

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 22, 2025 — 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 excerpt below and on your knowledge of social studies.

. . . It is Ordered, sentenced, and decreed, that there shall be yearly two General Assemblies or Courts, the one the second Thursday in April, the other the second Thursday in September following; the first shall be called the Court of Election, wherein shall be yearly chosen from time to time, so many Magistrates and other public Officers as shall be found requisite [needed]: Whereof one to be chosen Governor for the year ensuing and another be chosen, and no other Magistrate to be chosen for more than one year: provided always there be six chosen besides the Governor, which being chosen and sworn according to an Oath recorded for that purpose, shall have the power to administer justice according to the Laws here established, and for want thereof, according to the Rule of the Word of God; which choice shall be made by all that are admitted freemen and have taken the Oath of Fidelity, and do cohabit within this Jurisdiction having been admitted inhabitants by the major part of the Town wherein they live or the major part of such as shall be then present. . . .

Source: Fundamental Orders of Connecticut, Section 1, January 14, 1639

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|--|---|---|
| 1 The Fundamental Orders of Connecticut represent an early step in the colonial advance toward | : | 2 Which colonial development was most similar to the Fundamental Orders of Connecticut? |
| (1) representative government | : | (1) Maryland Toleration Act |
| (2) an American monarchy | : | (2) Virginia House of Burgesses |
| (3) freedom of speech and of the press | : | (3) Proclamation of 1763 |
| (4) abolition of slavery | : | (4) Stamp Act |
-

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

. . . This treaty [Louisiana Purchase] must of course be laid before both houses, because both have important functions to exercise respecting it. They I presume will see their duty to their country in ratifying & paying for it, so as to secure a good which would otherwise probably be never again in their power. But I suppose they must then appeal to *the nation* for an additional article to the constitution, approving & confirming an act which the nation had not previously authorised. The constitution has made no provision for our holding foreign territory, still less for incorporating foreign nations into our union. . . .

Source: Thomas Jefferson, letter to John Breckinridge, August 12, 1803 (adapted)

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|--|---|
| 7 Which claim about the Constitution is best supported by this letter? | 8 One major goal for President Thomas Jefferson in purchasing the Louisiana Territory was that it would |
| (1) It does not specifically state how to incorporate foreign territory. | (1) promote the growth of manufacturing in the South |
| (2) The Senate must provide the money for this purchase. | (2) establish a base to exert control over Caribbean trade |
| (3) Adding articles to the Constitution requires presidential approval. | (3) help the United States expand the slave trade |
| (4) The Supreme Court must review treaties. | (4) give the United States full control of the Mississippi River |
-

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

. . . As to the policy I “seem to be pursuing” as you say, I have not meant to leave any one in doubt.

I would save the Union. I would save it the shortest way under the Constitution. The sooner the national authority can be restored; the nearer the Union will be “the Union as it was.” If there be those who would not save the Union, unless they could at the same time *save* slavery, I do not agree with them. If there be those who would not save the Union unless they could at the same time *destroy* slavery, I do not agree with them. My paramount object in this struggle *is* to save the Union, and is *not* either to save or to destroy slavery. If I could save the Union without freeing *any* slave I would do it, and if I could save it by freeing *all* the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that. What I do about slavery, and the colored [African American] race, I do because I believe it helps to save the Union, and what I forbear, I forbear because I do *not* believe it would help to save the Union. . . .

Source: Letter from President Abraham Lincoln to Horace Greeley, August 22, 1862

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| 9 According to this letter, President Abraham Lincoln’s primary goal in fighting the Civil War was to | 10 What was one action President Lincoln took to achieve his primary goal? |
| (1) advance the cause of Northern abolitionists | (1) He signed the Homestead Act. |
| (2) save the Union | (2) He vetoed a federal draft law. |
| (3) extend the vote to African Americans | (3) He issued the Emancipation Proclamation. |
| (4) free African Americans enslaved in Confederate territory | (4) He supported passage of the Pacific Railway Act. |
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Base your answers to questions 11 and 12 on the cartoon below and on your knowledge of social studies.

“HIT HARDER, THEODORE!”



Source: Charles Green Bush, August 7, 1902, Library of Congress (adapted)

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|---|--|
| 11 Which statement most accurately represents the point of view of this cartoonist?
(1) President Roosevelt supported logging in national parks.
(2) President Roosevelt opposed regulation of big business.
(3) President Roosevelt refused to involve the attorney general in regulating monopolies.
(4) President Roosevelt must use the full force of the law to end the power of trusts. | 12 What law is this cartoonist referring to?
(1) Pacific Railway Act
(2) Chinese Exclusion Act
(3) Sherman Antitrust Act
(4) Dawes Act |
|---|--|

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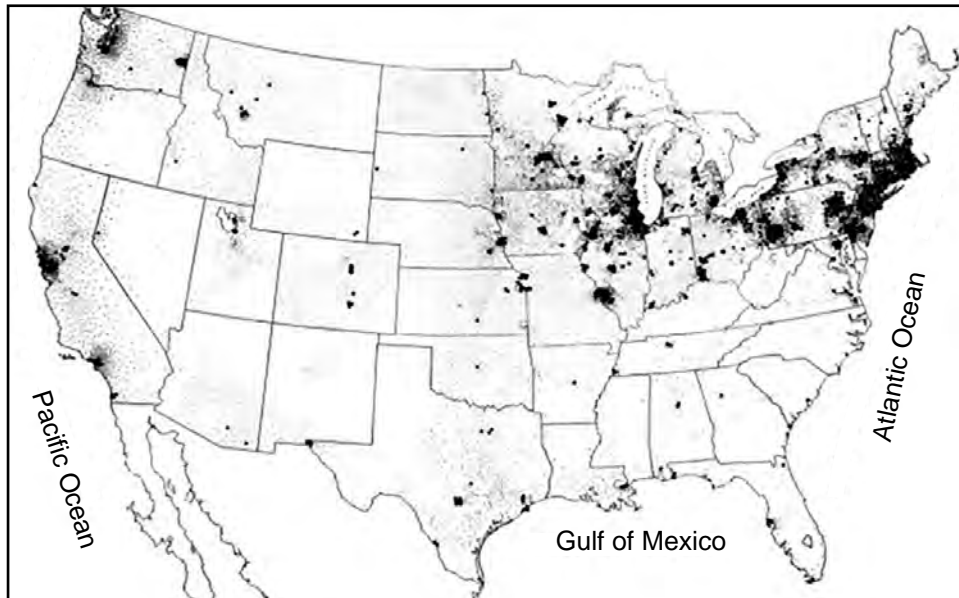
Base your answers to questions 13 and 14 on the photograph and map below and on your knowledge of social studies.

Mulberry Street in New York City, c. 1900



Source: Library of Congress (adapted)

Distribution of Foreign-Born Whites in the United States, 1910



Source: Edward Alsworth Ross, *The Old World in the New: The Significance of Past and Present Immigration to the American People*, 1914 (adapted)

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| <p>13 Which conclusion is best supported by these documents?</p> <p>(1) Immigration to Texas and the Southwest outpaced other regions.</p> <p>(2) Northeastern cities became a refuge for immigrant families in the early 20th century.</p> <p>(3) Agriculture was the dominant occupation for most immigrants in the Midwest.</p> <p>(4) The steel and petroleum industries grew near the Great Lakes because of rail transportation.</p> | <p>14 The situation presented in these documents was addressed in the 1920s when</p> <p>(1) legislation was passed limiting the number of immigrants</p> <p>(2) overcrowded cities received federal housing assistance</p> <p>(3) immigrants were relocated to less populated areas</p> <p>(4) deportation programs were eliminated</p> |
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Base your answers to questions 15 and 16 on the message below and on your knowledge of social studies.

. . . As a people we have played a large part in the world, and we are bent upon making our future even larger than the past. In particular, the events of the last four years have definitely decided that, for woe or weal [poverty or prosperity], our place must be great among the nations. We may either fall greatly or succeed greatly; but we can not avoid the endeavor from which either great failure or great success must come. Even if we would, we can not play a small part. If we should try, all that would follow would be that we should play a large part ignobly [dishonorably] and shamefully. . . .

Source: President Theodore Roosevelt, Second Annual Message to Congress, December 2, 1902

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| <p>15 In his 1902 message to Congress, President Theodore Roosevelt expressed support for the</p> <p>(1) creation of a permanent United States military</p> <p>(2) European colonization of Latin America</p> <p>(3) traditional United States foreign policy of isolationism</p> <p>(4) expansion of the United States as a world power</p> | <p>16 Which action was most consistent with the ideas expressed in this message?</p> <p>(1) United States construction of the Panama Canal</p> <p>(2) opposition to the Open Door policy</p> <p>(3) signing consumer protection legislation</p> <p>(4) creation of the National Park Service</p> |
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Base your answers to questions 17 and 18 on the statement below and on your knowledge of social studies.


. . . This social security measure gives at least some protection to thirty millions of our citizens who will reap direct benefits through unemployment compensation, through old-age pensions and through increased services for the protection of children and the prevention of ill health. . . .

This law, too, represents a cornerstone in a structure which is being built but is by no means complete. It is a structure intended to lessen the force of possible future depressions. It will act as a protection to future Administrations against the necessity of going deeply into debt to furnish relief to the needy. The law will flatten out the peaks and valleys of deflation and of inflation. It is, in short, a law that will take care of human needs and at the same time provide the United States an economic structure of vastly greater soundness. . . .

Source: President Franklin D. Roosevelt, statement on signing the Social Security Act, August 14, 1935

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|---|---|
| 17 According to President Franklin D. Roosevelt, a major purpose of the Social Security system was to | 18 By signing the Social Security Act into law, President Roosevelt was keeping his promise that the federal government would |
| (1) end years of industrial practices that had hurt workers | (1) take a more active role in the economy to improve the well-being of citizens |
| (2) eliminate deficits and balance the federal budget | (2) give tax breaks to corporations to expand production and increase employment |
| (3) improve medical care through grants to hospitals | (3) protect the life savings of people who had trusted their banks |
| (4) provide benefits to jobless and aged citizens | (4) regulate the activities of the stock market in the future |
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Base your answers to questions 19 and 20 on the document below and on your knowledge of social studies.

<p style="text-align: center;">570897 DA UNITED STATES OF AMERICA OFFICE OF PRICE ADMINISTRATION</p> <p style="text-align: center;">WAR RATION BOOK FOUR</p> <p>Issued to <u>Gale Anderson</u> <small>(Print first, middle, and last names)</small></p> <p>Complete address <u>R-1</u> <u>Marsy Pa.</u></p> <p style="text-align: center;">READ BEFORE SIGNING</p> <p>In accepting this book, I recognize that it remains the property of the United States Government. I will use it only in the manner and for the purposes authorized by the Office of Price Administration.</p> <p>Void if Altered _____ <small>(Signature)</small></p> <p style="text-align: center;"><i>It is a criminal offense to violate rationing regulations.</i></p> <p>OPA Form R-145 18-35879-1</p>	<p style="text-align: center;"></p> <p style="text-align: center;">NEVER BUY RATIONED GOODS WITHOUT RATION STAMPS</p> <p style="text-align: center;">NEVER PAY MORE THAN THE LEGAL PRICE</p> <p style="text-align: center;"><i>United States Office of Price Administration</i></p> <hr/> <p>IMPORTANT: When you have used your ration, salvage the TIN CANS and WASTE FATS. They are needed to make munitions for our fighting men. Cooperate with your local Salvage Committee.</p> <p style="text-align: center;"><small>U. S. GOVERNMENT PRINTING OFFICE: 1943 18-34870-1</small></p>
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Source: Office of Price Administration

- 19 Why did the government establish a wartime rationing system?
- (1) to limit consumption of critical, scarce resources
 - (2) to avoid price controls on goods and services
 - (3) to protect the property of the United States
 - (4) to help law enforcement prosecute criminal offenses

- 20 Public acceptance of government rationing was based on the belief that it
- (1) would increase profits for small farmers
 - (2) would eliminate the influence of big businesses on political candidates
 - (3) was basically a fair and equitable system
 - (4) guaranteed women equal pay for equal work

Base your answers to questions 21 and 22 on the statement below and on your knowledge of social studies.

In [South] Korea the Government forces, which were armed to prevent border raids and to preserve internal security, were attacked by invading forces from North Korea. The Security Council of the United Nations called upon the invading troops to cease hostilities and to withdraw to the 38th parallel. This they have not done, but on the contrary have pressed the attack. The Security Council called upon all members of the United Nations to render every assistance to the United Nations in the execution of this resolution. In these circumstances I have ordered United States air and sea forces to give the Korean Government troops cover and support.

The attack upon Korea makes it plain beyond all doubt that Communism has passed beyond the use of subversion to conquer independent nations and will now use armed invasion and war. It has defied the orders of the Security Council of the United Nations issued to preserve international peace and security. In these circumstances, the occupation of Formosa [Taiwan] by Communist forces would be a direct threat to the security of the Pacific area and to United States forces performing their lawful and necessary functions in that area. . . .

I know that all members of the United Nations will consider carefully the consequences of this latest aggression in Korea in defiance of the Charter of the United Nations. A return to the rule of force in international affairs would have far-reaching effects. The United States will continue to uphold the rule of law. . . .

Source: President Harry Truman, statement on the situation in Korea, June 27, 1950

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| 21 What was a major reason for President Harry Truman's June 27, 1950, statement? | 22 What made the response to North Korea's invasion of South Korea different from past conflicts? |
| (1) the United States commitment to the Cold War policy of containment | (1) The Soviet Union and the United States became allies. |
| (2) an attempt to gain the support of China to halt aggression against South Korea | (2) The aggression of North Korea ended when the Soviet Union intervened. |
| (3) the continuing presence of Japanese forces in Korea after World War II | (3) Members of the United Nations supplied troops to defend South Korea. |
| (4) the announcement of a plan to reunite North and South Korea | (4) Neighboring Southeast Asian nations were divided over which side to support. |

Base your answer to question 23 on the excerpt from the speech below and on your knowledge of social studies.

Three years ago the Supreme Court of this nation rendered in simple, eloquent and unequivocal language a decision which will long be stenciled on the mental sheets of succeeding generations. For all men of good will, this May 17 decision came as a joyous daybreak to end the long night of segregation. It came as a great beacon light of hope to millions of distinguished people throughout the world who had dared only to dream of freedom. It came as a legal and sociological deathblow to the old Plessy doctrine of "separate-but-equal." It came as a reaffirmation of the good old American doctrine of freedom and equality for all people.

Unfortunately, this noble and sublime decision has not gone without opposition. This opposition has often risen to ominous proportions. Many states have risen up in open defiance. The legislative halls of the South ring loud with such words as "interposition" and "nullification." Methods of defiance range from crippling economic reprisals to the tragic reign of violence and terror. All of these forces have conjoined to make for massive resistance.

But, even more, all types of conniving methods are still being used to prevent Negroes [African Americans] from becoming registered voters. The denial of this sacred right is a tragic betrayal of the highest mandates of our democratic traditions and it is democracy turned upside down. . . .

Source: Dr. Martin Luther King Jr., "Give Us the Ballot," May 17, 1957

23 What was one method that was used to deny African Americans the voting rights mentioned in this speech?

- (1) literacy tests and poll taxes
 - (2) deployment of federal troops
 - (3) bus boycotts and sit-ins
 - (4) student protests
-

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

"All the News That's Fit to Print"

The New York Times.

LATE CITY EDITION
U. S. Weather Bureau Report (Page 20) Forecast:
Cloudy and cool today and tonight.
Monday fair, tomorrow:
Temp. range: 65-31. Yesterday: 62.4-49.2.

VOL. CVII., No. 36,414. © 1957, by The New York Times Company. Printed in New York, N. Y. NEW YORK, SATURDAY, OCTOBER 5, 1957. U. S. Mailed at Special Rate of \$12.00 per Year. City Office: 1230 Ave. of the Americas. FIVE CENTS

SOVIET FIRES EARTH SATELLITE INTO SPACE; IT IS CIRCLING THE GLOBE AT 18,000 M. P. H.; SPHERE TRACKED IN 4 CROSSINGS OVER U. S.

Source: *New York Times*, October 5, 1957

- 24 Why were Americans worried by the event described in this headline?
- (1) They feared the United States was being overtaken in the Cold War arms race.
 - (2) They believed the satellite might have a negative effect on weather patterns.
 - (3) They thought launching the satellite violated international law.
 - (4) They were concerned about the effects of satellite technology on future prosperity.
- 25 What was one direct result of the event described in this headline?
- (1) President Eisenhower mobilized the military for an attack.
 - (2) The United Nations condemned the Soviet Union's actions.
 - (3) Congress mandated that families build fallout shelters.
 - (4) Congress passed legislation to promote science education in schools.

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

... Every device of which human ingenuity is capable has been used to deny this right. The Negro [African American] citizen may go to register only to be told that the day is wrong, or the hour is late, or the official in charge is absent. And if he persists, and if he manages to present himself to the registrar, he may be disqualified because he did not spell out his middle name or because he abbreviated a word on the application.

