Doc 3**—Civil rights work pioneered in rural areas of South by Student Nonviolent Coordinating Committee (SNCC) which helped orient summer volunteers  
Civil rights workers volunteering in summer (voter registration; staff community centers; teach in Freedom Schools)  
Training sessions sponsored by National Council of Churches  
Appeal to President Johnson to provide protection for summer volunteers and local African Americans in Mississippi
- Doc 4**—Actions by African Americans (marched on county courthouses; confronted sheriffs; went to jail); “Bloody Sunday,” March 7, 1965, Selma, Alabama (brutal attack from state troopers and local vigilantes; forced President Johnson to move voting rights bill to forefront of political agenda)  
Passage of Voting Rights Act
- Doc 6**—Thousands courageous enough to walk and try to register time and time again

## African American Voting Rights

### *Key Ideas from the Documents (continued)*

(This list is not all-inclusive.)

#### **Extent to which efforts successful**

**Doc 3**— Workers told by Justice Department official no government protection despite three federal statutes allowing FBI agents and federal marshals to exercise police powers in civil rights cases

Three missing civil rights workers presumed to have met foul play

**Doc 4**— Passage of Voting Rights Act

**Doc 5**—Increases in black voter registration after passage of Voting Rights Act, especially in Mississippi

**Doc 6**—Passage of Voting Rights Act

Voting Rights Act broke down legal barriers at state and local levels keeping African Americans from voting

Some protections in Voting Rights Act weakened as a result of court decisions and interpretations of law  
Procedures and practices instituted by state legislatures discouraged people from voting

Increase in states restricting voting rights after 2010 election (strict photo identification requirements; early voting cutbacks; registration restrictions such as making it harder to restore voting rights for people with past criminal convictions; addition of states after 2012 and 2016 elections)

## African American Voting Rights

### *Relevant Outside Information*

*(This list is not all-inclusive.)*

#### **Historical Circumstances**

Legacy of enslavement (racial attitudes about equality complicated by no civil, political, or economic liberties)

Lack of commitment to protect African American voting rights and citizenship after Reconstruction (resumption of political control by Redeemers in South)

Return of “home rule” to South as result of Compromise of 1877 (executive and legislative abandonment of African Americans)

Narrow judicial interpretation of 14th and 15th amendments (*Civil Rights Cases*, 1883; *Plessy v. Ferguson*, 1896)

Literacy tests difficult for former slaves as many slaves had been banned from learning to read (lack of access to educational institutions)

African Americans limited by residency and property requirements for voting (sharecroppers; tenant farmers)

Exclusion of African Americans from participation in Democratic primaries (“white primaries”)

African Americans kept from polls by intimidation (activities of Ku Klux Klan)

Legal discrimination as a result of Jim Crow laws limited African American political participation at state level

Gradual disappearance of African Americans from polls and elected office by 1900 after high levels of participation and electoral successes during early Reconstruction period

#### **Efforts to Address**

Leadership of W. E. B. Du Bois (Niagara Movement; formation of NAACP)

Work of NAACP in securing basic citizenship rights guaranteed by 14th and 15th amendments (publications; lobbying; legal defense funding)

Work of Eleanor Roosevelt in supporting end to poll tax

Establishment of first Civil Rights Commission by President Truman (protection of voting rights)

Community activism of returning World War II veterans (voter registration drives; organizational strategies for civil rights movement of 1960s)

Details about Freedom Summer

Leadership of Martin Luther King Jr. (Southern Christian Leadership Conference; March on Washington; efforts to push Johnson to propose Voting Rights Act)

Literacy requirements and other qualification tests suspended

Ratification of 24th amendment ending poll tax

#### **Extent to which efforts successful**

Successful legal strategies of NAACP (end of “white” primaries with Supreme Court decision)

Successful in creating a national awareness of voting injustices

Presidential advocacy for African American voting rights (Kennedy’s Moral Crisis speech; Johnson’s support of poll tax amendment)

Growing political strength of African Americans (winning mayoral races; election to state legislatures; election to Congress; Supreme Court appointees (Thurgood Marshall, Clarence Thomas, Ketanji Brown Jackson); nomination and election of Barack Obama to presidency)

Increasing appeal by politicians to gain support of African American voters

Proportion of African Americans holding political office not in line with overall population

Democracy has always been at the forefront of the United States' ideals. However, who can participate in our democracy has changed drastically during the United States' development. As colonial America began to take its place in the world, two very different economies developed in the North and South. The South, having hot and humid climate and nutrient-rich soil, became an agriculturally based society, while the North, having excellent harbors, rivers, and a larger population, became more trade and industry focused. Over time, the Columbian Exchange brought slaves to America, and replaced indentured servitude as a main source of labor. After the invention of the cotton gin by Eli Whitney, cotton became the main cash crop of the south. Since cotton needs large quantities of manual labor to be produced, many southerners argued that their economy was dependent on slave labor. Growing sectional political tensions, the seceding of southern states, and the eventual civil war between the Union and the Confederacy began to unravel the system of slavery the South had built. The Emancipation Proclamation was one of the first documents that led to the eventual end of slavery. While it did not have much of an effect on the state of slavery in the short run, by declaring slaves free in the rebelling southern states, it set the precedent for documents that would legally abolish slavery for good.

Reconstruction legislation improved the condition of many African Americans on paper. The passage of the 13th, 14th, 15th amendments eradicated slavery and elevated African Americans to the same citizenship status as whites and gave African American men the right to vote. However, in practice, these rights were not enforced when Reconstruction ended and Union troops left the south in 1877. These

amendments were often not helpful as detailed in Eric Foner's, *Forever Free*. To suppress African Americans, Jim Crow Laws were created by white southern state legislatures to further limit their new-found rights. To confront this, civil rights activists had different philosophies on regaining rights that had been constitutionally guaranteed to African Americans. Some like Booker T. Washington the head of the Tuskegee Institute did not believe in actively fighting for social acceptance and equality between the races but to fight to improve their economic standing. Others such as W.E.B. DuBois believed in a "talented tenth," which would have African Americans focus on immediate economic, social, and political equality. Helping to organize the NAACP, DuBois thought that group could help combat many of the measures that whites set in place to prevent former-slaves from voting, such as literacy tests and property qualifications as illustrated in *What a Colored Man Should Do to Vote* by E.A. Wright. Both of these methods were limited in their success, as denial of voting rights and segregation continued until long after the end of WWII. After Truman desegregated the military following the end of the war, major social changes began to take place as the Civil Rights movement began. The policy of separate but equal as determined in *Plessy v. Ferguson* and applied to public schools was rejected in *Brown v. Board of Education*. Many challenged the Supreme Court and Congress to rethink segregation practices that separated the races publically and denied African Americans the ballot. Marches, demonstrations, and boycotts were organized to encourage enforcement of citizenship and voting rights for African Americans. Sometimes peaceful protests erupted in violence as it did on Bloody Sunday as described in Gary

### May's, Bending Toward Justice.

Watching what happened in Selma made many Americans, including President Johnson, believe it was time for the federal government to do more than what the Civil Rights Act of 1964 did. The Voting Rights Act of 1965 was the most progressive reform taken to ensure African American voting rights. As seen in the table provided by the U.S. Commission on Civil Rights, the percentage of African American registered voters in southern states doubled and even tripled in some areas. Activists such as Martin Luther King Jr. and John Lewis helped bring about change by instituting acts of peaceful civil disobedience, while Malcolm X used a more radical approach, to bring civil rights issues to the forefront of American society in the hopes of reframing them. Other movements like Freedom Rides and marches were organized by civil rights organizations and became part of an effective movement for change.