And if he manages to fill out an application he is given a test. The registrar is the sole judge of whether he passes this test. He may be asked to recite the entire Constitution, or explain the most complex provisions of State law. And even a college degree cannot be used to prove that he can read and write. . . .

Source: President Lyndon B. Johnson, Special Message to Congress, "The American Promise"

- 26 Congress responded to President Lyndon B. Johnson's message by passing the
- (1) Equal Pay Act of 1963
 - (2) Voting Rights Act of 1965
 - (3) Immigration Act of 1965
 - (4) Americans with Disabilities Act of 1990

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



Source: *New York Times*, December 20, 1998

- 27 Which constitutional principle is illustrated by these headlines?
- (1) federalism (3) judicial review
(2) checks and balances (4) reserved powers
- 28 Which president faced the same constitutional challenge as President Bill Clinton?
- (1) Jimmy Carter (3) Andrew Johnson
(2) William McKinley (4) George W. Bush
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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.

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

AMENDMENT XIV (1868)

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

AMENDMENT XV (1870)

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Source: 14th and 15th amendments, United States Constitution

Document 2

. . . *Miss Anthony*—When I was brought before your honor for trial, I hoped for a broad and liberal interpretation of the Constitution and its recent amendments, that should declare all United States citizens under its protecting aegis [shield] that should declare equality of rights the national guarantee to all persons born or naturalized in the United States. But failing to get this justice—failing, even, to get a trial by a jury not of my peers—I ask not leniency at your hands—but rather the full rigors of the law. . . .

Judge Hunt—The sentence of the Court is that you pay a fine of one hundred dollars and the costs of the prosecution.

Miss Anthony—May it please your honor, I shall never pay a dollar of your unjust penalty. All the stock in trade I possess is a \$10,000 debt, incurred by publishing my paper—The Revolution—four years ago, the sole object of which was to educate all women to do precisely as I have done, rebel against your man-made, unjust, unconstitutional forms of law, that tax, fine, imprison and hang women, while they deny them the right of representation in the government; and I shall work on with might and main to pay every dollar of that honest debt, but not a penny shall go to this unjust claim. And I shall earnestly and persistently continue to urge all women to the practical recognition of the old revolutionary maxim, that “Resistance to tyranny is obedience to God.”

Source: *An Account of the Proceedings on the Trial of Susan B. Anthony on the Charge of Illegal Voting*, Rochester, New York, 1874

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.

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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 2** and explain how *audience*, **or** *purpose*, **or** *bias*, **or** *point of view* affects this document's use as a reliable source of evidence

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

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

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

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

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

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

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

Document 1

Thomas Whately served as Great Britain's Secretary to the Treasury from 1763–1765 under Prime Minister George Grenville and was the primary author of the Stamp Act.

. . . The Revenue that may be raised by the Duties which have been already, or by these if they should be hereafter imposed, are all equally applied by Parliament, *towards defraying* [paying] *the necessary Expenses of defending, protecting, and securing, the British Colonies and Plantations in America.* . . . They have indeed their own civil Governments besides to support; but *Great Britain* has her civil Government too; she has also a large Peace Establishment to maintain; and the national Debt, tho' so great a Part, and that the heaviest Part of it has been incurred [assumed] by a War undertaken for the Protection of the Colonies, lies solely still upon her. . . .

Source: Thomas Whately, *The Regulations Lately Made Concerning the Colonies, and the Taxes Imposed Upon Them, Considered*, January 1765 (adapted)

Document 2

The Stamp Act Congress met to discuss colonists' concerns about British taxation.

. . . I. That his Majesty's Subjects in these Colonies, owe the same Allegiance to the Crown of *Great-Britain*, that is owing from his Subjects born within the Realm, and all due Subordination to that August [noble] Body the Parliament of *Great-Britain*.

II. That his Majesty's Liege [obligated] Subjects in these Colonies, are entitled to all the inherent Rights and Liberties of his Natural born Subjects, within the Kingdom of *Great-Britain*.

III. That it is inseparably essential to the Freedom of a People, and the undoubted Right of *Englishmen*, that no Taxes be imposed on them, but with their own Consent, given personally, or by their Representatives.

IV. That the People of these Colonies are not, and from their local Circumstances cannot be, Represented in the House of Commons in *Great-Britain*.

V. That the only Representatives of the People of these Colonies, are Persons chosen therein by themselves, and that no Taxes ever have been, or can be Constitutionally imposed on them, but by their respective Legislature. . . .

XIII. That it is the Right of the *British* Subjects in these Colonies, to Petition the King, or either House of Parliament. . . .

Source: Declaration of Rights and Grievances, Stamp Act Congress, October 19, 1765 (adapted)

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 2** 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: Debate Over Ratification of the Treaty of Versailles

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 *the debate over ratification of the Treaty of Versailles*.

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 impact of the efforts on the United States and/or on American society

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

During World War I, President Woodrow Wilson announced his 14 Points, which he hoped would be included in the Treaty of Versailles.

“I [Woodrow Wilson] can predict with absolute certainty that within another generation there will be another world war if the nations of the world do not concert the method [agree to a plan] by which to prevent it.”

Once Wilson knew that the U.S. would be unable to avoid entering the war, he worked to find a way to stop such a war from happening again. In January 1918 he announced the 14 Points, a set of principles designed to remove the causes of another great war. The 14 Points included an international organization to keep the peace, by providing a place where disputes could be discussed and mediated. The 14 Points inspired the peoples of the Allied Nations and gave them hope that another great war could be prevented. When Wilson traveled to Europe in late 1918 to attend the Paris Peace Conference, he was met by crowds numbering in the millions in Britain, France and Italy.

At the Peace Conference in 1919, Wilson moved the seat of the presidency to Paris for six months while he commanded the attention of the world. He was faced with the leaders of the Allied Nations determined to win as many concessions and as much territory as they could for their countries. Wilson argued and fought with them through June of 1919 to make as fair a treaty as possible under the circumstances. Wilson drew up terms of peace including his design for a League of Nations, a world body to settle future conflicts among nations. . . .

Source: “League of Nations,” The President Woodrow Wilson House (adapted)

31 Based on this document, what is **one** historical circumstance surrounding the ratification of the Treaty of Versailles? [1]

Score

Document 2

After discussing the proposed treaty provisions relating to the League of Nations with President Woodrow Wilson, Senator Henry Cabot Lodge gave an address to the United States Senate on February 28, 1919.

. . . Animated by the conviction that he would “follow no man and vote for no measures which, however well intended, seem in my best judgement to lead to dissensions [disagreements] rather than to harmony among the nations or to injury, peril, or injustice to my country,” and his insistence that the Senate, “which is charged with responsibility. . . should investigate every proposal with the utmost thoroughness,” Lodge’s address was a painstaking critique of the League’s constitution. He began with the impassioned argument that the document repudiated [contradicted] George Washington’s September 17, 1796, Farewell Address and the Monroe Doctrine, two sacred canons [principles] of American foreign policy. “I ask the press and the public and, of course, the Senate to consider well the gravity of this proposition,” Lodge pleaded, “before it takes the heavy responsibility of finally casting aside these policies which we have adhered to for a century and more and under which we have greatly served the cause of peace both at home and abroad.”

Turning to the specific provisions of the proposed draft, Lodge argued that the provision guaranteeing the independence and territorial integrity of all members was particularly troubling. He warned that, to insure that guarantee, the United States “must be in possession of fleets and armies capable of enforcing them at a moment’s notice.” . . .

Source: “Henry Cabot Lodge: Constitution of the League of Nations,” *Classic Senate Speeches*, U.S. Senate

- 32 Based on this document, what is **one** historical circumstance surrounding the debate over ratification of the Treaty of Versailles? [1]

Score

Document 3

Again and again, my fellow citizens, mothers who lost their sons in France have come to me and, taking my hand, have shed tears upon it not only, but they have added, “God bless you, Mr. President!” Why, my fellow citizens, should they pray God to bless me? I advised the Congress of the United States to create the situation that led to the death of their sons. I ordered their sons oversea. . . . They believe, and they rightly believe, that their sons saved the liberty of the world. They believe that wrapped up with the liberty of the world is the continuous protection of that liberty by the concerted [united] powers of all civilized people. They believe that this sacrifice was made in order that other sons should not be called upon for a similar gift—the gift of life, the gift of all that died. . . .

You will say, “Is the League an absolute guaranty against war?” No; I do not know any absolute guaranty against the errors of human judgment or the violence of human passion, but . . . I ask you this: If it is not an absolute insurance against war, do you want no insurance at all? Do you want nothing? Do you want not only no probability that war will not recur, but the probability that it will recur? The arrangements of justice do not stand of themselves, my fellow citizens. The arrangements of this treaty are just, but they need the support of the combined power of the great nations of the world. . . .

Source: President Woodrow Wilson, The Pueblo Speech, September 25, 1919

33 According to President Woodrow Wilson, why should the Senate approve the Treaty of Versailles? [1]

Score

Document 4

. . . Opposition in the Senate to the Covenant of the League of Nations, led by Republican Henry Cabot Lodge of Massachusetts, was directed in particular at Article X, which stated that members would “undertake to respect and preserve as against external aggression the territorial integrity and existing political independence of all Members of the League” and that “the Council shall advise upon the means.” Many Americans believed with Lodge that through the treaty the United States would be committed to an “entangling alliance” and that other nations could determine its foreign policy by obliging it to participate in action against aggressors.

Deciding that an appeal to the country would force the Senate into line for the necessary two-thirds vote, President Wilson traveled over 8,000 miles by train and spoke forty times in twenty-two days. He became ill, and was forced to abandon his appeal. Wilson never succeeded in mustering enough votes to have the treaty passed as he had originally proposed it. Yet his belief in the original proposal was so intense that he used his influence to keep his supporters from agreeing to the changes which could have brought passage. . . .

Source: Leonard F. James, *American Foreign Policy*, Scott, Foresman and Company, 1967

- 34 According to Leonard F. James, what is **one** reason Senator Henry Cabot Lodge opposed the League of Nations? [1]

Score

Document 5a

ALL MERCHANDISE ADVERTISED IN THE TRIBUNE IS GUARANTEED

New York Tribune

First to Last - the Truth: News - Editorials - Advertisements

THE WEATHER
Show or rain to-day; probably fair and slightly warmer to-morrow; increasing strong winds. Full Report on Last Page

Vol. LXXIX No. 26,788

SATURDAY, MARCH 20, 1920

Senate Kills Treaty; Returns It to Wilson; Vote Is 49 to 35; 24 Democrats Oppose It

Source: *New York Tribune*, March 20, 1920

Document 5b

The Gap in the Bridge



Source: Leonard Raven-Hill, *Punch* (adapted)

35 Based on these documents, what is **one** impact of the efforts to ratify the Treaty of Versailles? [1]

Score

Document 6

. . . In the end Wilson failed largely because the country had never really abandoned its isolationist predilections [preferences], particularly the assumption that the United States unaided could maintain its national security. During the war, these convictions were driven underground. It is astonishing that despite the tradition of isolation, despite Wilson's collapse, despite partisan bitterness and the animosity of ethnic groups, 85 per cent of the senators voting on November 19 were willing to accept the League in some form. Yet even if the country had entered the League, it is doubtful that Americans would have been willing to assume their full obligations. The United States had not been prepared by a threat to its own security for the kind of enterprise [action] it was later to undertake in Korea. It had insufficient incentive for abandoning either isolation or absolute national sovereignty. It would take the chastening experience of World War II, Hiroshima, and the Cold War to provide that incentive. . . .

Source: William E. Leuchtenburg, *The Perils of Prosperity: 1914–1932*, The University of Chicago Press, 1993

- 36 According to William E. Leuchtenburg, what is **one** reason President Woodrow Wilson was not successful in gaining support for the Treaty of Versailles? [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: Debate Over Ratification of the Treaty of Versailles

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 *the debate over ratification of the Treaty of Versailles*.

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 impact of the efforts on the United States and/or on American society

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 2025 Regents Examination in United States History and Government

Scoring Key: Part I (Multiple-Choice Questions)

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

MC = Multiple-choice question

January 2025 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 '25	Part II: SEQ I - 29	-	ES	5	1
United States History & Government	January '25	Part II: SEQ II - 30	-	ES	5	1
United States History & Government	January '25	Part IIIA - 31	-	SCF	1	1
United States History & Government	January '25	Part IIIA - 32	-	SCF	1	1
United States History & Government	January '25	Part IIIA - 33	-	SCF	1	1
United States History & Government	January '25	Part IIIA - 34	-	SCF	1	1
United States History & Government	January '25	Part IIIA - 35	-	SCF	1	1
United States History & Government	January '25	Part IIIA - 36	-	SCF	1	1
United States History & Government	January '25	Part IIIB: CLE - 37 Essay	-	ES	5	3

SCF = Scaffold Question

ES = Essay

The chart for determining students' final examination scores for the **January 2025 Regents Examination in United States History and Government** will be posted on the Department's web site at <https://www.nysedregents.org/us-history-govt/> 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.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Wednesday, January 22, 2025 — 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*.

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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 2025

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

AMENDMENT XIV (1868)

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

AMENDMENT XV (1870)

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Source: 14th and 15th amendments, United States Constitution

Document 2

. . . *Miss Anthony*—When I was brought before your honor for trial, I hoped for a broad and liberal interpretation of the Constitution and its recent amendments, that should declare all United States citizens under its protecting aegis [shield] that should declare equality of rights the national guarantee to all persons born or naturalized in the United States. But failing to get this justice—failing, even, to get a trial by a jury not of my peers—I ask not leniency at your hands—but rather the full rigors of the law. . . .

Judge Hunt—The sentence of the Court is that you pay a fine of one hundred dollars and the costs of the prosecution.

Miss Anthony—May it please your honor, I shall never pay a dollar of your unjust penalty. All the stock in trade I possess is a \$10,000 debt, incurred by publishing my paper—The Revolution—four years ago, the sole object of which was to educate all women to do precisely as I have done, rebel against your man-made, unjust, unconstitutional forms of law, that tax, fine, imprison and hang women, while they deny them the right of representation in the government; and I shall work on with might and main to pay every dollar of that honest debt, but not a penny shall go to this unjust claim. And I shall earnestly and persistently continue to urge all women to the practical recognition of the old revolutionary maxim, that “Resistance to tyranny is obedience to God.”

Source: *An Account of the Proceedings on the Trial of Susan B. Anthony on the Charge of Illegal Voting*, Rochester, New York, 1874

United States History and Government
Content-Specific Rubric
Short-Essay Question Set 1 (Question 29)
January 2025

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)
- 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
- Is both descriptive and analytical (applies, analyzes, and/or evaluates information)
- 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— Protection of civil liberties against state infringement

Definition of citizenship

Due process and equal protection of the law

Right of citizens to vote cannot be denied based on race, color, or previous servitude

Document 2—Hope of Anthony for broad interpretation of Constitution and amendments to guarantee equality

Refusal of Anthony to pay fine based on unconstitutional law

Encouragement of women to resist tyranny in obedience to God

Relevant Outside Information

(This list is not all-inclusive.)

Seneca Falls convention

Declaration of Sentiments and Resolutions demanding ballots

Involvement of women’s rights activists in abolition reform movement (Susan B. Anthony, Elizabeth Cady Stanton, Sojourner Truth, Lucretia Mott, Sarah and Angelina Grimké)

Omission of women from 15th amendment inspired continued activism (Susan B. Anthony, Elizabeth Cady Stanton)

Judge in case instructed the all-male jury to issue a guilty verdict without any deliberation

More militant National American Woman’s Suffrage Association

Role of western frontier in promotion of woman’s suffrage (Wyoming)

Activism for suffrage during progressive reform (Carrie Chapman Catt, Alice Paul)

Link between women’s WWI work and passage of 19th amendment

Relationship between the Documents

(This list is not all-inclusive.)

Cause and Effect: After the 14th and 15th amendments were added, Susan B. Anthony decided to test whether she would be allowed to vote under their provisions (she was born in the U.S. and was not disqualified by race).

Turning Point: The narrow interpretation of the 14th and 15th amendments by conservative judges in Susan B. Anthony’s trial showed that women would need a separate amendment to ensure their suffrage, leading to the woman’s suffrage movement and the 19th amendment.

Difference: The 14th and 15th amendments expanded voting rights to one group of Americans—African Americans—while the trial of Susan B. Anthony denied voting rights to another group: women.

America was immersed in strife in the years of the Civil War (1861-1865). Political tensions started to arise between the North and South over what the south called their “peculiar institution”, alluding to the practice of slavery. After the North won the war an era of Reconstruction followed (1865-1877), during which Radical Republicans added the 14th and 15th amendments to the constitution which guaranteed citizenship to former slaves and the right for citizens to vote, which could not be taken away due to color or former condition of servitude (Document 1). However, this attempt to grant suffrage to blacks led many women to question when they would enjoy rights, such as voting, as well.

The 14 and 15 amendments and Anthony’s response (Doc 1; Doc 2 respectively) show a cause and effect relationship. Women’s rights reformers, the most famous one being Susan B. Anthony, demanded woman’s suffrage as well. It is because of the amendments’ shortcomings that Susan B. Anthony boldly entered a polling site in Rochester and cast her vote. Since the 15th amendment gave “citizens” the right to vote Anthony argued that she should not be denied. She refused to pay the fine for her act of civil disobedience and she “urged all women” to resist this tyranny (being disenfranchised) [Doc 2] and to fight for suffrage.

These amendments were a monumental step for equality of ex slaves. The failure of the fifteenth amendment, to not clearly include women caused feminists to organize for action and their movement was a turning point in U.S. History. They would finally receive the right to vote in the 19th amendment which was added to the Constitution after WWI.

Set 1, Anchor Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth
- Is more analytical than descriptive

Historical Context: after the North won the war an era of Reconstruction followed, during which Radical Republicans added the 14th and 15th amendments to the Constitution; this attempt to grant suffrage to Blacks led many women to question when they would enjoy rights such as voting as well

Cause and Effect: it is because of the amendments' shortcomings that Susan B. Anthony boldly entered a polling site in Rochester and cast her vote; since the 15th amendment gave "citizens" the right to vote, Anthony argued that she should not be denied the vote

Turning Point: the failure of the 15th amendment to not clearly include women caused feminists to organize for action, and their movement was a turning point in United States' history; they finally received the right to vote in the 19th amendment, which was added to the Constitution after World War I

- Integrates relevant outside information
Civil War; North and South; "peculiar institution"; slavery; North won; Reconstruction; Radical Republicans; Rochester; cast her vote; civil disobedience; 19th amendment; after World War I
- Supports the theme with many facts and/or examples from the documents
Document 1: 14th and 15th amendments to the Constitution; citizenship; the right for every citizen to vote, which could not be taken away because of color or former condition of servitude
Document 2: she refused to pay the fine; she urged all women to resist this tyranny

Conclusion: Overall, the response fits the criteria for Level 5. The response shows a good understanding of the adoption of the two amendments and the frustration of feminists who were not specifically included in them. Further, the response includes strong analysis in establishing two relationships between the documents.

In the 1860s as the Civil War ends, new amendments are passed after the abolitionists come out victorious from the war. These new changes bring forth new rights with new layers of injustices.

The 14th and 15th amendments led to the Susan B. Anthony trial on the charge of illegal voting. Amendment 14 states all persons born or naturalized in the US are citizens and amendment 15 states the right of citizens to vote cannot be denied based on race, color or previous servitude which Anthony interpreted to mean that everyone, including African Americans, women and men are allowed to vote. Therefore, according to amendments 14 and 15, Susan B. Anthony was exercising her right as a US citizen when she tried to vote. However, the judge ruled that her actions were illegal as all persons, even of all color and race, does not mean women. Susan B. Anthony is fined for trying to vote but she argues back by reasoning that women are citizens as well and should be given equal rights as men. She is fighting against injustice.

Women were not considered to be legal citizens and Susan B. Anthony's arrest and trial proved how truly unequal men and women were. This began the modern women's suffrage movement that gained momentum but was a very long/strenuous fight. Even though women eventually got the right to vote, today, many people still won't accept a woman president.

Set 1, Anchor Level 4

The response:

- Develops *both* aspects of the task in depth
- Is both descriptive and analytical

Historical Context: as the Civil War ends, new amendments are passed after the abolitionists came out victorious from the war; these new changes bring forth new rights with new layers of injustices

Turning Point: Susan B. Anthony's arrest and trial proved how truly unequal men and women were; this began the modern woman's suffrage movement that gained momentum but was a very long/strenuous fight

- Includes some relevant outside information

Civil War; abolitionists; fighting against injustice; women were not considered to be legal citizens; woman's suffrage movement; women eventually got the right to vote; today, many people still won't accept a woman president

- Supports the theme with relevant facts and/or examples from the documents

Document 1: the 14th amendment states all persons born or naturalized in the U.S. are citizens; 15th amendment states the right of citizens to vote cannot be denied based on race, color, or previous servitude

Document 2: according to amendments 14 and 15, Susan B. Anthony was exercising her right as a U.S. citizen when she tried to vote; fined for trying to vote; she is fighting against injustice

Conclusion: Overall, the response meets the criteria for Level 4. The response shows strong understanding of the task and of the relationship between the two documents. It lacks the analysis and historical detail, however, of a higher level paper.

The 14th and 15th amendments were both put into place after the end of the Civil War. Both were meant to give rights to African Americans. Before the Civil War, most African Americans were enslaved in the Southern states, and worked for no money. Slaves were considered property of the slave owner, and had no rights. Once the Civil War started, African-Americans in the North started to gain more respect, they even helped fight in the war. The Emancipation Proclamation was eventually passed during the war and gave the North a cause to fight for, which was to end slavery. When the North won many were expecting new laws regarding African Americans in the country, and two examples of this were the 14th and 15th amendment.

The two documents show a relationship of difference as the documents relate to the same topic but the amendments extend suffrage while the trial denies it. The first document shows how the 14th and 15th amendments are and how they bring every person born in the U.S. citizenship and the right to vote. Document two is an excerpt of a trial in which Susan B. Anthony claims these two amendments are not being enforced fairly. The first document shows how the amendments were supposed to protect the rights of all Americans, but in reality they did not apply to women as shown in the proceedings of Susan B Anthony's trial. She was arrested, tried and given a large fine for voting even though she should have been allowed to.

Set 1, Anchor Level 3

The response:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical
 - Historical Context:* slaves were considered property of the slave owner and had no rights; when the North won, many were expecting new laws regarding African Americans in the country, and two examples of this were the 14th and 15th amendments
 - Difference:* the documents relate to the same topic but the amendments extend suffrage while the trial denies it; the first document shows how the amendments were supposed to protect the rights of all Americans, but in reality they did not apply to women as shown in the proceedings of Susan B. Anthony's trial
- Includes some relevant outside information
 - Civil War; rights to African Americans; African Americans were enslaved in the Southern states; worked for no money; property of the slave owner; helped fight in the war; Emancipation Proclamation; includes an inaccuracy: the Emancipation Proclamation was originally passed
- Includes some relevant facts and/or examples from the documents
 - Document 1:* citizenship; right to vote
 - Document 2:* excerpt of a trial; Susan B. Anthony; these two amendments are not being enforced fairly; she was arrested, tried, and given a large fine

Conclusion: Overall, the response meets the criteria for Level 3. The description of the historical context is more thorough than the explanations of the relationship between the two documents. However, it does recognize that the first document granted suffrage while the second document shows that suffrage was granted in Document 1 but withheld in Document 2.

The historical context surrounding the documents is that they both occur after the Civil War and deal with the effects of the war on United States society. Document 1 is the 14th and 15th amendments, both adopted after the Civil War. The 14th amendment gave all people born in the U.S. the rights of citizens, and the 15th amendment gave freed slaves the right to vote. This was a result of the abolition of slavery and was meant to give African Americans equal rights. Document 2 is a trial case over the right to vote. The trial occurred after the 15th amendment was established, and Susan B. Anthony tried to vote. But since she was a woman, she was not allowed to. Due to the 15th amendment Anthony argued that the right to vote was also being extended to women, but according to the court it was not.

The events in these documents have a cause and effect relationship. The 14th and 15th amendments gave all citizens of the United States equal rights and the right to vote. This led to some women challenging societal norms. With these new amendments guaranteeing equal rights for all, women attempted to better their societal standings and gain the rights that Anthony thought she deserved. Susan B. Anthony's court case resulted from her trying to gain the equal rights promised to her under the 14th and 15th amendments.

Set 1, Anchor Level 2

The response:

- Minimally develops *both* aspects of the task
- Is primarily descriptive
Historical Context: they both occur after the Civil War and deal with the effects of the war on United States society; this was a result of the abolition of slavery and was meant to give African Americans equal rights
Cause and Effect: the trial occurred after the 15th amendment was established and Susan B. Anthony tried to vote; Susan B. Anthony's court case resulted from her trying to gain the equal rights she thought she deserved under the 14th and 15th amendments
- Includes little relevant outside information:
Civil War; abolition of slavery; give African Americans equal rights; trial case over the right to vote
- Includes a few relevant facts and/or examples from the documents
Document 1: 14th and 15th amendments; 14th amendment gave all people born in the United States the rights of citizens and the 15th amendment gave all people the right to vote
Document 2: the trial occurred after the 15th amendment was established; Anthony argued that the right to vote was also being extended to women, but according to the court it was not; Anthony's court case resulted from her trying to gain the equal rights promised to her under the 14th and 15th amendments

Conclusion: Overall, the response meets the criteria for Level 2. The response lacks depth and analysis, however, it demonstrates an understanding of the task and important parts of the documents.

The 14th and 15th Amendments were both added to stop discrimination. The 14th Amendment states, "...nor deny to any person within its jurisdiction the equal protection of the laws" (Doc.1). This shows that American citizens need to have the same rights no matter the race, age, or gender. The 15th Amendment states that, "The right of citizens of the United States to vote shall not be denied." (Doc.1). This shows that every American citizen is able to vote no matter the race or gender. So, both of these Amendments try to limit discrimination and try to keep everyone equal.

Amendments 14 and 15, and the trial of Susan B. Anthony are connected. First off, the 14th and 15th Amendments both tried making every American citizen equal in rights. In Miss Anthony's trial, she says, "I hoped for a . . . liberal interpretation of the Constitution. . . that should declare all United States citizens under its protecting aegis" (Doc. 2). This shows that Miss Anthony was convicted of something that every citizen has a right to have or do. The judge then fined her a hundred dollars. This shows that the 14th and 15th Amendment did not include woman and wasn't really enforced correctly.

Set 1, Anchor Level 1

The response:

- Minimally addresses the task
- Is descriptive; may lack understanding or application
Historical Context: The 14th and 15th amendments were both added to stop discrimination; includes inaccuracies: 14th amendment. . . shows that American citizens need to have the same rights, no matter the race, age, or gender; the 15th amendment. . . shows that every American citizen is able to vote, no matter the race or gender
- Includes minimal or no relevant outside information
amendments added to stop discrimination; amendments tried making every citizen equal in rights
- Includes a few relevant facts and/or examples from the documents
Document 1: the 14th amendment states. . . nor deny any person within its jurisdiction the equal protection of the laws; the 15th amendment states that “the right of citizens of the United States to vote shall not be denied”
Document 2: in Miss Anthony’s trial, she says, “I hoped for a. . . liberal interpretation of the Constitution”; the judge then fined her a hundred dollars

Conclusion: Overall, the response meets the criteria for Level 1. The response begins by incorrectly noting that the 14th and 15th amendments do not deny rights on the basis of gender. And although it recognizes that the amendments were not interpreted fairly, it does not clearly identify a relationship between the two documents.

Rights are something many take for granted, without acknowledging the history of the struggle. In the early days of the republic only rich, white men had suffrage. In the mid nineteenth century at the Seneca Falls Convention, women reformers called for women's suffrage but were ignored. After the Civil War ended slavery, the 14th and 15th Amendments of the U.S. constitution, were added in 1868 and 1870, respectively, granting citizenship rights and voting rights to men of non-white races. Susan B. Anthony was tried for illegal voting in 1874, even though she and many other women believed that they should have had the right to vote under these new amendments. The court case ruled against Anthony and required that she pay a fine, but she refused to on the grounds that it was an unjust law.

The difference between Document 1 and Document 2 is that only one of them shows a step toward voting rights for all. Document 1, consisting of two amendments to the national Constitution, depicts a step forward by guaranteeing all men that were born/naturalized in the U.S. U.S. citizenship, and giving them a right to vote that cannot be prevented or deterred on the grounds of race. On the other hand, Document 2 is a clear example of how these laws still remained sexist and unopen to all, as women weren't specifically included. A conservative approach was taken in the interpretation of these amendments, and thus women were still not considered citizens legally eligible to vote. Furthermore, the trial refused Anthony due process. Therefore, document 1 shows rights strengthened for African Americans but document 2 clearly denied women the same rights.

The Civil War contributed to a series of changes in the United States both politically and culturally. As any significant change would, these had repercussions. The amendment of the U.S. Constitution in the late 19th century led to challenges from women's rights advocates such as Susan B. Anthony.

The Civil War was a complex conflict from which radical changes were born. The war was the result of years of tension between the North and South that had developed because of conflicting ideologies. Members of southern states still valued the superiority of the white man and relied heavily on the practice of slavery, unlike the more greatly industrialized North. The abolition movement flourished at this time and when slaves were emancipated by President Lincoln, the time for lasting change had come. Thus, the 14th and 15th amendments to the constitution were created, extending citizenship and voting rights to every American regardless of race.

Increased advocacy by women in the 19th century was caused by their exclusion from new amendments that were intended to expand voting and citizenship rights. Though the addition of the 14th and 15th amendments was a triumph for those fighting for abolition and the rights of black Americans, it served as a stepping stone for the women's rights movement and caused unrest. Women such as Susan B. Anthony could use the amendments, which were made to be inclusive, to argue that the lack of rights for women in the United States was unjust. Therefore, the addition of new amendments in the late 1800s inspired the growth of the women's rights movement.

Slavery was abolished by the 13th amendment at the end of the bloody Civil War, Radical Republicans then pushed through two amendments to grant freedmen citizenship and suffrage. The 14th Amendment was the recognition of Birthright Citizenship which meant any freed slaves were automatically recognized as American citizens. The 15th Amendment meant that no person would be denied the vote by race or color. Susan B. Anthony was born in the United States but denied the right to vote in the 1874 election in Rochester. Conservative judges narrowly interpreted the 15th amendment to keep women from participating in elections. Like other women who had fought for abolition and freedmen's rights, Anthony was bitter that women had not received suffrage in the 15th amendment. She decided to cast a ballot knowing that she would be arrested.

After an unfair trial before an all-male jury, the judge found her guilty and she was fined \$100. She defiantly said "resistance to tyranny is obedience to God." The trial showed that women would need a separate amendment to ensure their suffrage, making it a turning point for the womens suffrage movement and eventually passage of the 19th amendment.

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

The 14th and 15th amendments were added to the constitution after the Civil War. Originally a war fought by Abraham Lincoln to preserve the union, turned into a war to also end slavery. The North ultimately won the war and passed these amendments to help the now freed slaves to survive. The 14th amendment grants citizenship to "all persons born or naturalized in the United States", and the 15 amendment grants voting rights not to be denied "on account of race, color, or previous condition of servitude."

Womens rights has always been a topic of adversity. As the early colonists settled in America, women were used to have children and take care of them as housewives. There was little opportunity for women to get a good education and be independent. After the Civil War, Susan B. Anthony became a well known women's rights activist. She urged other women to speak out against the injustices they faced because of their gender and she even refused to pay a fine for voting claiming she will not even pay a penny for an unjust crime.

With the passing of the 15th amendment, women assumed with the expansion of voting rights for freed slaves they would also get suffrage. However this was not the case and in fact the courts did not apply the 15th amendment to women which angered women's rights activists. Susan B. Anthony saw this injustice and voted because she knew it should be within her freedoms. The 15th amendment had a lasting impact on pushing women to speak out against gender bias and led to a women's suffrage movement which helped achieve passage of the 19th Amendment, protecting women's right to vote.

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

The Civil Rights movement led to an increase in many rights for people of different genders, races, and nationalities. The 14th and 15th amendments were passed in an effort to give more rights to these groups along with civil disobedience.

Document 1 and Document 2 both show people wanted change. In Document 1 the 14th and 15th amendments are explained. These were passed to give rights to mainly African Americans at the time. Although they were "citizens" they could not vote, and the 15th amendment changed that. The 15th amendment also gave women the right to vote which was not a previous right. Document 2 shows the result of a woman voting before the 15th amendment was passed. Susan B. Anthony was charged and refused to pay her fines because she knew she was right. This practice of disobedience was non-violent and made her point obvious. Document 1 was a result of events like document 2. If the women did not protest for their rights, the equality of today would not exist.

Set 1, Practice Paper A—Score Level 4

The response:

- Develops *both* aspects of the task in depth
- Is both descriptive and analytical
Historical Context: in the early days of the republic, only rich, white men had suffrage; in the mid-nineteenth century, at the Seneca Falls convention, women reformers called for woman's suffrage but were ignored
Difference: the difference between Document 1 and Document 2 is that only one of them shows a step toward voting rights for all; Document 1 shows rights strengthened for African Americans but Document 2 clearly denied women the same rights
- Includes relevant outside information
Seneca Falls convention; only rich, white men had suffrage; Anthony and other women believed that they should have had the right to vote under these new amendments; these laws still remained sexist; women weren't specifically included; a conservative approach was taken in the interpretation
- Supports the theme with relevant facts and/or examples
Document 1: the 14th and 15th amendments were added in 1868 and 1870; granting citizenship rights and voting rights to men of non-white races
Document 2: Susan B. Anthony was tried for illegal voting in 1874; the court case ruled against Anthony and required she pay a fine; she refused to pay the fine on the grounds that it was an unjust law

Conclusion: Overall, the response meets the criteria for Level 4. The response focuses on the theme of suffrage and how the two documents expand that right to one group while denying it to another. Additional details and analysis would have strengthened the response.