Momentous steps have been taken in American history to ensure the ideals of equality in the Declaration of Independence. However, the continuity of the struggle to protect voting rights remains to be seen. In the past decade more states have passed legislation that restricts voting access that appears, as detailed by President Obama on "Remarks on the Voting Rights Act," to be targeted at certain groups. The map from (Breman Center for Justice 2017) depicting Voting Restrictions in America illustrates many states, who have in the past 5-years, enacted new voting standards. State legislators saw this as their opportunity to put more restrictive voter ID laws in place, make stricter citizen registration laws, and a few even made it more difficult for those with past criminal records to have their voting rights restored.



New standards, particularly hurt African Americans but actually hurt all racial minorities and marginalized groups. Interestingly enough, the number of these states restricting voting is growing and more Americans are being disenfranchised. The political party which controls state legislatures can use this to help keep their party safe from defeat. This backwards progress undoes many of the victories achieved by past civil rights activists and now new activists have to fight this trend.

In the beginning, slaves were counted as  $\frac{3}{5}$ th of a person in the  $\frac{3}{5}$ s compromise, which gave southern states greater representation in the House of Representatives. By the determination of abolitionists and civil rights activists, slavery was abolished and equal voting rights were enacted temporarily. Greater awareness of the violations of voting rights and future legislation to preserve these rights is needed if the success found in the civil rights movements is to be maintained and even further expanded.

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## Anchor Level 5

### **The response:**

- Thoroughly develops all aspects of the task evenly and in depth for African American voting rights
- Is more analytical than descriptive (civil rights activists had different philosophies on rights constitutionally guaranteed to African Americans; denial of voting rights and segregation continued long after World War II; many challenged Supreme Court and Congress to rethink segregation practices; watching Selma made many Americans believe it was time for federal government to do more than Civil Rights Act of 1964; Voting Rights Act of 1965 most progressive voting rights reform; new voting standards hurt African Americans, racial minorities, and marginalized groups; political party in control using restrictive voting to keep power; backwards progress undoes victories achieved by past civil rights activists; greater awareness of violations of voting rights and further legislation needed if success of civil rights movement to be maintained and expanded)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (two different economies with South becoming agricultural based and North becoming trade and industry focused; Columbian Exchange brought slaves to America who replaced indentured servants; cotton main cash crop of South and many Southerners argued economy dependent on slave labor; 13th, 14th, and 15th amendments eradicated slavery, gave African Americans citizenship and African American men right to vote; African American rights not enforced when Reconstruction ended; Jim Crow laws created by Southern states to further limit African Americans rights; Booker T. Washington did not believe in actively fighting for social equality but to improve economic standing; W.E.B. DuBois believed in “talented tenth” to focus on immediate equality; DuBois helped organize NAACP; Truman desegregated military after World War II; policy of “separate but equal” in *Plessy v. Ferguson* rejected in *Brown v. Board of Education*; Martin Luther King Jr. and John Lewis helped bring change with civil disobedience while Malcolm X used a more radical approach; new voting standards enacted by states; in beginning slaves counted as 3/5ths person, giving southern states greater representation in House of Representatives)
- Richly supports the theme with many relevant facts, examples, and details (literacy tests and property qualifications used to prevent African Americans from voting; marches, demonstrations, and boycotts organized to encourage enforcement of citizenship and voting rights; after passage of Voting Rights Act of 1965 percentage of African Americans registering to vote in southern states doubled and even tripled in some areas; many states passed legislation targeted at certain groups to restrict voting access; more difficult for those with past criminal records to have voting rights restored; number of states restricting voting growing and more Americans being disenfranchised)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses why slavery developed in America and a conclusion that discusses the need for greater awareness to maintain successes of the civil rights movement

**Conclusion:** Overall, the response fits the criteria for Level 5. Substantive relevant details support document interpretation in an analytic discussion of the issue of African American voting rights and its connection to the wider civil rights movement. Thoughtful conclusions reflect a good historical understanding of the continuity of protest and the necessity of preserving the successes achieved in the struggle.

A central aspect of the principles of democracy is the right to vote and have a say in the government. The founding fathers drafted America's Constitution that did not state and define the voting rights of its citizens. The right to vote is one of the most important rights citizens of the United States should be granted but many Americans were not allowed to vote because of their gender or their race. The right to vote has been an ongoing struggle for a great portion of Americans who were central to its founding and development: African American men and women. The United States is a country based on freedoms and the rights of the people, but even after slavery was abolished and African Americans became citizens they struggled to gain voting rights. The civic issue of African Americans being denied voting rights has been addressed throughout American history and efforts made have been both successful and unsuccessful.

African Americans have been classified in a lower social and political hierarchy compared to whites since the early days of America and its first 13 colonies. This was most directly due to the institution of slavery. Slaves were sent in large numbers to the colonies from the Caribbean Islands and Africa in most part to the southern colonies. African American slaves began to replace indentured servants in the colonies since they were a more permanent source of labor. The southern colonies were defined by their cash crop economy as they prospered by growing valuable crops such as cotton and tobacco. Many slaves were brought to America to work on large plantations in the south. African American slaves were thought of as property rather than free individuals. It wasn't until the 1860s that they began to gain some of the same rights as their white counterparts. The Civil War ending in

1865 led to the abolishment of slavery but African Americans were still seen as second class citizens. The 13th, 14th, and 15th amendments to the constitution legally improved African Americans' rights yet there was much set back to these rights actually being granted by some southern states. The right to vote was especially debated and had to be continually fought for through the late 19th and 20th century.

The time of reconstruction in America was the rebuilding of the south following its defeat in the Civil War. Progress was made by the government in the period of radical reconstruction but it was not accepted by the Southern governments who still held on to the notion that blacks were not true American citizens. Eric Foner in "Forever Free" writes about such examples like the ruling in Williams vs. Mississippi. This court decision ruled that Mississippi didn't violate the fifteenth amendment and it encouraged the disenfranchisement movement. This shows how legal action by the government to grant blacks the right to vote was not accepted by many angry Southerners. They saw their defeat in the Civil War as an end to their way of life and they held back the right to vote in many southern state governments. This shows the legislation to help African Americans gain the right to vote didn't matter when there were few consequences for passing restrictions. Other restrictions were also put forth by southern states to restrict the rights of blacks to vote. Such examples are the poll tax, literary test and grandfather clauses. In a pamphlet published in Philadelphia in 1901, it shows how many southern states had requirements for blacks such as their requirement to pay a poll tax in order to vote. This was a disadvantage for blacks who were often not wealthy enough to pay the poll tax to vote. This was just another effort put forth by whites

who wanted to deny blacks their right to vote despite the legislation made by government. Whites, especially in the south put forth several measures to cancel out the progress made by government to ensure African Americans the right to vote.