Set 1, Practice Paper B—Score Level 2

The response:

- Minimally develops *both* aspects of the task
- Is both descriptive and analytical

Historical Context: the Civil War was a complex conflict from which radical changes were born; the war was the result of years of tension between the North and South that had developed because of conflicting ideologies

Cause and Effect: women such as Susan B. Anthony could use the amendments, which were made to be inclusive, to argue that the lack of rights for women was unjust; the addition of new amendments in the late 1800s inspired the growth of the women’s rights movement

- Includes some relevant outside information

Civil War; years of tension between the North and South, practice of slavery; industrialized North; abolition movement; emancipated by President Lincoln

- Includes a few relevant facts and/or examples from the documents

Document 1: 14th and 15th amendments; extending citizenship and voting rights

Document 2: women such as Susan B. Anthony could use the amendments to argue that the lack of rights for women in the United States was unjust

Conclusion: Overall, the response meets the criteria for Level 2. The response addresses both aspects of the task but neglects Document 2 and makes only weak connections between the documents.

Set 1, Practice Paper C—Score Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth
- Is more analytical than descriptive

Historical Context: slavery was abolished by the 13th amendment at the end of the bloody Civil War, Radical Republicans then pushed through two amendments to grant freedmen citizenship and suffrage

Turning Point: like other women who had fought for abolition and freedmen's rights, Anthony was bitter that women had not received suffrage in the 15th amendment; the trial showed that women would need a separate amendment to insure their suffrage, making it a turning point for the woman's suffrage movement and eventual passage of the 19th amendment

- Integrates relevant outside information
slavery; 13th amendment; bloody Civil War; Radical Republicans; freedmen; birthright citizenship; election in Rochester; conservative judges narrowly interpreted the 15th amendment; women had fought for abolition; all-male jury; Anthony found guilty; woman's suffrage movement; 19th amendment; includes a minor inaccuracy: 1874 election
- Supports the theme with many relevant facts and/or examples from the documents
Document 1: two amendments to grant freedmen citizenship and suffrage; freed slaves were automatically recognized as American citizens; the 15th amendment meant that no person would be denied the vote by race or color
Document 2: an unfair trial; fined \$100; "Resistance to tyranny is obedience to God"

Conclusion: Overall, the response fits the criteria for Level 5. The response makes a strong connection between the two documents, using a balance of outside information and an analysis of the documents.

Set 1, Practice Paper D—Score Level 3

The response:

- Develops *both* aspects of the task in some depth
 - Is more descriptive than analytical
 - Historical Context:* originally a war fought by Abraham Lincoln to preserve the Union; turned into a war to also end slavery; there was little opportunity for women to get a good education and be independent
 - Cause and Effect:* the courts did not apply the 15th amendment to women, which angered women’s rights activists; the 15th amendment had a lasting impact on pushing women to speak out against gender bias and led to a woman’s suffrage movement, which achieved the right to vote years later
 - Includes some relevant outside information
 - Civil War; Abraham Lincoln, preserve the Union; end slavery; North ultimately won; women were used to have children and take care of them; little opportunity for women to get a good education and be independent; after the Civil War, Susan B. Anthony became a well-known civil rights activist; led to a woman’s suffrage movement, which helped achieve passage of the 19th amendment, protecting women’s right to vote.
 - Includes some relevant facts and/or examples from the documents
 - Document 1:* 14th and 15th amendments were added to the Constitution; the 14th amendment grants citizenship to “all persons born or naturalized in the United States”; the 15th amendment grants voting rights not to be denied “on account of race, color, or previous condition of servitude.”
 - Document 2:* she urged other women to speak out against injustices; she even refused to pay a fine for voting; not even pay a penny for an unjust crime; women assumed that with the expansion of voting rights for freed slaves they would also get suffrage
- Conclusion:** Overall, the response meets the criteria for Level 3. The response makes a strong connection between the two documents by recognizing the frustration of Anthony and others when freedmen were given suffrage and women were excluded, but it lacks the analysis and detail of a higher level paper.

Set 1, Practice Paper E—Score Level 1

The response:

- Minimally addresses the task
- Is descriptive; may lack understanding or application
Historical Context: these were passed to give rights to mainly African Americans at the time; although they were “citizens”; they could not vote, and the 15th amendment changed that; includes an inaccuracy: the 15th amendment also gave women the right to vote, which was not a previous right
- Includes minimal or no relevant outside information
the 14th and 15th amendments were passed in an effort to give more rights to these groups, along with civil disobedience; Susan B. Anthony was charged and refused to pay her fines because she knew she was right; this practice of disobedience was nonviolent and made her point obvious; if the women did not protest for their rights, the equality of today would not exist
- Includes a few relevant facts and/or examples from the documents
Document 2: shows the result of a woman voting; Susan B. Anthony was charged and refused to pay her fine

Conclusion: Overall, the response meets the criteria for Level 1. The response shows understanding of the content of the documents but fails to discuss their relationship.

United States History and Government
Short-Essay Question Set 2 (Question 30)
January 2025

Task: Read and analyze the following documents, applying your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

- Describe the historical context surrounding documents 1 and 2
- Analyze **Document 2** and explain how *audience*, **or purpose**, **or bias**, **or point of view** affects this document's use as a reliable source of evidence

Document 1

Thomas Whately served as Great Britain's Secretary to the Treasury from 1763–1765 under Prime Minister George Grenville and was the primary author of the Stamp Act.

. . . The Revenue that may be raised by the Duties which have been already, or by these if they should be hereafter imposed, are all equally applied by Parliament, *towards defraying* [paying] *the necessary Expenses of defending, protecting, and securing, the British Colonies and Plantations in America*. . . They have indeed their own civil Governments besides to support; but *Great Britain* has her civil Government too; she has also a large Peace Establishment to maintain; and the national Debt, tho' so great a Part, and that the heaviest Part of it has been incurred [assumed] by a War undertaken for the Protection of the Colonies, lies solely still upon her. . . .

Source: Thomas Whately, *The Regulations Lately Made Concerning the Colonies, and the Taxes Imposed Upon Them, Considered*, January 1765 (adapted)

Document 2

The Stamp Act Congress met to discuss colonists' concerns about British taxation.

. . . I. That his Majesty's Subjects in these Colonies, owe the same Allegiance to the Crown of *Great-Britain*, that is owing from his Subjects born within the Realm, and all due Subordination to that August [noble] Body the Parliament of *Great-Britain*.

II. That his Majesty's Liege [obligated] Subjects in these Colonies, are entitled to all the inherent Rights and Liberties of his Natural born Subjects, within the Kingdom of *Great-Britain*.

III. That it is inseparably essential to the Freedom of a People, and the undoubted Right of *Englishmen*, that no Taxes be imposed on them, but with their own Consent, given personally, or by their Representatives.

IV. That the People of these Colonies are not, and from their local Circumstances cannot be, Represented in the House of Commons in *Great-Britain*.

V. That the only Representatives of the People of these Colonies, are Persons chosen therein by themselves, and that no Taxes ever have been, or can be Constitutionally imposed on them, but by their respective Legislature. . . .

XIII. That it is the Right of the *British* Subjects in these Colonies, to Petition the King, or either House of Parliament. . . .

Source: Declaration of Rights and Grievances, Stamp Act Congress, October 19, 1765 (adapted)

United States History and Government
Content-Specific Rubric
Short-Essay Question Set 2 (Question 30)
January 2025

Scoring Notes:

1. This short-essay question has *two* components (describing the *historical context* surrounding these two documents and analyzing and explaining how *audience, or purpose, or bias, or point of view* affects the use of **Document 2** as a reliable source of evidence).
2. The description of historical context of both documents may focus on immediate or long-term circumstances or on immediate or long-term effects.
3. The discussion of reliability must focus on **Document 2**, although information from Document 1 may be included in the discussion.
4. The analysis of reliability of **Document 2** may be considered from any perspective as long as it is supported by relevant information.

Score of 5:

- Thoroughly develops both aspects of the task in depth by discussing the historical context surrounding these documents and explaining how *audience, or purpose, or bias, or point of view* affects the use of **Document 2** as a reliable source of evidence
- Is more analytical than descriptive (analyzes and/or evaluates information)
- 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)
- 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.)

<p>Document 1—Thomas Whately was Secretary of the Treasury under Prime Minister George Grenville Whately primary author of Stamp Act Revenue from stamps used to pay expenses of defending colonies Colonies have civil governments to support but Great Britain has large peace establishment to maintain Heaviest part of Great Britain’s national debt was from war to protect colonies</p>	<p>Document 2—Colonies owe same loyalty to King and Parliament of Great Britain as those born in Great Britain Colonists entitled to same liberties as natural born citizens The rights of all Englishmen guarantee that no taxes imposed without their consent, either directly or from their representatives, which colonists have not been allowed Only colonial legislatures can impose taxes because chosen by colonists</p>
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Relevant Outside Information

(This list is not all-inclusive.)

<p>Tradition of colonial self-government Mayflower Compact and Fundamental Orders of Connecticut Virtual representation rejected by colonists Sugar Act First direct revenue bill passed by Parliament Organized boycotts of taxed goods Debts from French and Indian War End of Salutary Neglect Proclamation of 1763 Stamps required on all legal and commercial documents Threats to colonial commercial efforts Stamp Act Congress was the first intercolonial meeting to protest British actions “No taxation without representation” Sons of Liberty Colonists entered into non-importation agreements Caused British commercial losses Intimidation of stamp collectors Destruction of stamps Petitions for repeal Repealed in 1766 Declaration sets precedent for future resistance to British policies Declaratory Act 1766</p>
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Reliability of Document 2
(This list is not all-inclusive.)

<p>Reliable—<i>Purpose</i>: The Stamp Act Congress’s declaration is a reliable statement of the colonists’ outrage in 1765 over the issue of taxation without representation.</p> <p><i>Point of View</i>: The declaration’s argument that there is no such thing as virtual representation is a reliable source of the colonists’ beliefs in the natural rights of “Englishmen” based on Enlightenment doctrines.</p>	<p>Unreliable—<i>Bias</i>: Colonists’ grievances do not consider that the French and Indian War and the continued presence of troops in the colonies were for their protection.</p> <p><i>Point of View</i>: Colonists needed to consider Whately’s argument that many British subjects had only virtual representation like American colonists.</p>
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Although the colonies were created under British rule, they were largely self-governed. In the era of statutory neglect, the British did not enforce laws strictly and let the colonial governments rule for the most part. For example, the Virginia House of Burgesses governed over the Chesapeake colony. However, border disputes in the Ohio River valley erupted into a war known as the French and Indian War. The British, joined by the colonists, fought against the French who allied with native American tribes. Despite the British winning the war, they suffered heavy debts and to cover the expenses they passed laws that taxed the colonists. Items such as sugar, paper, and tea were heavily taxed, which made colonists furious. However, the British reasoned that the war was fought “for the protection of the Colonies,” so the taxes were justified. The colonists protested against these taxes in various ways such as boycotts, smuggling, and through official requests developed at continental meetings. The Stamp Act was particularly disturbing because it taxed goods made in the colonies. The point of view in the Declaration of Rights and Grievances increases the reliability of this source. It is written in the point of view of the colonists fighting against taxation. One reliable point that is made is that the colonies still remained loyal to the British government. However, they are petitioning parliament because they are being taxed without representation. The colonists clarify that parliament is not representative of the colonies, and that the colonists are entitled to equal rights and not just “virtual representation.” Furthermore, they justify their petition as it is the right of British citizens. This point of view makes the Declaration of Rights and Grievances a valuable and reliable source of evidence. It shows that, at this point, the colonists

remained loyal but they demanded their rights as Englishmen and immediate repeal of the Stamp Act.

Set 2, Anchor Level 5

The response:

- Thoroughly develops *both* aspects of the task
- Is more analytical than descriptive

Historical Context: despite the British winning the war, they suffered heavy debts, and to cover the expenses they passed laws that taxed the colonists; the British reasoned that the war was fought “for the protection of the colonies,” so the taxes were justified

Point of View: one reliable point that is made is that the colonies remained loyal to the British government; the colonists clarify that Parliament is not representative of the colonies and that the colonists are entitled to equal rights and not just “virtual representation”

Integrates relevant outside information

colonists were largely self-governed; salutary neglect; Virginia House of Burgesses; border disputes in the Ohio River Valley; French and Indian War; British victory in war; heavy debts; sugar, paper, and tea were heavily taxed; boycotts, smuggling; continental meetings; eventually the colonies would declare independence; virtual representation

- Supports the theme with many relevant facts and/or examples from the documents

Document 1: they suffered heavy debts and to cover the expenses they passed laws to tax the colonists; British reasoned that the war was fought “for the protection of the colonies”

Document 2: the colonies still remained loyal to the British government; they are being taxed without representation; Parliament is not representative of the colonies; petitioning is the right of British citizens

Conclusion: Overall, the response fits the criteria for Level 5. The response demonstrates a strong understanding of early United States history and the evolving relationship between the colonists and the British.

The historical context surrounding documents one and two is the end of the period of salutary neglect for the American colonies. Because the French and Indian war had gone on for so long and was so expensive, Great Britain increasingly began taxing the colonies, for whom it felt it had fought the war and on whose land a lot of the fighting had taken place (doc 1). The colonies, however, did not agree with this perspective; they had lost men to the war just as Great Britain did. Furthermore, they felt they were unable to reap the biggest gain of the war, which was the expansion of British territory into the Ohio River valley. Therefore, the colonists felt that sudden and heavy taxation was unwarranted, especially considering they had no representatives in Parliament (doc 2). This caused the conflict seen in these two documents.

Document two is a rejection of the British enforcement of the Stamp Act, and is one of the first examples of the idea “no taxation without representation.” This concept would be referenced several times throughout the Revolutionary years, and in fact was the basis for Thomas Jefferson’s argument for American independence in the Declaration of Independence. This document’s purpose—to convince the British government that the colonies should not be taxed without representation in Parliament—makes it a very reliable source, because it is a direct reflection of the ideologies that America was founded on.

Set 2, Anchor Level 4

The response:

- Develops *both* aspects of the task in depth
- Is both descriptive and analytical

Historical Context: because the French and Indian War had gone on for so long and was so expensive, Great Britain increasingly began taxing the colonies, for whom it felt it had fought the war; they felt they were unable to reap the biggest gain of the war, which was the expansion of British territory into the Ohio River Valley

Purpose: one of the first examples of the idea “no taxation without representation”; this document’s purpose—to convince the British government that the colonies should not be taxed without representation in Parliament—makes it a very reliable source, because it is a direct reflection of the ideologies that America was founded on

- Includes relevant outside information
salutary neglect; French and Indian War; Ohio River Valley, “no taxation without representation”; Revolutionary years; Thomas Jefferson; Declaration of Independence
- Supports the theme with relevant facts and/or examples from the documents

Document 1: war had gone on for so long and was so expensive, Great Britain felt it had fought the war for the colonies

Document 2: colonists felt taxation was unwarranted considering they had no representation in Parliament; rejection of British enforcement of the Stamp Act

Conclusion: Overall, the response meets the criteria for Level 4. The response shows good understanding of Britain’s new taxation policies and connects the purpose of Document 2 to the principle of no taxation without representation, but lacks the depth of a Level 5 response, especially related to the Stamp Act and its provisions.

After the French & Indian War, Great Britain was left in severe debt. In order to pay off this debt Britain turned to taxing the colonies in North America. The colonies did not respond well to this, as they had been allowed to be self-governing before this through salutary neglect, and colonists saw the taxation as unfair due to not having representatives in Parliament. The Stamp Act specifically taxed documents by using a certain seal on them, such as legal documents and playing cards. The Stamp Act was one of many regulations that the colonists protested.

In Document 2, the Stamp Act Congress writes a list of grievances concerning said act to Parliament in order to protest the tax. Since this document was written in opposition to the tax, it serves as a reliable source of the colonists' perspective at the time. It is valuable as evidence of the first time leaders from different colonies gathered in anger over an act passed by the British parliament.

Set 2, Anchor Level 3

The response:

- Develops *both* aspects of the task in some depth
- Is both descriptive and analytical

Historical context: after the French and Indian War, Great Britain was left in severe debt; the colonies did not respond well to this, as they had been allowed to be self-governing before this through salutary neglect

Point of View: since this document was written in opposition to the tax, it serves as a reliable source of the colonists' perspective at the time; it is valuable as evidence of the first time the colonists gathered in anger over an act passed by the British

- Includes some relevant outside information
French and Indian War; salutary neglect; certain seal on them; legal documents and playing cards; first time leaders from different colonies gathered in anger over an act passed by the British Parliament
- Includes some relevant facts and/or examples from the documents
Document 1: severe debt; Britain turned to taxing the colonies in North America
Document 2: The Stamp Act Congress writes a list of grievances; the document was written in opposition to the tax

Conclusion: Overall, the response meets the criteria for Level 3. The response demonstrates understanding of the documents and the task but lacks the detail and analysis of higher level papers.

The purpose of the colonies was for their mother country to profit off of their land, resources and labor. In the case of the colonies of America, their Mother country was Great Britain and the English used the different resources that could be gathered by the colonies, but also used taxes as a form of profit. Great Britain taxed many everyday items such as tea, sugar and stamps. The Stamp Act was placed on the colonies after Great Britains war, and was meant to help refund the money lost from the war (Doc 1). Many colonists were against the taxes being imposed on them, which allowed for tensions to arise resulting in aggression between British soldiers and colonists. In 1765, the Declaration of Rights and Grievances was sent to the King from colonists. This Declaration expressed how the colonists felt about being taxed with no representation (Doc 2). This was not perceived or taken into account by the King of Great Britain.

In Document 2, point of view can be used to better understand the meaning of the text and it can also make it easier to decide whether the document is reliable. In Document 2, the colonists are writing to the King of Great Britain wanting to either be represented more or to abolish the taxes being imposed on them (Doc 2). Point of view is being used because it was written in the perspective of a colonist who was experiencing taxes while under the mother country of Great Britain. This source is reliable because it is a first hand document meaning it was written at the time of taxation, and by a colonist who was being taxed.

Set 2, Anchor Level 2

The response:

- Minimally develops **both** aspects of the task
- Is primarily descriptive

Historical Context: the purpose of the colonies was for their mother country to profit off their land, resources, and labor; the Stamp Act was placed on the colonies after Great Britain's war and was meant to help refund the money lost from the war

Point of View: it was written in the perspective of a colonist who was experiencing taxes while under the mother country of Great Britain; this source is reliable because it is a first-hand document, meaning it was written at the time of taxation and by a colonist who was being taxed

- Includes some relevant outside information
mother country was Great Britain, the English used the different resources; Great Britain taxed everyday items such as tea, sugar; tension between British soldiers and colonists; includes an inaccuracy: (taxed items such as stamps)

- Includes a few relevant facts and/or examples from the documents

Document 1: Stamp Act was meant to help refund the money lost from the war

Document 2: the declaration expressed how the colonists felt about being taxed with no representation; the colonists either wanting to be represented more or to abolish the taxes

Conclusion: The response addresses both aspects of the task but does so in limited detail.

Economic development has constantly been refuted, challenged, and built upon. The earliest economic development that is still used today is the use of taxes. During the time period of early 1760's the Stamp Act was a prime historical event that further developed the concept of taxation and whether or not it was constitutional or not. In Document 1 the following is stated "...the necessary Expenses of defending, protecting, and securing the British colonies and Plantations in America." Britain deems taxes as a necessity. There is a major difference in Document 2. This is because credibility is questionable because of the POV being from Americans who don't want to pay taxes. This establishes a clear bias because of course tax payers don't want to give their money away to support British government, they feel as if they gain no benefit from taxes. This is clearly stated here "...no taxes ever have been, or can be constitutionally imposed on them...". Document 1 sees taxes as necessity, and Document 2 sees imposed taxes as unconstitutional, further showing taxes in a historical context.

Set 2, Anchor Level 1

The response:

- Minimally addresses the task
- Is descriptive

Historical Context: in Document 1 the following is stated "...the necessary Expenses of defending, protecting, and securing the British colonies and Plantations in America"; Britain deems taxes a necessity

Point of View: from Americans who don't want to pay taxes; "...no taxes ever have been or can be, constitutionally, imposed on them..."

- Includes no relevant outside information
- Includes a few relevant facts and/or examples from the documents

Document 1: the necessary expenses of defending, protecting, and securing the British colonies and plantations in America

Document 2: no taxes ever have been or can be, constitutionally, imposed on them

Conclusion: Overall, the response meets the criteria for Level 1. The response focuses on taxation in general but fails to relate it to the passage of the Stamp Act or the reliability of the declaration opposing it.

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

For many years, America was a colony of Great Britain. Although they were technically British subjects, colonists had their own economy and smaller legislative governments, and were not able to participate in the British government. When these imperialistic rulers started to tax the colonists, because the colonists did not benefit from the money raised, they disagreed. As seen in Document 1, the British government imposed the Stamp Act which was a tax within the colonies on all paper goods. The colonists saw this as an unjust tariff that takes money from them to be blindly given to Great Britain. The British government's main reasoning for this act was to help restore Great Britain's financial stability that was harmed through the "war undertaken for the protection of the colonies." The colonists were also angered by the Proclamation of 1763 because many wanted land in the west. In response to the stamp act, colonists created the Declaration of Rights and Grievances, as seen in Document 2, detailing how colonists – who are not properly represented in Parliament – cannot be taxed by a government that does not give them a voice. This idea of "no taxation without representation" is something that directly led to the American Revolution.

Document 2's use as a reliable source is impacted by its point of view. The Declaration of Rights and Grievances was written as a pro-colonist declaration that is condemning the British government and its lack of representation. The point of view of Document 2 only shows the colonists' side of the situation taking away some of the source's reliability.

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

In the mid 1700s, tax acts imposed by Great Britain onto the colonies in North America led to tension, and eventually revolution. After the British fought the Seven Years War, they were left with a lot of debt. To combat this, Great Britain enacted a variety of new taxes. The most hated was the Stamp Act because it was a direct tax on paper goods printed in the colonies like newspapers and all legal documents. The British explained the policy arguing that the colonies must be taxed for the war debt and to maintain the British troops that were left to protect them. Colonists were angry with the Act, which led them to write Document 2, the Declaration of Rights and Grievances. This Declaration argues that taxes cannot be imposed without consent of the governed, and that without proper representation in Parliament, no tax on the colonies can be considered fair. This dispute and opposing viewpoints between the British and the colonists led later to the Declaration of Independence and the Revolutionary War.

The Declaration of Rights and Grievances is a powerfully worded piece meant to sway colonists into action. Written by colonists who were furious over the Stamp Act, both its point of view and purpose may not make it an accurate or trustworthy reliable source. Colonists against British rule may tend to exaggerate their complaints, while a neutral figure would speak on the issue with greater accuracy. The purpose of getting colonists to take actions such as boycotting British goods also led them to exaggerate their grievances making their position less reliable.

The historical context surrounding documents 1 and 2 was that Britain was trying to increase its control over the colonies in the Americas. This including increasing the number of taxes on certain goods, banning the colonies from trading with other nations besides Britain, and enforcing stricter regulations on the colonists, including forcing them to house British soldiers when necessary. This upset many people of the American colonies as they felt that it was unjust for Britain to exert its authority in the colonies when the colonists did not even have proper representation within British government. Thus many colonists would rebel against British authority, creating the foundation for the American Independence movement.

Document 2, the Declaration of Rights and Grievances, serves as a reliable source of evidence because it introduces a specific point of view from within this time period that argues for no taxation without the consent of the colonists and equal rights for the subjects in the colonies as the subjects of Great Britain. The reason why this point of view makes this a reliable document is because it reflects the perspective that colonists had from individuals who lived within this time period and experienced the British taxation and oppression of the colonists first-hand.

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

In document one the revenue raised by duties payed the expense of defending and protecting British colonies. And in document two taxes have never been or can be constitutionally imposed on them by there legislature.

The purpose of document two is to tell the reader that no taxes what so ever can be imposed on the people in the colonie unless they give consent personally or by their representatives.

Following the French and Indian war, in which the British attempted to gain control of the Ohio River valley, an area that would prove to be crucial to international commerce, the British were left with a huge debt as a result of the war. In order to pay this debt, the British government decided to levy taxes against the colonies, which was greatly upsetting to educated Americans of the upper class. They were especially impacted as a result of the Stamp Act, which taxed printed goods like those needed by well educated individuals. The Stamp Act was an internal revenue tax, not a tax on trade, which increased the colonists' hostility. The imposition of these taxes ended the British policy of salutary neglect toward the colonies, and began a period in which mercantilism was strengthened as the driving economic system.

Document 2 highlights the reaction by wealthy educated Americans to the Stamp Act. And its reliability is certain, as it was the first intercolonial meeting to protest a British policy by directly addressing the Stamp Act. The audience of the declaration was the British King and Parliament, with the purpose of getting the Stamp Act removed, and the colonists recognized as Englishmen, and having the full rights of Englishmen. While this was not representative of the view of all Americans, as its bias is that of the most aware and politically active men. However, that does not take away from its creditability, but instead makes it a valuable tool to investigate the origins of the Sons of Liberty who would be at the forefront of the revolutionary movement with their cry "no taxation without representation." Therefore, this document is an extremely useful primary source.

Set 2, Practice Paper A—Score Level 3

The response:

- Develops *both* aspects of the task in some depth
- Is both descriptive and analytical

Historical Context: although they were technically British subjects, colonists had their own economy and smaller legislative governments and were not able to participate in the British government; the British government’s main reasoning for this act was to help restore Great Britain’s financial stability that was harmed through the “war undertaken for the protection of the colonies”

Point of View: the Declaration of Rights and Grievances was written as a pro-colonist declaration that is condemning the British government and its lack of representation; the point of view of Document 2 only shows the colonists’ side of the situation, taking away some of the source’s reliability

- Includes some relevant outside information
America was a colony of Great Britain; British subjects; colonists had their own legislative governments; attacks within the colonies on all paper goods; Proclamation of 1763; no taxation without representation; American Revolution
- Includes some relevant facts and/or examples from the documents

Document 1: the British government imposed the Stamp Act; to help restore Great Britain’s financial stability; “war undertaken for the protection of the colonies”

Document 2: colonists created the Declaration of Rights and Grievances; colonists – who are not properly represented in Parliament – cannot be taxed; a pro-colonist declaration that is condemning the British government

Conclusion: Overall, the response meets the criteria for Level 3. The response includes a good general description of the historical context. However, the explanation of Document 2’s reliability is only briefly stated and lacks the development found in higher level papers.

Set 2, Practice Paper B—Score Level 4

The response:

- Develops *both* aspects of the task but does so somewhat unevenly by discussing the historical context more thoroughly than the reliability of Document 2
- Is more descriptive than analytical
Historical Context: the most hated was the Stamp Act because it was a direct tax on paper goods printed in the colonies like newspapers and all legal documents; the British explained the policy, arguing that the colonies must be taxed for the war debt and to maintain the British troops that were left to protect them
Purpose and Point of View: the Declaration of Rights and Grievances is a powerfully worded piece meant to sway colonists into action; colonists against British rule may tend to exaggerate their complaints
- Includes relevant outside information
Seven Years War; most hated tax; direct tax; newspapers and all legal documents; consent of the governed; Declaration of Independence; Revolutionary War; boycotting British goods
- Supports the theme with relevant facts and/or examples
Document 1: the colonies must be taxed for the war debt; maintain the British troops that were left to protect them
Document 2: colonists were angry with the act; Declaration of Rights and Grievances; taxes cannot be imposed without proper representation in Parliament

Conclusion: Overall, the response meets the criteria for a Level 4 paper. The discussion of the historical context includes detailed information about the Stamp Act and the colonists' resentment about its contents, but the discussion of the reliability of the declaration needs further analysis.

Set 2, Practice Paper C—Score Level 2

The response:

- Minimally addresses the task
- Is primarily descriptive

Historical Context: Britain was trying to increase its control over the colonies in the Americas; increasing the number of taxes on certain goods, banning the colonies from trading with other nations besides Britain, and enforcing stricter regulations on the colonists

Point of View: Document 2, the Declaration of Rights and Grievances, serves as a reliable source of evidence because it introduces a specific point of view from within the time period that argues for no taxation without the consent of the colonists; it reflects the perspective the colonists had from individuals who lived in this time period and experienced the British taxation and oppression of the colonists firsthand

- Includes relevant outside information
Britain was trying to increase its control over the colonies; increasing the number of taxes; enforcing stricter regulations on the colonies; forcing them to house British soldiers; foundation for the American independence movement
- Includes a few relevant facts and/or examples from the documents
Document 2: argues for no taxation without the consent of the colonists; equal rights for the subjects in the colonies as the subjects of Great Britain

Conclusion: Overall, the response meets the criteria for Level 2. The response fails to use information from Document 1, weakening the discussion of the historical context. However, it does establish Document 2 as a reliable primary source.

Set 2, Practice Paper D—Score Level 1

The response:

- Minimally addresses the task
- Is descriptive

Historical Context: paid the expense of defending and protecting British colonies

Purpose: to tell the reader that no taxes whatsoever can be imposed on the people in the colony unless they give consent

- Includes no relevant outside information
- Includes a few relevant facts and/or examples from the documents

Document 1: the revenue raised by duties paid the expense of defending and protecting British colonies

Document 2: no taxes whatsoever can be imposed on the people in the colony unless they give consent by their representatives; includes incorrect wording: (Document 2: taxes have never been or can be constitutionally imposed on them by there legislature)

Conclusion: The response includes one major point from each document but fails to effectively relate them to the task.

Set 2, Practice Paper E—Score Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth
- Is more analytical than descriptive

Historical Context: they were especially impacted as a result of the Stamp Act, which taxed printed goods like those needed by well-educated individuals; the imposition of these taxes ended the British policy of salutary neglect toward the colonies and began a period in which mercantilism was strengthened as the driving economic system

Bias: this was not representative of the view of all Americans, as its bias is that of the most aware and politically active men; that does not take away from its credibility but instead makes it a valuable tool to investigate the origins of the Sons of Liberty who would be at the forefront of the revolutionary movement with their cry “no taxation without representation”

- Integrates relevant outside information
French and Indian War; Ohio River Valley, crucial to international commerce; levying taxes against the colonies; upsetting to educated Americans of the upper class; Stamp Act taxed printed goods; ended the British policy of salutary neglect; mercantilism; Sons of Liberty; revolutionary movement; primary source; the purpose of removing the Stamp Act
- Supports the theme with many relevant facts and/or examples from the documents

Document 1: debt as a result of the war

Document 2: it directly addressed the Stamp Act; the British King and Parliament; colonists recognized as Englishmen; having the full rights of Englishmen

Conclusion: The response shows a strong understanding of history and identifies the Stamp Act, Congress’s audience, purpose, and bias, using bias to show that Document 2 is a reliable primary source for investigating colonial dissent.

January 2025 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	11.2
6	11.2
7	11.3
8	11.3
9	11.3
10	11.3
11	11.5
12	11.5
13	11.5
14	11.7
15	11.6
16	11.6
17	11.7
18	11.7
19	11.8
20	11.8
21	11.9
22	11.9
23	11.10
24	11.9
25	11.9
26	11.10
27	CT
28	CT
29- SEQ-1	11.4
30- SEQ-2	11.2
31- SCF- 1	11.6
32- SCF- 2	11.6
33- SCF- 3	11.6
34- SCF- 4	11.6
35- SCF- 5a/5b	11.6
36- SCF- 6	11.6
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 2025 Regents Exam in U.S. 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.

Online Submission of 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. Click Regents Examinations.
3. Complete the required demographic fields.
4. Select the test title from the Regents Examination dropdown list.
5. Complete each evaluation question and provide comments in the space provided.
6. 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 22, 2025 — 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 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*.

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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
Content-Specific Rubric (Questions 31-36)
Civic Literacy Essay (Question 37)
January 2025**

Go on to the next page ➡

United States History and Government
Part A Specific Rubric (Questions 31-36)
Civic Literacy Essay
January 2025

Document 1

During World War I, President Woodrow Wilson announced his 14 Points, which he hoped would be included in the Treaty of Versailles.

“I [Woodrow Wilson] can predict with absolute certainty that within another generation there will be another world war if the nations of the world do not concert the method [agree to a plan] by which to prevent it.”

Once Wilson knew that the U.S. would be unable to avoid entering the war, he worked to find a way to stop such a war from happening again. In January 1918 he announced the 14 Points, a set of principles designed to remove the causes of another great war. The 14 Points included an international organization to keep the peace, by providing a place where disputes could be discussed and mediated. The 14 Points inspired the peoples of the Allied Nations and gave them hope that another great war could be prevented. When Wilson traveled to Europe in late 1918 to attend the Paris Peace Conference, he was met by crowds numbering in the millions in Britain, France and Italy.

At the Peace Conference in 1919, Wilson moved the seat of the presidency to Paris for six months while he commanded the attention of the world. He was faced with the leaders of the Allied Nations determined to win as many concessions and as much territory as they could for their countries. Wilson argued and fought with them through June of 1919 to make as fair a treaty as possible under the circumstances. Wilson drew up terms of peace including his design for a League of Nations, a world body to settle future conflicts among nations. . . .