In the 20th century the movement to gain more rights for African Americans most notably the right to vote, continued with even more diligence. Desegregation of schools and buses after the Montgomery bus boycott led to a Civil Rights movement that was mostly defined by nonviolent protest to gain progress. A leading figure in this movement was none other than Martin Luther King Jr. whose work with Rosa Parks and marches in Birmingham, Alabama and Washington D.C. led to the Civil Rights Act passed by the federal government to end segregation. The Voting Rights Act of 1965 was passed shortly after. Gary May in 2013 writes how this law gave African Americans around the nation the encouragement and support to exercise this right and describes how this law transformed democracy. It also was a large success for the civil rights movement. This Act was met with great success as it greatly increased the amount of registered voters in the south. This is clearly depicted by the percentages of voting-age registered voter increased after the act was passed in 1965.

Although there was some success in gaining more rights for African Americans to vote, the issues still endures today. President Barack Obama addresses these issues on the 50th anniversary of The Voting Rights Act. With strict and unfair laws passed by state governments, blacks are still being discouraged from voting. There were both successes and defeats in the fight for African American voting rights and the issue still endures in US today.

## Anchor Level 4

### The response:

- Develops all aspects of the task for African American voting rights
- Is more analytical than descriptive (central aspect of democracy the right to vote and have a say in government; many Americans not allowed to vote because of gender or race; right to vote ongoing struggle for Americans who were central to its founding and development—African American men and women; United States is based on freedoms and rights of people but even after slavery abolished African Americans struggled to gain voting rights; 13th, 14th, and 15th amendments legally improved African American rights yet setback by some southern states; legislation to help African Americans gain right to vote did not matter when there were few consequences for passing restrictions; poll taxes were a disadvantage for blacks who often were not wealthy enough to pay them; Voting Rights Act gave African Americans encouragement and support to exercise right to vote; strict and unfair laws passed by states; blacks still being discouraged from voting)
- Incorporates relevant information from documents 1, 2, 4, 5, and 6
- Incorporates relevant outside information (Constitution did not define voting rights; African Americans in lower social and political hierarchy early days of the colonies; slaves sent in large numbers from Caribbean islands and Africa mostly to southern colonies; African Americans began to replace indentured servants as permanent source of labor; southern colonies defined by cash crop economy growing valuable crops; many slaves brought to America to work on plantations and thought of as property; progress made by government in period of Radical Reconstruction but not accepted by Southern governments who held onto notion that blacks were not true American citizens; legal action to grant blacks right to vote not accepted by Southerners who saw defeat in Civil War as end to their way of life; grandfather clause used to restrict blacks from voting; desegregation of schools and buses after Montgomery bus boycott led to civil rights movement; Martin Luther King Jr.'s work with Rosa Parks and marches in Birmingham, Alabama and Washington D.C. led to the Civil Rights Act)
- Supports the theme with relevant facts, examples, and details (right to vote especially debated and continually fought for through late 19th and 20th centuries; court decision in *Williams v. Mississippi* ruled Mississippi did not violate 15th amendment and encouraged disenfranchisement; poll taxes and literacy tests put forth by Southern states to restrict blacks from voting; Civil Rights Act passed; Voting Rights Act increased amount of registered voters in the South)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that discusses how the issue of African American voting rights continues today

**Conclusion:** Overall, the response fits the criteria for Level 4. Relevant outside information establishes a good historical context for voting and civil rights challenges faced by African Americans. Thoughtful conclusions although somewhat repetitive are integrated throughout the response and would benefit from additional supporting facts and details.

The history of the United States has come with a fair share of both agreeable times as well as times that have provoked debate over constitutional and civic issues. Such discussions have been the leading force in several notable movements which individuals, groups, and governments have attempted to address. Whether their efforts prove to be a success or failure, their attempt lives in history. Yet some efforts remain contested in terms of resolution, such as the push for African American voting rights. Given the racist and discriminating attitudes towards African Americans which dates back to the start of the United States, numerous efforts that individuals, government, or groups have created in order to address this issue still lingers on to this day.

The stripping of the voting rights of African Americans existed far beyond Abraham Lincoln's Emancipation Proclamation as well as the passing of the 13th, 14th, and 15th amendments. Beginning in the late 19th century, states, especially southern states, implemented discriminating laws now infamously regarded as Jim Crow Laws. Jim Crow Laws established an unequal treatment of African Americans like requiring that they socially segregate from whites. Other laws heavily emphasized restrictions place upon the voting rights of African Americans. In many southern states, African Americans could not vote for a candidate they supported unless they payed a mandatory poll tax and passed a strict literacy test (Document 2). With the majority of the nation already suppressing them, meeting these requirements in order to elect the people who promised to fix the system became highly unlikely.

As the deplorable treatment of African Americans continued throughout the United States, courageous leaders, groups, and

government officials broke the social constrict in order to grant African Americans their voting rights. Immense improvements began to take place in the 1960s during the civil rights movement. During this time, the unheard were heard. The unspoken spoke. Influential leaders like Martin Luther King during his March on Washington Speech unhesitantly exposed the unjust parties of the United States. In other cases, groups like the Student Nonviolent Coordinating Committee organized volunteers to work for equality. In such places as Mississippi, around 60% of the volunteers were white and would work on voter registration and teach in schools (Document 3). The progressive movements during the 1960s rightfully shined a light upon the outright discriminating practices of the nation of the time and pushed the government to take action.

The effects of the determined efforts of the African Americans voting rights movement are still prevalent in current society. While there has been a significant increase in the number of registered black voters, some current practices may discourage African Americans from exercising their constitutional right. Responding to the demands of the 1960s civil rights movement, Congress passed a Voting Rights Act which guaranteed voting rights and ended racial discrimination in voting. Prior to the passing of the Act, only 29.3% of African American citizens in southern states have registered to vote, while 73.4% of whites in southern states were registered. However, after the implementation of the Act, 52.1% of African Americans had registered to vote, while the percentage of white registered voters went up only a little (Document 5). Despite the rightful achievement, corrupt practices still are in existence 50 years after the establishment of the voting



Rights Act. For instance, several questionable measures that make the process of voting more difficult to achieve have sprouted in recent years. It seems that even in our democracy some people would rather see fewer people of color voting. After the 2010 election, state lawmakers began to propose laws that would require aggressive voter ID tactics and make restoring voting rights for people with past criminal convictions a more arduous task (Document 6b). The segregatory, discriminatory, and unjust attitudes and behaviors of some states have to continue to be addressed by reform efforts, even if they take a long time to achieve.

### Anchor Level 3

**The response:**

- Develops all aspects of the task with some depth for African American voting rights
- Is more analytical than descriptive (whether efforts to address issue prove to be a success or failure, the attempt lives in history; some efforts remain contested in terms of resolution; efforts to address African American voting rights still linger today; stripping African American voting rights existed far beyond Lincoln’s Emancipation Proclamation; with majority of nation already suppressing them, meeting requirements to elect people who promised to fix system highly unlikely for African Americans; as despicable treatment of African Americans continued throughout United States, courageous leaders, groups, and government officials broke social construct to grant African American voting rights; during 1960s the unheard were heard and unspoken spoke; progressive movements during 1960s rightfully shone a light upon outright discriminatory policies at that time and pushed government to take action; some current practices may discourage African Americans from exercising this constitutional right; despite rightful achievements, corrupt practices still in existence fifty years after passage of Voting Rights Act; several questionable measures that make process of voting more difficult to achieve have sprouted in recent years; seems that even in our democracy some people would rather see fewer people of color voting; segregatory, discriminatory, and unjust attitudes and behaviors have to continue to be addressed by reform efforts even if take a long time to achieve)
- Incorporates relevant information from documents 2, 3, 4, 5, and 6
- Incorporates some relevant outside information (racist and discriminatory attitudes towards African Americans dates back to start of United States; passing of 13th, 14th, and 15th amendments; beginning in late 19th century, states especially southern states implemented discriminatory laws now infamously regarded as Jim Crow laws; Jim Crow laws established unequal treatment of African Americans such as requiring that they socially segregate from whites; influential leaders such as Martin Luther King Jr. during his March on Washington speech unhesitantly exposed unjust practices)
- Includes relevant facts, examples, and details (in many southern states African Americans could not vote unless paid a mandatory poll tax and passed a literacy test; improvements began to take place during civil rights movement of 1960s; groups such as Student Nonviolent Coordinating Committee organized volunteers to work for equality in Mississippi and would work on voter registration and teach in schools; Congress passed Voting Rights Act which guaranteed voting rights and ended racial discrimination in voting; prior to passage of Voting Rights Act only 29.3 percent of African American citizens in southern states registered while percentage of white registered voters went up only a little; after 2010 election state lawmakers began to propose laws requiring aggressive voter ID tactics and make restoring voting rights for people with past-criminal convictions a more arduous task)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a one sentence conclusion

**Conclusion:** Overall, the response fits the criteria for Level 3. Document interpretation is supported by good explanations and some relevant outside information. Thoughtful conclusions throughout the response would have benefited from additional supporting facts and details.

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 voting rights.

Williams v. Mississippi was a Supreme Court case that fought for the voting rights of the African Americans, according to Document [1], but the Supreme Court ruled it 'invalid' because it, in fact, did not violate the Fifteenth Amendment, since they did not "on their face discriminate between races."

But this did not go unnoticed by the African American society. For an African American, it was forbidden to vote or be part of the voting process in the South, and even if they were allowed, there were a lot of conditions accompanying voting. They needed to be able to read and write, which most African Americans of this time could not do, they needed to pay poll taxes, and the conditions provided, according to Document [2], these groups of people just could not be part of the voting process.

Finally they had enough, they marched on county courthouses, confronted sheriffs and went to jail, according to Document [4]. They suffered a brutal attack from state troopers and local vigilantes on the 7th of March, 1965. And their efforts were not in vain. This event that took place touched the nation's heart, forcing President Lyndon B. Johnson to place a voting rights bill in front of his political agenda. Due to this, it permitted many Americans (African) to vote in the South. The Voting Rights Act of 1965 changed Democracy in America forever.

And today this act of courage and bravery of these African Americans is still being remembered. President Obama made remarks about this event that took place in the United States' history according to Document [6a], he remarked their acts of bravery, even though they felt threatened, they went up time and time again to vote because if it was not for them, African Americans might still feel threatened today.

But many people in this time and age are still afraid of being discriminated from voting. Some states still have some laws in place that makes it difficult for people to vote, according to Document [6b], restricting people from voting based on their past criminal records or needing to have an ID card in order to vote. And this just shows the interests of people who do not see it right for everyone to vote instead of the interest of the millions of people who have accepted African Americans into their lives and into society.

These African Americans had the courage to stand up to the odds that were stacked against them, moving the heart of a nation and for this, it will always be remembered because they changed the course of American lives, American Society, American government and America forever.

## Anchor Level 2

### **The response:**

- Minimally develops all aspects of the task for African American voting rights
- Is primarily descriptive (African Americans forbidden to vote or be part of voting process in South, and even if allowed many conditions accompanying voting; to vote needed to be able to read and write which most African Americans could not do at the time; efforts in Selma not in vain as event touched nation's heart; Voting Rights Act of 1965 changed democracy in America forever; many people today still afraid of being discriminated from voting; millions of people have accepted African Americans into their lives and society but some still do not think they should vote)
- Incorporates limited relevant information from documents 1, 2, 4, and 6
- Presents no relevant outside information
- Includes relevant facts, examples, and details (Supreme Court ruled in *Williams v. Mississippi* that state law did not violate 15th amendment; needed to pay poll taxes to vote; African Americans marched on county courthouses, confronted sheriffs, and went to jail; African Americans suffered brutal attacks from state troopers and local vigilantes on March 7, 1965; events in Selma forced President Johnson to place a voting rights bill in front of his political agenda which resulted in many African Americans in South being able to vote; President Obama made remarks about bravery of African Americans trying to vote again and again even though felt threatened; some states still have laws in place which make it difficult for people to vote; people with criminal records find it difficult to vote)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a general analytic conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Interpretation of document information addresses all aspects of the task and demonstrates a limited understanding of African American voting rights. The inclusion of a few analytic statements strengthens the discussion.

Throughout United States history, many constitutional and civic issues have been debated by Americans. African American voting rights is one of these issues. African American voting rights, an issues that began in the 1800's, has had a multitude of efforts by outside groups to address this constitutional issue.

The issue of African American voting rights arose in the south in 1898, gained popularity after the trial of Williams vs. Mississippi which stated that the "provisions of the states 1890 constitution did not violate the Fifteenth Amendment (1)." Since this, solutions to address this civic issue have been rising. One example of this, is in 1964 when "750 volunteers helped to work on voter registration, man community centers, and teach in Freedom Schools (3)." Second, even the government became aware of the issue and in 1965, "President Lyndon B. Johnson placed a voting rights bill at the forefront of his presidential campaign (4)." Lastly, the voting rights bill of 1965 increased voter turnout by almost half, for African American voters (5).

As you can see, African American voting rights has always been a constitutional and civic issue. However, many groups and organizations have made the effort to change these unconstitutional laws.

## Anchor Level 1

### **The response:**

- Minimally addresses all aspects of the task for African American voting rights
- Is descriptive (issue gained popularity in 1898 after *Williams v. Mississippi*; President Johnson placed a voting rights bill at forefront of his presidential campaign)
- Includes minimal information from documents 1, 3, 4, and 5
- Presents no relevant outside information
- Includes relevant facts, examples, and details (issue of African American voting rights began in 1800s; *Williams v. Mississippi* stated provisions of the state's 1890 constitution did not violate 15th amendment; in 1964 volunteers helped to work on voter registration, man community centers, and teach in Freedom Schools; Voting Rights bill of 1965 increased voter turnout by almost half for African American voters)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that are a restatement of the theme

**Conclusion:** Overall, the response fits the criteria for Level 1. Simplistic statements address all aspects and demonstrate a limited understanding of the task; while, one general sentence is employed to mention the extent to which efforts were successful. Generalizations and lack of explanation further weaken the effort.