Source: “League of Nations,” The President Woodrow Wilson House (adapted)

31 Based on this document, what is *one* historical circumstance surrounding the ratification of the Treaty of Versailles?

Score of 1:

- States a historical circumstance surrounding the ratification of the Treaty of Versailles based on this document

Examples: Wilson proposed including the 14 Points/League of Nations in the Treaty of Versailles; Wilson feared there would be another world war within the next generation if nations of world did not agree on plan to prevent it; unable to avoid entering World War I, Wilson worked on a plan to avoid future wars; inclusion of international organization in 14 Points gave Allied nations hope that another great war could be prevented; 14 Points included a place where disputes could be discussed/mediated; inclusion of world body to settle future conflicts among nations, including a design for a League of Nations drawn up by Wilson; during the peace conference, Wilson moved the seat of the presidency to Paris for six months; Wilson fought to make a fair treaty, despite the determination of Allied nations to win as many concessions/territories as they could

Score of 0:

- Incorrect response
Examples: United States refusing to enter World War I; 14 Points was the United States' organization to keep peace; 14 Points caused the war; Allied nations not interested in getting territory
- Vague response
Examples: predicted with absolute certainty; Wilson worked to find a way; Wilson argued and fought with them
- No response

Document 2

After discussing the proposed treaty provisions relating to the League of Nations with President Woodrow Wilson, Senator Henry Cabot Lodge gave an address to the United States Senate on February 28, 1919.

. . . Animated by the conviction that he would “follow no man and vote for no measures which, however well intended, seem in my best judgement to lead to dissensions [disagreements] rather than to harmony among the nations or to injury, peril, or injustice to my country,” and his insistence that the Senate, “which is charged with responsibility. . . should investigate every proposal with the utmost thoroughness,” Lodge’s address was a painstaking critique of the League’s constitution. He began with the impassioned argument that the document repudiated [contradicted] George Washington’s September 17, 1796, Farewell Address and the Monroe Doctrine, two sacred canons [principles] of American foreign policy. “I ask the press and the public and, of course, the Senate to consider well the gravity of this proposition,” Lodge pleaded, “before it takes the heavy responsibility of finally casting aside these policies which we have adhered to for a century and more and under which we have greatly served the cause of peace both at home and abroad.”

Turning to the specific provisions of the proposed draft, Lodge argued that the provision guaranteeing the independence and territorial integrity of all members was particularly troubling. He warned that, to insure that guarantee, the United States “must be in possession of fleets and armies capable of enforcing them at a moment’s notice.” . . .

Source: “Henry Cabot Lodge: Constitution of the League of Nations,” *Classic Senate Speeches*, U.S. Senate

32 Based on this document, what is *one* historical circumstance surrounding the debate over ratification of the Treaty of Versailles?

Score of 1:

- States a historical circumstance surrounding the debate over ratification of the Treaty of Versailles based on this document
Examples: it contradicted George Washington’s Farewell Address/Monroe Doctrine; it would cast aside policies we have followed for a century that have greatly served the cause of peace, both at home and abroad; provision guaranteeing independence and territorial integrity of all members troubling; United States would have to be in possession of fleets and armies capable of enforcing provisions at moment’s notice; insistence that Senate should investigate every proposal with thoroughness

Score of 0:

- Incorrect response
Examples: included ideas from Washington’s Farewell Address/Monroe Doctrine; the Senate was not thorough in its investigation; the United States could not have an army
- Vague response
Examples: animated by the conviction; a painstaking critique; arguments were impassioned; gravity of the proposition, this document was different
- No response

Document 3

Again and again, my fellow citizens, mothers who lost their sons in France have come to me and, taking my hand, have shed tears upon it not only, but they have added, "God bless you, Mr. President!" Why, my fellow citizens, should they pray God to bless me? I advised the Congress of the United States to create the situation that led to the death of their sons. I ordered their sons oversea. . . . They believe, and they rightly believe, that their sons saved the liberty of the world. They believe that wrapped up with the liberty of the world is the continuous protection of that liberty by the concerted [united] powers of all civilized people. They believe that this sacrifice was made in order that other sons should not be called upon for a similar gift—the gift of life, the gift of all that died. . . .

You will say, "Is the League an absolute guaranty against war?" No; I do not know any absolute guaranty against the errors of human judgment or the violence of human passion, but . . . I ask you this: If it is not an absolute insurance against war, do you want no insurance at all? Do you want nothing? Do you want not only no probability that war will not recur, but the probability that it will recur? The arrangements of justice do not stand of themselves, my fellow citizens. The arrangements of this treaty are just, but they need the support of the combined power of the great nations of the world. . . .

Source: President Woodrow Wilson, The Pueblo Speech, September 25, 1919

33 According to President Woodrow Wilson, why should the Senate approve the Treaty of Versailles?

Score of 1:

- States a reason the Senate should approve the Treaty of Versailles according to President Woodrow Wilson

Examples: so mothers would not have to lose their sons who saved the liberty of the world; the liberty of the world needs continuous protection of united powers of all civilized people; would be insurance against errors of human judgment/violence of human passion; would decrease the probability that war will recur; treaty needs the support of the combined powers of the great nations of the world; terms of treaty are just/fair

Score of 0:

- Incorrect response
Examples: League is absolute guarantee against war; Congress declared war; it is an unjust treaty; United States does not need to support the great nations of the world
- Vague response
Examples: arrangements of justice stand by themselves; insurance is not absolute; there is no probability, it's better/good
- No response

Document 4

. . . Opposition in the Senate to the Covenant of the League of Nations, led by Republican Henry Cabot Lodge of Massachusetts, was directed in particular at Article X, which stated that members would “undertake to respect and preserve as against external aggression the territorial integrity and existing political independence of all Members of the League” and that “the Council shall advise upon the means.” Many Americans believed with Lodge that through the treaty the United States would be committed to an “entangling alliance” and that other nations could determine its foreign policy by obliging it to participate in action against aggressors.

Deciding that an appeal to the country would force the Senate into line for the necessary two-thirds vote, President Wilson traveled over 8,000 miles by train and spoke forty times in twenty-two days. He became ill, and was forced to abandon his appeal. Wilson never succeeded in mustering enough votes to have the treaty passed as he had originally proposed it. Yet his belief in the original proposal was so intense that he used his influence to keep his supporters from agreeing to the changes which could have brought passage. . . .

Source: Leonard F. James, *American Foreign Policy*, Scott, Foresman and Company, 1967

34 According to Leonard F. James, what is *one* reason Senator Henry Cabot Lodge opposed the League of Nations?

Score of 1:

- States a reason Senator Henry Cabot Lodge opposed the League of Nations according to Leonard F. James
Examples: he did not like Article X; many Americans supported the belief that the United States would be committed to entangling alliances; believed other nations could determine United States’ foreign policy; United States would be obliged to participate in action against aggressors

Score of 0:

- Incorrect response
Examples: President Wilson traveled more than 8,000 miles by train; Wilson became ill and was forced to abandon his appeal; Wilson spoke 40 times in 22 days in support of the League; Wilson used influence to keep supporters from agreeing to changes; changes could have resulted in passage
- Vague response
Examples: opposition was directed; foreign policy would be determined; original proposal was intense; could have brought passage; it was bad
- No response

Document 5a

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New York Tribune

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SATURDAY, MARCH 20, 1920

THE WEATHER
Snow or rain to-day; probably fair and slightly warmer to-morrow; increasing strong winds. Full Report on Last Page.

TWO CENTS (In Greater New York and Three CENTS Elsewhere)

Senate Kills Treaty; Returns It to Wilson; Vote Is 49 to 35; 24 Democrats Oppose It

Source: *New York Tribune*, March 20, 1920

Document 5b

The Gap in the Bridge



Source: Leonard Raven-Hill, *Punch* (adapted)

35 Based on these documents, what is *one* impact of the efforts to ratify the Treaty of Versailles?

Score of 1:

- States an impact of the efforts to ratify the Treaty of Versailles based on these documents
Examples: Senate killed/defeated treaty; Democrats opposed treaty; vote for treaty 49 to 35 in Senate; United States did not join League of Nations; treaty returned to Wilson after Senate defeat; without United States membership, the League of Nations might not be successful; keystone of United States missing from “League of Nations Bridge”; failure of United States to join League of Nations created “Gap in the Bridge”

Score of 0:

- Incorrect response
Examples: House of Representatives passed treaty; vote was 49 to 35 in favor of treaty; Wilson passed the treaty
- Vague response
Examples: gap in the bridge; keystone USA; bridge designed by the president; it improved things
- No response

Document 6

. . . In the end Wilson failed largely because the country had never really abandoned its isolationist predilections [preferences], particularly the assumption that the United States unaided could maintain its national security. During the war, these convictions were driven underground. It is astonishing that despite the tradition of isolation, despite Wilson's collapse, despite partisan bitterness and the animosity of ethnic groups, 85 per cent of the senators voting on November 19 were willing to accept the League in some form. Yet even if the country had entered the League, it is doubtful that Americans would have been willing to assume their full obligations. The United States had not been prepared by a threat to its own security for the kind of enterprise [action] it was later to undertake in Korea. It had insufficient incentive for abandoning either isolation or absolute national sovereignty. It would take the chastening experience of World War II, Hiroshima, and the Cold War to provide that incentive. . . .

Source: William E. Leuchtenburg, *The Perils of Prosperity: 1914–1932*, The University of Chicago Press, 1993

36 According to William E. Leuchtenburg, what is *one* reason President Woodrow Wilson was not successful in gaining support for the Treaty of Versailles?

Score of 1:

- States a reason President Woodrow Wilson was not successful in gaining support for the Treaty of Versailles, according to William E. Leuchtenburg
Examples: country had never really abandoned isolationist preferences; United States felt it could maintain own national security; tradition of isolation; Wilson collapsed; partisan bitterness; animosity of ethnic groups; not enough incentive to abandon isolation/absolute national sovereignty

Score of 0:

- Incorrect response
Examples: 85 percent of voting senators willing to accept League in some form; country was ready to abandon isolation; Wilson not interested in national security; United States could not maintain its own national security
- Vague response
Examples: World War II/Hiroshima/Cold War provided experience; convictions were driven underground; he did things wrong
- No response

United States History and Government
Content-Specific Rubric
Civic Literacy Essay (Question 37)
January 2025

Historical Context: Debate Over Ratification of the Treaty of Versailles

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 *the debate over ratification of the Treaty of Versailles*.

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 impact of the efforts on the United States and/or on American society

Scoring Notes:

1. This civic literacy essay has a minimum of **four** components (describing the historical circumstances surrounding the debate over ratification of the Treaty of Versailles, explaining *at least two* efforts to address this issue by individuals, groups, and/or governments, and discussing the impact of the efforts on the United States and/or on American society).
2. The description of historical circumstances may focus on immediate or long-term circumstances.
3. The efforts to address the debate over ratification of the Treaty of Versailles 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 the debate over ratification of the Treaty of Versailles may be positive, negative, or a combination of both.
6. The discussion of the impact of the efforts to address the debate over ratification of the Treaty of Versailles may be on the United States, on American society, or on both the United States and American society.
7. The discussion of the impact of the efforts to address the debate over ratification of the Treaty of Versailles may focus on immediate or long-term results.
8. 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.
9. The explanation of efforts to address the debate over ratification of the Treaty of Versailles may be included in the discussion of the impact of the efforts on the United States and/or on American society.
10. The response may discuss efforts to address the debate over ratification of the Treaty of Versailles and the impact of the efforts from different perspectives, as long as the position taken is supported by accurate historical facts and examples.
11. For the purposes of meeting the criteria of using *at least four* documents in the response, documents 5a and 5b may be considered separate documents *if* the response uses specific information from *each* document.
12. When scoring, the rubric should not be used as a checklist, and no one bullet should prevent a paper from receiving a higher score, e.g., if a response lacks a conclusion, it could still receive a score of 5 if it meets the other criteria for that score point.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing the historical circumstances surrounding the debate over ratification of the Treaty of Versailles, explaining *at least two* efforts to address the issue by individuals, groups, and/or governments, and discussing the impact of the efforts on the United States and/or on American society
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information)
- Incorporates relevant information from *at least four* documents (see Key Ideas chart)
- Incorporates relevant outside information (see Outside Information chart)
- Richly supports the theme with many relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information)
- 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 the 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.

Debate Over Ratification of the Treaty of Versailles

Key Ideas from the Documents (This list is not all-inclusive.)

Historical Circumstances

Doc 1—Wilson’s acceptance that United States unable to avoid entering World War I
Work of Wilson to find a way to stop a world war from happening again
Wilson’s announcement of 14 Points (included an international organization to keep peace by providing place where disputes could be discussed and mediated)
Inspiration and hope provided to people of Allied nations that another great war could be prevented with 14 Points
Paris Peace Conference in 1918 attended by Wilson (met by crowds numbering in the millions in Britain, France, and Italy)
Seat of presidency moved by Wilson to Paris for six months during Paris Peace Conference
Attempt by Wilson to make a fair treaty (leaders of Allied nations determined to win as many concessions and as much territory as possible for countries)
Terms of peace drawn up by Wilson, including design for League of Nations (world body to settle future conflicts among nations)

Doc 2—Role of Washington’s Farewell Address and Monroe Doctrine in American foreign policy in serving cause of peace at home and abroad

Doc 3—Congress advised by President Wilson to declare World War I
Belief of mothers that deaths of sons in World War I saved liberty of world; sacrifices made, so similar sacrifices would not have to be made by others in the future

Debate Over Ratification of the Treaty of Versailles

Key Ideas from the Documents (continued)

(This list is not all-inclusive.)

Efforts to Address

Doc 2—Senator Henry Cabot Lodge’s address was critical of League’s constitution (contradiction of Washington’s Farewell Address and Monroe Doctrine that had been followed for more than a century)
Lodge’s warning that guaranteeing independence and territorial integrity of all members would be a problem (would mean United States must be in possession of fleets and armies capable of enforcement at moment’s notice)

Doc 3—Arguments of President Wilson for Senate approval of Treaty of Versailles (League not absolute guarantee against war but insurance; support of combined power of great nations of world needed)

Doc 4—Opposition in Senate led by Republican Henry Cabot Lodge of Massachusetts

Lodge’s opposition directed in particular at Article X (members would undertake to respect and preserve against external aggression the territorial integrity and existing political independence of all members)

Belief of many Americans that treaty would commit United States to “entangling alliance”; other nations could determine United States foreign policy by obliging it to participate in action against aggressors

Appeal made by Wilson to country to influence Senate (traveled more than 8,000 miles by train; spoke 40 times in 22 days; became ill and forced to abandon appeal)

Influence of Wilson kept supporters from agreeing to changes that could have brought passage

Doc 6—85 percent of voting senators willing to accept League in some form

Impact of Efforts

Doc 5—Defeat of Treaty by Senate (vote 49 to 35; opposition of Democrats)

Without United States membership, success of League of Nations in doubt

Doc 6—Defeat of treaty (country never abandoned isolationist preferences; belief that United States unaided could maintain national security)

85 percent of voting senators willing to accept League in some form

Doubtful if country had entered League that Americans would have been willing to assume full obligations

United States not prepared for threat to its own security until experiences of World War II, Hiroshima, Cold War, Korea

Debate Over Ratification of the Treaty of Versailles

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances

Tradition of avoiding entanglements with Europe (Proclamation of Neutrality, 1793; details about Washington's Farewell Address; details about Monroe Doctrine)
Increasing international involvement as result of emergence as world power in 1890s (Spanish-American War)
Issuance of Proclamation of Neutrality when war broke out in Europe in 1914
Maintenance of neutrality difficult (ethnic group sympathies; economic ties with Europe; pro-Allied sympathies; British blockade; German submarine warfare; *Lusitania*; Zimmermann Note)
Wilson reelected in 1916 on campaign promise to keep United States out of war
Declaration of war in 1917 ("world must be made safe for democracy")
Details about 14 Points ("moral diplomacy")
Impact of wartime experiences on Wilson and American thinking (trench warfare; poison gas; number of deaths; numbers of wounded; death from disease)
Decision of Wilson to attend Paris Peace Conference without Republican representatives
Determination of Allies for revenge as opposed to idealism

Efforts to Address

Development of factions to promote point of view (uncompromising isolationists; those with reservations)
Compromises by Wilson to exempt Monroe Doctrine, tariffs, and immigration from League jurisdiction
Newspaper coverage divided on support for League of Nations
Criticism of treaty by ethnic groups (community activities; newsletters; social organizations)
Role of individuals (Senator William Borah; Jane Addams; W. E. B. Du Bois)

Impact of Efforts

Disillusionment of many Americans about internationalism after World War I (no peace without victory)
Details about negative impact of deterioration of Wilson's health on treaty ratification
Loss of interest by public tired of war and war-related issues (Return to Normalcy; Red Scare)
Continuation of public support for isolationist attitudes in 1920s (Quota Acts; tariffs)
Belief of some that defeat of treaty led to rise of fascism (World War II)
Eventual call for international peacekeeping organization by President Franklin D. Roosevelt (endorsed by Congress; supported by public opinion)
Appeal by Truman to build strong United Nations organization

During the 1790's the United States was a new nation and England and France were fighting and President Washington declared neutrality. In his Farewell Address Washington stated that trade with Europe was ok but we should not agree to any entangling alliances. Although involvement with other nations increased during manifest destiny generally the ocean kept us apart from Europe in the 1800s.