Before 1967 African Americans had many protests, sit ins, and meetings about voting rights. Individuals such as Martin Luther King JR, Rosa Parks, and Malcolm X played huge roles in the African American voting rights movement. The 1900's were important years for African Americans in gaining civil and voting rights. In 1898 the court case Williams vs. Mississippi it was ruled that states suffrage provisions did not violate the 1890 constitution (Doc 1). Louisiana's African American voters depleted heavily from 130,000 to 1,000 (Doc 1). After these events African Americans took many stands. Southern states set up voting restrictions for African Americans such as in Alabama you must be able to read and write, and also own \$300 worth of property (Doc 2). Also many African Americans could not pay the poll taxes required to vote (Doc 2). The South placed many restrictions to limit number of African American voters.

African Americans did take many events against the voting laws. One event in Selma, Alabama would change voting rights forever. MLK JR led many protesters in a protest that was later attacked by troops (Doc 4). President Lyndon B. Johnson then passed a voting rights bill which would increase voting for black and white Americans (Doc 5).

Before 1967 American dealt with the worst of the African American voting rights movement. There were many groups and individuals such as Rosa Parks, and NAACP to help the movement.



In the United States, at times there has been a tyranny of the majority. Minorities like African Americans, Jews, Latinos, LGBTQ+ community have suffered discrimination. Nowhere is this more evident than in the long legacy of blacks overcoming disenfranchisement. Starting from the early days of America, and stretching until today, African Americans have engaged in a battle for their right to vote.

The circumstances surrounding this fact are vast. After indentured servants were slowly phased out of the colonial North American economy in favor of African slaves, an ideology began to develop. It stated that blacks were inferior to whites. Slaves were considered simply property. Thus when the constitution was being written, slaves didn't even count as a whole person. A black person only counted as 3/5 of a person, according to the Founders. Even if this count was established to determine legal representation in a state, slaves couldn't vote (Doc 1). It was only after the Civil War, and the passing of the 15th amendment, that blacks were finally granted the right to vote (males of course). Yet, this was hardly the end of this struggle.

Soon after, local and state governments went to work to disenfranchise newly liberated black voters. One way to do this was a list of requirements obviously purposed towards preventing blacks from voting (Doc 2). There was poll tax, which they couldn't pay because they had little money after being freed. The requirement to own also drained them, as in slavery they owned nothing. And how could they know how to read and write since they were denied an education? The results were clear, as Southern African American voting basically disappeared (Doc 1). Officials were much more sympathetic to whites who fell into those categories, and the southern states basically broke

the 15th amendment with no punishment. It was later, in the 1960's, that certain groups of whites and blacks began to actively push back. Northern groups of mostly white students would travel south to initiate mass voter registration projects, in order to ensure the black vote was represented (Doc 3). As usual, the federal government waffled for a bit. Marches, strikes, and sit-ins began to occur with frequency, not just over suffrage but over the racist institution of Jim Crow as a whole. Eventually, in 1965, Lyndon B. Johnson oversaw the passing of the Voting Rights Act, allowing blacks to vote free of extraneous and discriminatory laws. Black registration in the south leaped up to over 50% in southern states (Doc 5). At long last, the battle over black suffrage could be concluded with a victory.

Despite the success in their previous century, voter suppression laws didn't fall by the wayside. Plenty of states have restrictions that disproportionately target black Americans (Doc 6b). These include restrictions such as stricter voter ID laws and voting hours cut short. The monumental battle in the '60's for suffrage was a turning point of Civil Rights. Unfortunately, this battle must be fought. Institutionalized racism will be hard to eliminate, but it is a conflict worth fighting.

The United States is a nation that began with deep roots in slavery. For many of its early years, African Americans were viewed as little more than objects; as property that could be bought, sold, and transported. The Civil War brought a legal end to this practice, as Congress passed the 13, 14, and 15 Amendments and granted freedom, citizenship, and suffrage to African Americans. Unfortunately, even with the passage of the 15th Amendment, many Americans were unwilling to grant suffrage, a right that had previously only been held by white men only. To blacks faced with physical, verbal, and legal obstacles, the expansion of voting rights to African Americans was a long, arduous process.

The most obvious restriction of African American voting rights was seen in the Southern United States during the post-Reconstruction period. Believing the 15th Amendment to be a direct violation to their culture, the Southern States effectively nullified the amendment and took numerous measures to restrict voting eligibility among blacks. Many whites in the south saw African Americans as inferior and had no intention of treating them as equals. The federal government did little to help the worsening political situation of African Americans. As stated by Eric Foner, the Supreme Court decided suffrage restrictions in Mississippi did not discriminate between the races. This meant “states’ rights” to keep African Americans from voting would continue. (Doc 1) Laws or qualifications such as poll taxes and literacy tests greatly restricted black voters, as many former slaves were poor and illiterate. As seen in a pamphlet titled “The Things that Qualify a Colored Man to Vote in the Southern States,” a black man “must pay [his] poll tax,” and could only register to vote “if [he] can read and write” (Doc 2).

Unfortunately, these methods proved to be very effective in decreasing the number of eligible black voters. As stated by Eric Foner, "Louisiana, for example, reduced the number of black voters from one hundred thirty thousand to one thousand" (Doc 1). The attempts made by the southern states to eliminate black voters from elections were successful in allowing whites to dominate politics and continue racist Jim Crow policies. Laws such as the Voting Rights Act in the 1960s outlawed practices such as literacy tests, and poll taxes were eliminated by an amendment.

In response to restrictions placed on blacks' suffrage rights, action was taken to establish racial equality in the U.S. The Civil Rights Movement of the 1960s was the height of the push for equality as numerous organizations resisted prejudice and discrimination. Some groups such as Black Nationalists and leaders such as Malcolm X took a more radical approach, advocating the separation of races so that blacks could thrive on their own, especially after violence was committed in Mississippi and Selma (Doc 3 and Doc 4). Other groups, such as the Student Nonviolent Coordinating Committee (SNCC) took a nonviolent approach to achieve equality with sit-ins and voting rights marches. As described by Gary Bay, these protesters "marched on county courthouses, confronted sheriffs, and went to jail" (Doc 4). Civil disobedience and peaceful protests were attacked by state troopers and vigilantes. These eventually caught the attention of American leaders, who felt obligated to protect black rights. Lyndon B. Johnson was one such leader, who, driven by national conscience, supported a voting rights bill in 1965. This bill outlawed voting registration restrictions (like those in place in the South), and thus caused the number of

registered black voters in the South to skyrocket. Between 1965 and 1967, the total percentage of the voting - age blacks who registered to vote rose from 29.32% to 52.12% in the south (Doc 5). In this sense, the fight for voting equality during the 1960s was pretty successful because it meant more African Americans would have their opinions heard, which transformed American democracy (Doc 4).

Unfortunately, the issue of racial equality both inside and outside the voting booth continues to plague Americans today. The Voting Rights Act is losing power, due to "court decisions and interpretations of the law." (Doc 62). Therefore, blacks and other minorities still do not enjoy full equality. The fight for equal voting rights, as a result, must continue.

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Injustices towards African-Americans have been despicably common throughout United States history. For centuries, the North American colonies belonging to the British used them as an unpaid enslaved source of labor, and this remained their status for nearly a century after the U.S. gained independence. After the Civil War, the passage of the 13th, 14th, and 15th Amendments began the process of achieving equality for blacks by ending slavery, granting them equal protection under the law, and establishing universal male suffrage. However, there was a significant amount of resistance to these amendments, especially from the South. The debates regarding voting rights in particular for African-Americans would continue, and still the discussion has not been fully resolved. Though the efforts of voting rights advocates at every level in this country have been successful there remains the danger that the progress achieved can be reversed if measures are not taken to prevent such an event.

The initial attempts to establish voting rights for blacks in the South were conducted by the Radical Republican Congress through the passage of the Reconstruction amendments discussed earlier as well as the Freedmen's Bureau. Unfortunately, the opposition they faced long term in the South was sufficiently strong to make their efforts relatively ineffective. When Reconstruction ended, southern states generally disregarded these amendments and returned to Dred Scott times when African Americans were not considered citizens. Some of the push-back was through illegal activities and fear-mongering, as evidenced by the actions of the KKK, which killed and intimidated blacks to keep them from voting. However, southern redeemer state governments even managed to pass legislation to discourage blacks

from voting. Mississippi came up with poll taxes and residency requirements to restrict African American voting. When the Supreme Court agreed it was ok to do that in *Williams vs. Mississippi* more southern states did the same. For example, as Eric Foner discusses in his book, *Forever Free: The Story of Emancipation Reconstruction*, the 1890 Louisiana constitution established voting requirements that made it virtually impossible for blacks to vote. Some of these difficult requirements are mentioned in "What a colored man should do to vote:" poll taxes, literacy tests, and property requirements were among them. The economic conditions of African Americans (who were often share croppers) made it very difficult to meet property requirements. Years of not being allowed to attend school could not be quickly overcome by Freedmen schools, which meant African Americans often could not pass literacy tests. Early supporters of voting rights for blacks such as Frederick Douglass and W.E.B. DuBois were somewhat unsuccessful in achieving their goals.

De jure segregation, which worsened after *Plessy vs. Ferguson*, along with few economic opportunities and voting restrictions led to a civil rights movement for African-Americans that only gained strength in the 1960s. Many volunteers both black and white from the North went to the South in an attempt to help African Americans exercise their voting rights, as described in "The Student Voice" from one of the leading desegregationist groups of this time period: the Student Nonviolent Coordinating Committee (SNCC). They worked with SNCC activists such as Fannie Lou Hamer to organize Freedom Summer to encourage voter registration. Knowing their work was dangerous, the SNCC asked President Johnson for protection. Unfortunately it

took the Bloody Sunday violence at Selma for the president to realize that civil rights protestors needed protection and the country needed to take action to protect voting rights. Protests such as the March on Washington and the march in Selma, Alabama which, as Gary May puts it in Bending Toward Justice, “touched the conscience of the nation, forcing President Lyndon B. Johnson to place a voting rights bill at the forefront of his Great Society agenda.” This bill, the Voting Rights Act of 1965, finally made it far easier and safer for Southern blacks and blacks throughout the nation to vote. The tables regarding “Registration by race, before and after 1965, in Southern states covered by the Voting Rights Act” demonstrate how effective it was: from registration percentages as low as 6.7% in Mississippi, the Act led to percentages above 50% in every state it affected. In 1965 African Americans were finally given the voting rights they should have had with the passage of the 15th Amendment in the 1860s. No longer facing literacy tests or poll taxes after the 24th Amendment was passed, more African Americans voted and ran for public office and could therefore have their opinions count. It created the system which finally granted blacks the accessibility to voting that is fundamental to democracy. That accessibility unfortunately is now being threatened by states who want fewer African Americans to vote.

The struggles of blacks for voting rights have been hard-fought, and their ultimate success with the passage of the Voting Rights Act of 1965 should have been a happy ending to the story. While some states have followed the law and are making it easier to vote by setting up early voting and ballot box drop-off, other states are making it harder to vote. As President Barack Obama warned in his 2015 “Remarks



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**Civic Literacy Essay—Practice Paper – D**

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on the Voting Rights Act," new laws and judicial interpretations have only weakened voting rights; many states have passed new restrictive legislation, even since the 2016 legislation. These laws have not helped our country become democratic but in fact seem to make the country less democratic. We all must remain adamant in our defense of civil liberties. It is for this very reason that we must study history to understand the sacrifices made by those who fought for voting rights and democracy and understand that we might be called on to do the same. So that we do not replicate the mistakes of our past as we go into the future.

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Throughout American history there have been many civil rights disputes. Over the course of time there has been realization that treating people differently based on the color of their skin is not right. Although this premise may seem very obvious there is still prejudice impacting us in our lives. Voting is one of the democratic values we hold dear in America, however some people have not always had the right. African Americans (and some white people) have had to fight for the right to vote for decades and even today there are restrictions we are facing.

After slavery was eradicated in the United States there were still civil liberties African Americans did not obtain. The right to vote was far out of reach with several restrictions placed upon black people." "In Alabama, Louisiana, Mississippi, North Carolina, South Carolina, Virginia and Tennessee, YOU MUST PAY YOUR POLL TAX, YOU MUST REGISTER AND HOLD YOUR CERTIFICATE OF REGISTRATION. If you can read and write you can register" (Document 2).

Although the restrictions may seem unconstitutional the Supreme Court ruled they were fair. "In 1898, the Supreme court encouraged the disenfranchisement movement by ruling, in the *William v. Mississippi* that the suffrage provisions of the state's 1890 constitution did not violate the Fifteenth Amendment" (Document 1). This led to a lot of African Americans and white people unable to vote.

To combat this unfairness many groups and protests were established. One of the most famous protests towards the suffrage movement was BLOODY SUNDAY. "That event touched the conscience of the nation, forcing President Lyndon B. Johnson to place a voting rights bill at the forefront of his political agenda." (Document 4)

Although this bill allowed African Americans to vote there have been new regulations put in place that further oppress them." State legislatures have instituted procedures and practices that, although on the surface may appear neutral, have the effect of discouraging people from voting ..." (Document 6). So although the Voting Rights Act was successful for a short period of time newfound restrictions have further weakened the effectiveness. If laws to protect the voting rights of individuals then history may repeat itself.