However, during the early 1900s, as the United States became stronger it expanded its influence abroad as the Spanish American war led to significant territorial gains, but also to debates over imperialism. President Taft supported a revolution in Nicaragua, and earlier President Roosevelt had set forth the Roosevelt corollary to the Monroe doctrine which enabled intervention in the affairs of Latin American nations, such as constructing the Panama Canal and negotiating the Treaty of Portsmouth. However, in the buildup to World War I, America remained neutral and only following the Zimmerman telegram and the failures of the Sussex pledge did America enter the war in 1917. After the conflict, there were intense debates regarding postwar international diplomacy and U.S. involvement. Woodrow Wilson endorsed his 14th point that became the League of Nations to be included in the Treaty of Versailles in an effort to inaugurate a new age of American internationalism which would help guarantee world peace. However, Republicans in the Senate opposed the League due to isolationist predispositions and the desire for independent sovereignty, resulting in the triumph of isolationism and disunity domestically.

Following the World War I command economy and work of the war industries board, the devastating international losses in the European

theater of the war, and the expansion of the progressive impulse for reform domestically, Wilson hoped to make the 14 points the basis of the peace treaty but he could not get the other world leaders in Paris to agree. However, the League of Nations as a means of preventing another great war was included in the treaty (Document 1). This document suggests that Wilson supported provisions which established a new world order in which the U.S. was hegemonic which improved the chances of achieving peace and making certain that World War I would be the “war that ended all wars”. Woodrow Wilson’s desire for the ratification of the Treaty of Versailles rested on the idea that while a cooperative coalition international framework could not reduce the chances of war to zero, it could facilitate more diplomatic approaches to global problems and greatly improve the odds of an enduring peace that he had hoped for in his Fourteen Points (Document 3). Thus, Wilson advocated for the treaty on the basis that the alternative of doing nothing would be entirely unproductive and misguided (Document 3). As the president of the United States, the man who bore the great responsibility for taking the nation into war and for the loss of American lives in Europe, Wilson bore guilt which informed his point of view and motivated the desire for peace. Overall, this document supports the notion that Wilson attempted to create a new foreign policy framework with the League at its center. In doing this the United States would protect the liberty America’s sons died for, therefore justifying their sacrifice and Wilson’s decision to enter the war.

However, the Treaty of Versailles ultimately failed to gain traction in the Senate because Republicans opposed the League of Nations and the Democratic President due to partisanship and their belief in the

importance of independent sovereignty. In an address to the Senate Senator Lodge said the treaty of Versailles violated the principles established by the Monroe doctrine and George Washington's farewell address given that the treaty promoted a new paradigm of America's active involvement in global affairs (Document 2). As an isolationist and a strict interpreter of core documents embedded in U.S. history, Lodge viewed the treaty of Versailles as a threat to policies that have "served the cause of peace at home and abroad," illustrating the internal divisions which plagued the U.S. and eventually led to the triumph of traditional policies of disengagement. This shows that there were concerns over guaranteeing members territorial integrity and the military might be required to do that. Senator Lodge was able to convince many Republican senators to not support the treaty of Versailles because the treaty would have led to Article X, an entangling alliance that Washington's Farewell Address warned against (Document 4). This document highlights the notion that Republicans opposed heavier U.S. investment abroad and deeper connections with allies and wanted to return to normalcy and traditional policies. As a result, the debates over the treaty exacerbated domestic political disunity and destroyed the possibility of a new, coalitional framework for U.S. hegemony despite many Americans who favored the League. Moreover, William E. Leuchtenberg stated that the treaty eventually failed to get the 2/3rds majority needed for ratification despite there being 85% of Senators who were willing to accept the League in some form. (Document 6). Defeat of the Treaty and non-membership in the League didn't have to happen but compromise became impossible and even 24 Democrats voted against it (Document 5). The treaty

Anchor Paper – Civic Literacy Essay—Level 5

was defeated in the Senate in part because the U.S. thought it could take care of its own security. However, the rise of Fascist dictators in Europe and Japanese imperialism led to another world war which, like World War I, the U.S. couldn't avoid. During this period, debates over America's international involvement continued. Charles Lindbergh and others opposed U.S. entry into World War II. After WWII, the Korean and Vietnam wars led to additional debates over how far U.S. containment policies should extend because of the risk to American lives and military expenditures. It appears that debates between isolationism and internationalism will continue to influence foreign policy decision making for a long time.

Anchor Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the debate over the ratification of the Treaty of Versailles
- Is more analytical than descriptive (Wilson supported provisions that established a new world order in which United States was hegemonic and improved chances World War I would be “war that ended all wars”; Wilson’s desire for ratification rested on idea that while a cooperative coalitional international framework could not reduce chances of war to zero, it could facilitate diplomatic approaches to global problems; Wilson bore great responsibility of taking nation into war and for loss of American lives in Europe which informed his point of view; Wilson’s attempt to create a new foreign policy framework would protect the liberty America’s sons had died for, justifying their sacrifice; Lodge felt treaty violated principles established by Monroe Doctrine and Washington’s Farewell Address as it promoted new paradigm of America’s active involvement in global affairs; debates over treaty exacerbated domestic political disunity and destroyed possibility of a new coalitional framework for United States hegemony; defeat of treaty did not have to happen but compromise impossible)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (although involvement with other nations increased during Manifest Destiny, generally ocean kept us apart from Europe in 1800s; during early 1900s United States expanded its influence abroad as Spanish American War led to territorial gains and debates over imperialism; following Zimmermann Telegram and failure of Sussex Pledge, America entered war in 1917; expansion of Progressive reform led to Wilson’s hopes to make 14 Points basis of treaty; Republicans opposed heavier United States investment abroad and deeper connections with Allies and wanted to return to “normalcy”; rise of fascist dictators in Europe and Japanese imperialism led to another world war United States could not avoid; debates over America’s international involvement continued; Korean and Vietnam Wars led to debates over how far United States containment policies should extend, because of risk to American lives and military expenditures)
- Richly supports the theme with many relevant facts, examples, and details (Wilson endorsed his 14th Point which became League of Nations; Republicans in Senate opposed League; League of Nations included in treaty; Treaty of Versailles failed to gain traction in Senate because Republicans opposed League of Nations; Lodge able to convince many Republican senators to oppose treaty; treaty failed to get 2/3rds majority needed for ratification, despite 85 percent of senators willing to accept League in some form; 24 Democrats voted against treaty)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses historical circumstances and a concluding sentence that states debates between isolationism and internationalism will continue for a long time

Conclusion: Overall, the response fits the criteria for Level 5. Substantive relevant historical details establish an effective context for the element of debate that often accompanied shifts in American foreign policy. A critical appraisal of document information establishes a sophisticated political understanding of the issues surrounding ratification.

World War I was on its way even in the 19th century. Events involving imperialism and colonialism such as the Scramble of Africa in the 1880s made European powers grow in strength. Alliances between certain European powers were tested when Archduke Ferdinand was killed in 1914, and the countries on the Continent became ready to fight each other. Nationalism was high, and many European countries thought WWI would be a fast skirmish. It ended up being a 4 year long war, with 20th century technology devastating European soldiers who were using 19th century tactics. The U.S. would join in 1917, and the war would finally end the year after. President Wilson had promised to keep the country out of the war, yet despite his Neutrality Proclamation he felt compelled to break that promise when Germany broke theirs with more submarine warfare. Determined to prevent that wartime destruction from happening again President Wilson would try to work with Europe after the war so lasting peace could be made. However, there was not always agreement among the Big Four. Wilson's objectives were not always the same as other Allied leaders who were not interested in being forgiving of Germany. A lasting peace to Wilson meant a League of Nations should be included in the Treaty which complicated the debate over the ratification of the Treaty of Versailles. This debate led to America trying to figure out its responsibilities and role in the world going into the 1920s as a world power.

WWI is known as the great war, and for good reason. With millions killed and countries devastated, Wilson felt compelled to help the world out. During the war, Wilson announced his 14 points to assure Nations fighting the war that a second great war could be prevented. He would travel to Paris in late 1918 to help in the Paris Peace conference, and

desired to finalize a treaty that would be fair to all and include his Fourteen Points. Wilson helped draw up terms of peace including his design for a League of Nations, a world body to settle future conflicts among nations..." (Doc. 1). In Document 3, he mentions that it might not be totally successful in preventing another war, but it would be better than doing nothing to stop another great war.

U.S. opinion was split on whether it should continue to be involved with Europe after WWI. Some thought the U.S. should never have gotten involved in the war in the first place and others believed like Wilson that liberty won in the war should be protected. Wilson felt compelled to work for world peace and believed the League was the answer, but Senator Lodge disagreed. In an address to the Senate Senator Lodge mentioned how helping Europe protect its territory as the U.S. would have to do as a member of the League of Nations would contradict Washington's Farewell address of 1796 and the Monroe Doctrine of 1823. "Many Americans agreed with Lodge that through the treaty the United States would be committed to an 'entangling alliance' and that other nations could determine its foreign policy by obliging it to participate in action against aggressors" (Doc. 4). This was not acceptable to people who believed the U.S. was better off just taking care of itself like it had before the war. Americans were afraid that other countries in the League of Nations could require the U.S. to do certain actions that'd go against American policies and beliefs. Wilson wanted a League of Nations so the U.S. could work with other nations for world peace, but the resistance from many Americans and the Senate wouldn't make it possible.

Going into the 1920s, the U.S. returned to isolationism.

Anchor Paper – Civic Literacy Essay—Level 4

Document 5b shows America as the missing piece of the bridge after the Senate refused to ratify the Treaty of Versailles. The U.S. wanted to maintain its independence and continue to mature into a world power without taking on too much responsibility after WWI. WWI also didn't result in Americans giving up their isolationist and national sovereignty ways, which would later occur due to WWII. Just like Wilson, FDR couldn't keep the U.S. out of war and just like Wilson he proposed an international organization to settle conflicts. But unlike Wilson this organization, the United Nations, was supported and the U.S. became a member.

For the U.S., the debate over ratifying the Treaty of Versailles ended in failure for Wilson.

Anchor Level 4

The response:

- Develops all aspects of the task for the debate over the ratification of the Treaty of Versailles
- Is both descriptive and analytical (President Wilson tried to work with Europe after war for lasting peace; debate over Treaty of Versailles led to America trying to figure out its responsibilities and role in world in 1920s; with millions killed in World War I and countries devastated, Wilson felt compelled to help world; during World War I, Wilson announced his 14 Points to assure nations fighting war that a second war could be prevented; Wilson felt League might not be totally successful in preventing another war, but better than doing nothing; some thought United States should never have gotten involved in World War I in first place and others believed, like Wilson, that liberty won in war should be protected; many Americans agreed with Lodge that, through the treaty, United States would be committed to an “entangling alliance” and other nations could determine our foreign policy; some Americans felt United States better off just taking care of itself; Wilson wanted League so United States could work with other nations for world peace, but resistance from many Americans and Senate did not make it possible; United States wanted to maintain its independence and continue to mature into world power without taking on too much responsibility after World War I)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (events involving imperialism and colonialism, such as “scramble for Africa” in 1880s, made European powers grow in strength; alliances between European powers tested when Archduke Ferdinand killed and countries on continent ready to fight each other; President Wilson promised to keep country out of war yet despite Neutrality Proclamation felt compelled to break promise when Germany increased submarine warfare; Wilson’s objectives not always same as other Allied leaders who not interested in forgiving Germany; World War I did not result in Americans giving up isolationist and national sovereignty; like Wilson, Franklin D. Roosevelt could not keep United States out of war and, like Wilson, he proposed an international organization to settle conflicts but United States became a member)
- Supports the theme with relevant facts, examples, and details (Wilson traveled to Paris Peace Conference; Wilson desired to finalize a treaty that would be fair to all and include his 14 Points; Wilson helped draw up terms of peace, including his design for a League, a world body to settle future conflicts among nations; United States opinion split on whether should continue to be involved with Europe after World War I; Senator Lodge felt helping Europe protect its territory as United States would have to do as a member of League would contradict Washington’s Farewell Address and Monroe Doctrine; debate over treaty ended in failure)
- Demonstrates a logical and clear plan of organization; includes an introduction that discusses historical circumstances and a concluding sentence

Conclusion: Overall, the response fits the criteria for Level 4. Outside historical information supports document interpretation, some good conclusions, and a relevant comparison of Presidents Wilson and Roosevelt. Analytic statements about the issues surrounding ratification would have benefited from additional supporting facts and details.

Since America's beginning, the question of isolationism had been answered clearly by most U.S. presidents. From the Farewell Address of George Washington to the Monroe Doctrine, America's stance has been to be firmly neutral and uninvolved with European Affairs. By the presidency of Woodrow Wilson and the close of World War One however, America's position in the world had begun to change, and the debate in isolationism was sparked again by the issues raised by the Treaty of Versailles.

Prior to the Great War America followed fairly closely Washington's Farewell Address and the Monroe Doctrine, which worked pretty effectively at keeping the U.S. out of European Conflict and Europe out of the western hemisphere. Due to a variety of factors like unrestricted submarine warfare and the Zimmerman telegram though, America felt as if its neutrality had been breached. With American support, the Allied powers were able to win against the Germans, and a peace treaty needed to be signed. Woodrow Wilson, president of the United States during the Great War, came up with 14 points to hopefully prevent another war like this one from occurring. One of these 14 points was the creation of a sort of international organization to encourage cooperation and keep the peace. In order for this to work, the United States as the world's most powerful nation had to be involved in the Treaty's League of Nations. As demonstrated by document 5b, the U.S. was supposed to be the "keystone" in the League of Nations, Back at home, the idea was actually somewhat unpopular. Opposition in the Senate was led by Henry Cabot Lodge who was afraid the League would function as an entangling alliance, which would inevitably pull the U.S. into the very next war Wilson was trying to prevent.

Futhermore, when he addressed the Senate in document 2, he stated that joining the League of Nations would directly go against the advice of George Washington and would reject the Monroe Doctrine, ideas which were still prominent and popular in the late 1910s. Of course, many still did support the League of Nations, especially as Woodrow Wilson advocated for it so strongly. Documents 1 and 3 detail why Wilson so passionately tried to get support for the League, millions of Europeans greeted Wilson when he was working on the Treaty in Paris hoping for a League of Nations to prevent another war. His popularity in Europe made him believe the League would be accepted and have the ability to lessen the chance of another conflict in the coming generations. Wilson's efforts to convince the people and the Senate didn't succeed and America was ultimately, however, in favor of remaining isolationist. The United States never joined the League of Nations, and the U.S. Senate never ratified the Versailles, signing a different treaty with the Central Powers. It wouldn't be until WWII that the U.S. would truly take on its role as world leader and break its isolationist tradition by joining the United Nations.

Anchor Level 3

The response:

- Develops all aspects of the task with little depth for the debate over the ratification of the Treaty of Versailles
- Is more descriptive than analytical (from Farewell Address of Washington to Monroe Doctrine America's stance to be firmly neutral and uninvolved with European affairs; since America's beginning, position of isolationism answered by most presidents; by presidency of Wilson and close of World War I, America's position in world had begun to change; debate on isolationism sparked by issues raised by Treaty of Versailles; purpose of international organization to encourage cooperation and keep peace; to keep peace United States as world's most powerful nation had to be involved in League but idea somewhat unpopular in United States; Lodge feared League would function as entangling alliance, which would inevitably pull United States into war that Wilson was trying to prevent; ideas of Washington and Monroe Doctrine still prominent and popular in late 1910s; many still supported League, especially as Wilson advocated so strongly for it; ultimately America in favor of remaining isolationist)
- Incorporates some relevant information from all the documents
- Incorporates relevant outside information (Washington's Farewell Address and Monroe Doctrine worked pretty effectively at keeping United States out of European conflicts and Europe out of western hemisphere; due to variety of factors, such as unrestricted submarine warfare and Zimmermann Telegram, America felt like its neutrality had been breached; with American support, Allied powers able to win against Germans and a peace treaty needed to be signed; United States signed a different treaty with Central Powers; would not be until World War II that United States would truly take on role of world leader and break isolationist tradition by joining United Nations)
- Includes some relevant facts, examples, and details (President Wilson of United States came up with 14 Points to hopefully prevent another war from occurring; one of 14 Points was creation of an international organization; opposition to Treaty in Senate led by Henry Cabot Lodge who stated joining League would go directly against advice of George Washington and would reject Monroe Doctrine; millions of Europeans greeted Wilson when he was working on treaty in Paris; Wilson's efforts to convince people and Senate did not succeed; United States never joined League or ratified the treaty)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a concluding sentence

Conclusion: Overall, the response fits the criteria for Level 3. A good understanding of important foreign policy concepts support the narrative, which is framed by document interpretation. Further development of impact would have benefited the discussion.