## Practice Paper A—Score Level 1

### The response:

- Minimally addresses all aspects of the task for African American voting rights
- Is descriptive (1900s important years for African Americans in gaining civil and voting rights; many African Americans could not pay poll taxes required to vote; South placed many restrictions to limit number of African American voters; protest in Selma, Alabama changed voting rights forever; President Johnson passed a voting rights bill which would increase voting for black and white Americans); includes faulty application (court case of *Williams v. Mississippi* ruled state suffrage provisions did not violate 1890 constitution; in Alabama African Americans had to be able to read and write and also own \$300 worth of property)
- Includes minimal information from documents 1, 2, 4, and 5
- Presents little relevant outside information (individuals such as Martin Luther King Jr., Rosa Parks, and Malcolm X played huge roles in African American voting rights movement; in Selma, Alabama, Martin Luther King Jr. led many in a protest that was attacked by troops)
- Includes few relevant facts, examples, and details (before 1967 African Americans had many protests, sit-ins, and meetings about voting rights; Louisiana’s African American voters decreased from 130,000 to 1,000; Southern states set up voting restrictions for African Americans)
- Demonstrates a general plan of organization; includes an introductory sentence and a general conclusion

**Conclusion:** Overall, the response fits the criteria for Level 1. Simplistic statements, some of which contain faulty information, reference all aspects of the task. Some relevant outside information is mentioned but lacks explanation.

## Practice Paper B—Score Level 3

### The response:

- Develops all aspects of the task with some depth for African American voting rights
- Is both descriptive and analytical (at times United States has been a tyranny of the majority and minorities have suffered discrimination; starting in early days of America and stretching until today African Americans engaged in battle for right to vote; soon after Civil War local and state governments went to work to disenfranchise newly liberated black voters; blacks could not pay poll taxes because had little money after being freed; requirement to own property drained blacks as in slavery could own nothing; blacks could not know how to read and write since denied an education; as result of requirements voting by African Americans in southern states basically disappeared; officials much more sympathetic to whites who did not meet requirements and southern states basically broke 15th amendment with no punishment; Voting Rights Act allowed blacks to vote free of extraneous and discriminatory laws; despite success in previous century voter suppression laws didn't exactly fall by the wayside, states have restrictions that disproportionately target black Americans; monumental battle in 1960s for African American voting rights a turning point in history of civil rights but unfortunately battle must still be fought; institutional racism hard to eliminate but it is a conflict worth fighting for)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (indentured servants slowly phased out of colonial North American economy in favor of African slaves; ideology began to develop that blacks inferior to whites and slaves simply considered property; when Constitution written slaves did not count as a whole person but as 3/5ths of a person according to Founders, established to determine legal representation in a state; only after Civil War and passing of 15th amendment were blacks granted right to vote, but only males; marches, strikes, and sit-ins began to occur with frequency not just over suffrage but over racist influence of Jim Crow as a whole)
- Includes relevant facts, examples, and details (state and local governments made list of requirements to prevent blacks from voting such as poll taxes; in 1960s groups of whites and blacks began to push back against voting restrictions; northern groups of mostly white students traveled south to initiate mass voter registration projects to ensure black vote represented; eventually in 1965 President Johnson oversaw passing of Voting Rights Act; with Voting Rights Act black registration in South leaped up to over 50 percent in southern states; current restrictions for black Americans to register to vote include stricter voter identification laws and shorter voting hours)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that discusses why African American voting rights have gone backwards

**Conclusion:** Overall, the response fits the criteria for Level 3. Important concepts and relevant document interpretation support a discussion that demonstrates a good understanding of the issue of African American voting rights. Analytic statements would have benefited from further development.

## Practice Paper C—Score Level 4

### The response:

- Develops all aspects of the task for African American voting rights
- Is both descriptive and analytical (African Americans viewed as property that could be bought, sold, and transported; faced with physical, verbal, and legal obstacles; expansion of voting rights to African Americans a long, arduous process; Southern states believed 15th amendment direct violation to their culture so took measures to restrict voting eligibility of blacks; many Southern whites saw African Americans as inferior and had no intention of treating them as equals; federal government did little to help worsening political situation of African Americans; Supreme Court decision in *Williams v. Mississippi* meant “states’ rights” to keep African Americans from voting would continue; American leaders eventually felt obligated to protect black rights; fight for voting equality during 1960s successful because more African Americans would have opinions heard, transforming American democracy; issue of racial equality both inside and outside voting booth continues to plague America)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (United States begins with deep roots in slavery; Civil War brought legal end to practice of slavery; 13th, 14th, and 15th amendments granted freedom, citizenship, and suffrage to African Americans; attempts made by Southern states to eliminate black voters successful in allowing whites to dominate politics and continue racist Jim Crow policies; Voting Rights Act outlawed practices such as literacy tests; poll taxes eliminated by an amendment; Black Nationalists and leaders such as Malcolm X took more radical approach advocating separation of races so blacks could thrive on own; civil disobedience and peaceful protests eventually caught attention of American leaders)
- Supports the theme with relevant facts, examples, and details (Supreme Court decided suffrage restrictions in Mississippi did not discriminate between races; poll taxes and literacy tests greatly restricted black voters; Louisiana restricted number of black voters from one hundred thirty thousand to one thousand; passage of Voting Rights Act; civil rights movement of 1960s; violence committed in Mississippi and Selma; Student Nonviolent Coordinating Committee (SNCC) took a nonviolent approach with sit-ins and marches; protesters marched on county courthouses, confronted sheriffs, and went to jail; President Johnson supported a voting rights bill in 1965; between 1965 and 1967 total percentage of voting-age blacks who registered to vote rose from 29.3 percent to 52.1 percent in South)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses the historical circumstances surrounding African American voting rights and a conclusion that discusses reasons why the fight for African American voting rights must continue

**Conclusion:** Overall, the response fits the criteria for Level 4. Document interpretation is supported by relevant outside information and good analytic statements. Thoughtful conclusions would have benefited from additional supporting facts and details.

## Practice Paper D—Score Level 5

### The response:

- Thoroughly develops all aspects of the task evenly and in depth for African American voting rights
- Is more analytical than descriptive (injustices towards African Americans common throughout United States history; significant amount of resistance to 13th, 14th, and 15th amendments; danger remains that progress achieved can be reversed; years of not being allowed to attend school could not be quickly overcome by Freedmen schools; Voting Rights Act of 1965 made it easier and safer for blacks to vote; in 1965 African Americans finally given voting rights should have had with 15th amendment; accessibility to voting fundamental to democracy and now threatened by states who want fewer African Americans to vote; new laws and judicial interpretations weakened voting rights making country less democratic)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (British North American colonies used African Americans as unpaid enslaved source of labor; after Civil War process began of achieving equality for blacks by ending slavery, granting equal protection under the law, and establishing universal male suffrage; initial attempts to establish voting rights for blacks conducted by Radical Republicans through passage of Reconstruction amendments; when Reconstruction ended Southern states generally returned to Dred Scott times when African Americans not considered citizens; some of push-back through illegal activities and fear mongering by Ku Klux Klan which intimidated blacks to keep them from voting; early supporters of voting rights for blacks such as Frederick Douglass and W.E. B. DuBois unsuccessful in achieving goals; de jure segregation which worsened after *Plessy v. Ferguson*, few economic opportunities, and voting restrictions led to civil rights movement for African Americans in 1960s; volunteers worked with SNCC activists such as Fannie Lou Hamer to organize Freedom Summer; protests such as Bloody Sunday and March on Washington touched conscience of nation; no longer facing literacy tests or poll taxes after 24th amendment more African Americans voted and ran for public office; some states making it easier to vote by setting up early voting and ballot box drop-offs)
- Richly supports the theme with many relevant facts, examples, and details (Mississippi used poll taxes and residency requirements to restrict African American voting; support from Supreme Court encouraged more southern states to restrict African American voting; 1890 Louisiana constitution establish requirements that make it virtually impossible for blacks to vote; poll taxes, literacy tests, and property requirements stopped blacks from voting; many volunteers both black and white from North went to South in attempt to help African Americans gain voting rights)
- Demonstrates a logical and clear plan of organization; includes an introduction that briefly summarizes the history of African American voting rights and a conclusion that discusses the extent to which efforts have been successful

**Conclusion:** Overall, the response fits the criteria for Level 5. An analytical treatment of the task is supported by references to documents that segue to the integration of outside information. A strong case is made for the importance of vigilance as it applies to protecting voting rights and democracy.

## Practice Paper E—Score Level 2

### **The response:**

- Minimally develops all aspects of the task for African American voting rights
- Is both analytical and descriptive (over course of time realization that treating people differently because of color of skin not right; prejudice still impacts our lives; voting one of democratic values we hold dear in America although some people have not always had that right; African Americans and some white people have had to fight for right to vote for decades and even today restrictions; with right to vote far out of reach for African Americans; Supreme Court encouraged disenfranchisement movement; events of Bloody Sunday touched conscience of nation; new regulations put in place after Voting Rights Act appear neutral on surface but discourage African Americans from voting)
- Incorporates limited relevant information from documents 1, 2, 4, and 6
- Presents little relevant outside information (after slavery eradicated in United States still civil liberties African Americans did not obtain)
- Includes relevant facts, examples, and details (in Alabama, Louisiana, Mississippi, North Carolina, South Carolina, Virginia, and Tennessee, African Americans must pay a poll tax, must register, and hold a certificate of registration to vote; *Williams v. Mississippi* ruled suffrage provisions of state's 1890 constitution did not violate 15th amendment; Bloody Sunday led President Johnson to place a voting rights bill at forefront of his political agenda)
- Demonstrates a general plan of organization; includes an analytic introduction and a conclusion

**Conclusion:** Overall, the response fits the criteria for Level 2. Brief explanations of document information address all aspects of the task. A few evaluative statements scattered throughout the discussion demonstrate a limited understanding of voting restrictions faced by African Americans.



***The Chart for Determining the Final Examination Score for the January 2024 Regents Examination in United States History and Government* will be posted on the Department's web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.**

### **Submitting Teacher Evaluations of the Test to the Department**

Suggestions and feedback from teachers provide an important contribution to the test development process. The Department provides an online evaluation form for State assessments. It contains spaces for teachers to respond to several specific questions and to make suggestions. Instructions for completing the evaluation form are as follows:

1. Go to <https://www.nysed.gov/state-assessment/teacher-feedback-state-assessments>.
2. Select the test title.
3. Complete the required demographic fields.
4. Complete each evaluation question and provide comments in the space provided.
5. Click the SUBMIT button at the bottom of the page to submit the completed form.

## January 2024 Regents Exam in United States History and Government

### Chart for Converting Total Test Raw Scores to Final Examination Scores (Scale Scores)

To determine the total score for Part I, Part II and Part IIIA, add together the total number of Part I multiple-choice questions answered correctly, the total credits received for Part II (Set 1 and Set 2) and the total credits received for Part IIIA. For example, a student answering **20** multiple-choice questions correctly on Part I, receiving **8** credits on Part II and receiving **5** credits on Part IIIA would have a total score for Part I, Part II and Part IIIA of **33** (= 20 + 8 + 5).

To determine the student's final score, locate the student's total Part IIIB essay score across the top of the chart and the total Part I, Part II and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of **3** and a total Part I, Part II and Part IIIA score of **33** would receive a final examination score of **80**.

		Total Part IIIB Essay Score										
		0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5
Total Part I, Part II, and Part IIIA Score	0	0	5	10	15	19	23	27	31	35	38	42
	1	3	8	13	18	22	26	30	34	37	40	44
	2	7	12	16	21	25	29	32	36	39	43	46
	3	10	15	19	23	27	31	35	38	42	45	48
	4	13	18	22	26	30	34	37	40	44	47	50
	5	16	21	25	29	32	36	39	43	46	49	52
	6	19	23	27	31	35	38	42	45	48	51	54
	7	22	26	30	34	37	40	44	47	50	53	55
	8	25	29	32	36	39	43	46	49	52	54	57
	9	27	31	35	38	42	45	48	51	54	56	59
	10	30	34	37	40	44	47	50	53	55	58	60
	11	32	36	39	43	46	49	52	54	57	59	62
	12	35	38	42	45	48	51	54	56	59	61	63
	13	37	40	44	47	50	53	55	58	60	63	65
	14	39	43	46	49	52	54	57	59	62	64	66
	15	42	45	48	51	54	56	59	61	63	66	67
	16	44	47	50	53	55	58	60	63	65	67	69
	17	46	49	52	54	57	59	62	64	66	68	70
	18	48	51	54	56	59	61	63	66	67	69	71
	19	50	53	55	58	60	63	65	67	69	70	72
	20	52	54	57	59	62	64	66	68	70	72	73
	21	54	56	59	61	63	66	67	69	71	73	74
	22	55	58	60	63	65	67	69	70	72	74	75
	23	57	59	62	64	66	68	70	72	73	75	76
	24	59	61	63	66	67	69	71	73	74	76	77
	25	60	63	65	67	69	70	72	74	75	77	78
	26	62	64	66	68	70	72	73	75	76	78	79
	27	63	66	67	69	71	73	74	76	77	79	80
	28	65	67	69	70	72	74	75	77	78	80	81
	29	66	68	70	72	73	75	76	78	79	81	82
	30	67	69	71	73	74	76	77	79	80	82	83
	31	69	70	72	74	75	77	78	80	81	83	84
	32	70	72	73	75	76	78	79	81	82	84	86
	33	71	73	74	76	77	79	80	82	83	85	86
	34	72	74	75	77	78	80	81	83	84	86	87
	35	73	75	76	78	79	81	82	84	86	86	88
	36	74	76	77	79	80	82	83	85	86	87	89
	37	75	77	78	80	81	83	84	86	87	88	90
	38	76	78	79	81	82	84	86	86	88	90	91
	39	77	79	80	82	83	85	86	87	89	91	93
	40	78	80	81	83	84	86	87	88	90	92	94
	41	79	81	82	84	86	86	88	90	91	93	95
	42	80	82	83	85	86	87	89	91	93	95	97
	43	81	83	84	86	87	88	90	92	94	96	98
	44	82	84	86	86	88	90	91	93	95	97	100

Scale Scores to Performance Levels				
Level 1:	Level 2:	Level 3:	Level 4:	Level 5:
0-54	55-64	65-75	76-84	85-100