In the early 1900's Woodrow Wilson was working hard to find a way to prevent another "great war." There was lots of discussion contradicting these ideas. In 1918 Wilson introduced his 14 points. These principles were designed to remove causes of a probable great war. These points gave hope to Allied groups that a war would be prevented. In 1919 Woodrow Wilson attended the Paris Peace Conference to make a fair treaty with the other nations. Along with this, he had also introduced his thought of the League of Nations.

There was lots of debate surrounding the conversation of the League of Nations and the treaty of Versailles within the United States. Senator Henry Cabot Lodge expressed his feelings on the topic, and claimed that it would cause the U.S. to be committed to an "entangling alliance." He also believed that it contradicted the ideas presented in the Monroe Doctrine and George Washington's Farewell Address. Henry Cabot Lodge also felt that the League of Nations and Treaty of Versailles interfered with our Foreign Policy of isolationism.

Although Henry Cabot Lodge disagreed with Woodrow Wilson's plan to fix the chances of another great war, Wilson also had opinion on the topic. Woodrow had felt that even though this treaty cannot completely eliminate any chance of war, it still gives the country a sense of security and protection. The ideas that Woodrow had presented at that peace conference would not eliminate war, but would make war less likely to occur. Wilson wanted the people of his country, along with his Allied nations to feel secure with ideas of anti-war.

Concluding this, the ideas that Woodrow Wilson had presented at the Paris Peace Conference had created a lot of controversy among the states and within the house. Some felt that Wilson had failed as a

president by giving up our isolationist preferences. They feel as if the president gave up their only sense of security.

Anchor Level 2

The response:

- Minimally develops all aspects of the task for the debate over the ratification of the Treaty of Versailles
- Is primarily descriptive (in early 1900s Woodrow Wilson working hard to find another way to prevent another “great war”; much discussion contradicting Wilson’s ideas; 14 Points designed to remove causes of a probable great war; 14 Points gave hope to Allied groups that war could be prevented; Senator Lodge claimed Treaty of Versailles would cause United States to be committed to an “entangling alliance,” contradicted ideas presented in Washington’s Farewell Address and Monroe Doctrine, and interfered with our foreign policy of isolationism; Wilson felt that even though treaty cannot completely eliminate any chance of war it still gives country a sense of security and protection; Wilson’s ideas would not eliminate war but would make war less likely to occur; Wilson wanted people of his country along with Allied nations to feel secure with ideas of anti-war; some felt Wilson had failed as president by giving up isolationist preferences); includes faulty and weak application (Wilson’s ideas created a lot of controversy within the states and within the House)
- Incorporates limited relevant information from documents 1, 2, and 3
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Wilson introduced 14 Points in 1918; Wilson attended Paris Peace Conference to make a fair treaty with other nations and introduce his thoughts of a League of Nations)
- Demonstrates a general 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 2. While impact is addressed by a general conclusion, relevant statements indicate an understanding of the documents and their relation to the task. But despite some analytic statements, lack of supporting facts and details, especially from outside the documents, weakens the effort.

Anchor Paper – Civic Literacy Essay—Level 1

Many efforts have been made in the U.S. to address constitutional and civic issues. There have been many debates over these issues, not only including the government but individuals and groups as well. The main issue in the early 1900's was the debate over the ratification of the Treaty of Versailles.

After World War I, president Woodrow Wilson came up with these ideas of keeping the peace and preventing another great war. He knew there would be another world war if a plan was not made and agreed upon by the nations of the world, as stated in Document one.

Wilson made many efforts with his ideas to address this issue. He spoke out to the people hoping to gain support for his idea of the Treaty of Versailles. In document three he explains, at least with the treaty, they gain some insurance against war. With the treaty there is less probability that war will recur, being that the arrangements of the treaty are just, hoping to gain support from combined powers of nations.

The impacts of these efforts did not lead to good things for the U.S. The senate did not approve the treaty

Anchor Level 1

The response:

- Minimally addresses all aspects of the task for the debate over the ratification of the Treaty of Versailles
- Is descriptive (after World War I, President Wilson came up with ideas to keep peace and prevent another great war; Wilson knew there would be another world war if a plan not made and agreed upon by nations of the world; Wilson spoke to the people hoping to gain support for Treaty of Versailles; Wilson felt that with treaty there would be less probability war would recur since arrangements of treaty would be just; Wilson hoped to gain support from combined powers of nations; impact of efforts did not lead to good things for the United States)
- Includes minimal information from documents 1, 3, and 4
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Senate did not approve treaty)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a conclusion that makes two general statements about impact

Conclusion: Overall, the response fits the criteria for Level 1. General summaries of document information briefly address all aspects of the task by describing Wilson's role in the Treaty of Versailles. A limited understanding of the Treaty of Versailles is demonstrated, and concentration on Wilson's role limits the discussion.

Before World War I, the United States for the most part followed isolationist beliefs. Americans did not want to be involved with foreign countries, hoping it would guarantee peace for them at home. Americans did not want to go against George Washington's wishes of neutrality and the ideas he included in his farewell address. Until our actual involvement in World War I, neutrality worked for awhile, but it became evident that it would not keep the peace forever. Therefore, after World War I was over and the allies won, President Woodrow Wilson helped create the League of Nations as part of the Treaty of Versailles. The League would create alliances between countries in hopes of avoiding another World War.

In his efforts to get the Treaty of Versailles ratified by the Senate, President Wilson "traveled over 8,000 miles by train and spoke forty times in twenty-two days" (document 4). He tried his best to convince Americans that ratifying the treaty was in the best interest of America. He asked his audience "if it is not an absolute insurance against war, do you want no insurance at all?" (document 3). His belief was that the League of Nations and the Treaty of Versailles would add some protection to the United States and save the liberty American soldiers had died for in World War I.

Wilson's opposition included Senator Henry Cabot Lodge who believed the League of Nations and the Treaty of Versailles would not keep peace, but inspire conflict between the United States and other countries. After World War I, Lodge and many Americans were skeptical of other countries, since they had drawn the United States into a war that was resented by many Americans. Because of this skepticism, Senator Lodge did not want the Treaty of Versailles

to be ratified. He believed and worried that a strong army and navy would be needed to insure the guarantee of Article X. This could be expensive considering World War I had just ended. Instead of a Treaty that “repudiated George Washington’s September 17, 1796, Farewell Address and the Monroe Doctrine, two sacred canons of American foreign policy” the United States should just worry about itself and its own safety (document 2). Neutrality had worked for the United States for a long time, so Senator Lodge believed it should still work. World War I was a rare occurrence and America could avoid another world war by not spending a lot of money on building up their military and staying out of entangling alliances. If the United States had a strong military, it might mean we would be more likely to get involved in conflicts with other countries.

Because of Senator Lodge and many other American’s beliefs, it was hard for President Wilson to gain the support needed to ratify the Treaty of Versailles. Due to the lack of Republican support for the treaty in the Senate, its vote was 49 to 35 with 24 democrats also opposing it (document 5a). One of the checks and balances put in place for the government is that two-thirds of the senate must agree in order for a treaty to be ratified. This was not two-thirds of the Senate and therefore, the United States neither ratified the treaty of Versailles nor joined the League of Nations.

It is impossible to know whether or not the United States would have avoided World War II if we would have joined the League of Nations or ratified the Treaty of Versailles, but conflict in Europe was almost unavoidable. In the 1940s, once again a World War began and the United States was forced to militarily intervene after the bombing

of Pearl Harbor. The fighting lasted for years and countries fell to the Axis powers. The United States and its Allies finally won when they defeated Hitler in Europe and the United States bombed Hiroshima, causing Japan to surrender. Although the United States did not have guaranteed alliances through the League of Nations they were able to team up with countries such as England and France. Other countries which were a part of the League of Nations were supposed to prevent conflict and another world war, but still got dragged into the fighting. Because of these events, it is hard to know if the Treaty of Versailles would have helped the United States avoid conflict in the long run.

Americans have debated many constitutional and civic topics throughout American history. Many groups, individuals and even governments have tried to address these ideas. Some were not completely successful, but some had more success than others. One of these constitutional and civic issues was the debate over the ratification of the Treaty of Versailles. The treaty began to be drafted even before the end of the war, partly by Woodrow Wilson, the U.S. president at the time. To try and prevent future wars, Wilson created 14 points, one of which being an international organization to keep the peace (Doc 1). Despite this idea being incorporated into the Treaty of Versailles as the League of Nations as a way to protect world peace, many in the American Senate were against it. Through this debate over the Treaty there were many attempts to address the ratification of the Treaty of Versailles.

After Woodrow Wilson compromised the Treaty of Versailles into existence by giving up most of his Fourteen Points to get the League included in the Treaty he had to get it ratified by the U.S. Senate. Criticisms coming from different immigrant groups, such as the Germans, and political parties made ratification a challenge. To do this, Wilson gave speeches throughout the U.S. to create support for the Treaty of Versailles and its League of Nations. Although Wilson admitted the League was not a guarantee that there would be no future wars, he believed it would help to prevent war, thus honoring the sacrifice of Americans who had died for liberty in World War I—a war he tried unsuccessfully to keep the U.S. out of (Doc 3). Wilson urged the Senate to ratify the Treaty with the League to help establish an international peace keeping force to preserve the liberty Americans had died for.

However many Americans, such as Senator Henry Cabot Lodge,

had wanted the U.S. to stay out of World War I and after the war led an isolationist movement. He felt the Treaty of Versailles would lead to dangerous entangling, international alliances. Even as Wilson gave speeches for ratification, Henry Cabot Lodge gave speeches against ratification. Lodge argued to the Senate that the Treaty and League went against traditional American principles of isolationism laid out in George Washington's farewell address and the Monroe Doctrine (Doc 2). Lodge, and many Republicans in the U.S. Senate felt that joining the League of Nations would only draw the U.S. into more international conflicts. Many thought the U.S. had already sacrificed too much defending the Allies in World War I. One of the major reasons that many Americans disliked the League was Article X, calling for nations to "respect and preserve us against external aggression the territorial integrity and existing political independence of all members of the League" (Doc 4). Many felt this could force the U.S. to become more involved internationally at a time when many Americans were more concerned about their own country and worried about immigrants, communists, and the Red Scare. Wilson's speeches tried to address this, but he fell ill and was unable to continue to rally support and had difficulty carrying out his responsibilities as president. Angry at Lodge and not feeling his best, Wilson also refused any compromises proposed by opponents of the League leading to the failure of the U.S. Senate to ratify the Treaty of Versailles.

The refusal of the U.S. Senate to ratify the treaty led to a weak League of Nations and the continuance of American isolationism until World War II. As president of the U.S., Woodrow Wilson had proposed that the Treaty of Versailles include the League of Nations, so

the U.S. was expected to be a participant. However, because the Senate refused to ratify the treaty, the U.S. never joined the League. The League of Nations was thus weakened, as the U.S. would have been the strongest point holding up for the rest of the League, as shown by the cartoon of Document 5b. Without U.S. support the League of Nations was unable to protect world peace, as it had little power and had to deal with European recovery from the war and Germany's anger over the harsh terms of the Treaty. Another effect, as well as a cause of, the refusal to ratify was continuing U.S. isolationism.

The U.S. was largely isolationist throughout most of its history. The nation became involved in World War I begrudgingly, but there was still an undertone of isolationism. Isolationism returned in full force after World War I, and continued into the 1930s with the passage of the Neutrality Acts. The bombing of Pearl Harbor ended our isolationism and led to U.S. involvement in World War II (Doc 6). After another terrible war Americans seemed more willing to support President Roosevelt's idea for a new "League of Nations" and President Truman's containment policies designed to stop the spread of communism in Europe and around the globe.

After the ending of World War I, Americans weren't ready to commit to membership in the League of Nations and the Treaty of Versailles was rejected. Some, like its author Woodrow Wilson, supported the Treaty and League as a peacekeeping force, while others feared it as a threat to American isolationism. Not wanting responsibility for other nations' problems and because of Wilson's refusal to compromise the Senate refused to ratify the treaty.

This led to a weakened League of Nations, unable to prevent the

Civic Literacy Essay—Practice Paper – B

outbreak of World War II. The defeat of the treaty also allowed for the continuance of American isolationism, which would not be ended until the threats of World War II and the Cold War were recognized. As those threats were addressed it became obvious that neither isolation nor absolute national sovereignty would probably ever be possible.

George Washington's farewell address influenced Henry Cabot Lodge's and president Woodrow Wilson's proposed treaty provisions relating to the league of nations. Lodge spoke and said that the league's constitution contradicted Washington's farewell address and Monroe doctrine. Washington's farewell basically stated how to run the country without being corrupt.

President Wilson had traveled over 8,000 miles and spoke over forty times in twenty two days to ratify the league of nations constitution. However he was not successful in getting enough votes as he was forced to abandon his speeches due to illness.

When Wilson's fourteen points were created it inspired allied nations of the U.S. that another great war would've been prevented. Wilson had traveled to other countries in hopes of making a fair treaty. The league of nations was created to help solve future conflicts among nations.

Throughout US history many issues have been debated by the population. One such issue that was widely debated was the ratification of the Treaty of Versailles. Many Americans agreed with the ratification of the Treaty of Versailles and many didn't.

Before WWI Americans had isolationist values and preferences, however during WWI Americans started to steer away from tradition and wanted to get involved in the war. President Wilson knew the terrors that awaited for Americans, so he came up with the 14 points to prevent another war, one of those points was the creation of the League of Nations, doc 1. After the war many Americans wanted to go back to isolationists values. Senator Henry Cabot Lodge lobbied for not ratifying the Treaty of Versailles, doc 2. Lodge and many Americans viewed the League as a way for Europeans to force the US into its affairs, doc 4. Wilson lobbied for the treaties ratification, "If it is not absolute insurance, do you want no insurance at all?" (doc 3). Wilson viewed the treaty as a form of insurance, however despite Wilson travelling thousands of miles making speeches (doc 4), the treaty was ratified but the US didn't join the League of Nations, doc 5.

The debate of ratification of the Treaty of Versailles would later influence FDR's signing of the neutrality act in the 1930's. Despite being widely debated the ratification of the Treaty of Versailles heavily impacted US history.

After the “War to End All Wars”, namely WWI, Europe was scrambling to avoid another bloody, futile conflict. Through this haze of fear came Woodrow Wilson, trumpeting his vision for peace—the League of Nations. However, Wilson’s plan was marred by opposition from Republicans in the Senate. Wilson argued that some semblance of diplomacy over shadowed Republican Senator Henry Cabot Lodge’s favorable view of isolationism.

Wilson, the Democratic president at the time, decided to go directly to the American people to explain why the League was important. He argued in his Pueblo speech that having any insurance against future wars is better than having none (Doc 3). In his speech he spoke about how soldiers, Americans, died for Liberty and, if ratified, the Treaty of Versailles would make their deaths more meaningful and hopefully American soldiers wouldn’t have to fight and die in another world war. He traveled over 8,000 miles around the country because he believed firmly in the League, so much that while in Paris he sacrificed many of his 14 Points to give concessions to the other Allies. (Doc 1).

Since the Senate had to ratify the Treaty, Wilson personally discussed provisions of the League of Nations with Senators but did not get Republican support. The final treaty seemed to have given everyone something to criticize. Republican leader Henry Cabot Lodge argued against Wilson’s ideas for peace because of concerns over isolationism. Except for the 1890s, America had long felt a strong commitment to isolate itself. Before both world wars, we were neutral, unentangled, and respected Washington’s advice almost until the Cold War. (Doc 6) Lodge used this foreign policy tradition against Wilson. He attacked Article X of the Treaty on the basis that it would

threaten America's independence when it came to foreign policy that honored Washington's Farewell Address and the Monroe Doctrine (Doc 4). Article X stated that America would have to possibly fight in a war to protect its allies in the League. This would be antithetical to conservative beliefs and so Lodge fought against the League as hard as Wilson fought for it. Wilson's strong belief in the Treaty meant he would not make any changes that might have led to Lodge and other Republicans voting for ratification. (Doc 4). The Senate returned the Treaty to Wilson and America did not join the League (Doc 5a).

Because America never ratified the Treaty and signed a separate peace treaty with Germany, America was eventually faced with the consequences of another world war. Two decades later, America would be embroiled in another conflict, so World War I did not end all wars as Wilson had hoped. With the establishment of NATO, America entered into a type of League that Wilson would be proud of, and the UN, however effective or ineffective it has been, was based on Wilson's original plan. Wilson himself saw the war in the future once warning that war would erupt in the next 2 decades if there wasn't a League to prevent it. Maybe the Senate and Wilson should have listened more carefully to each other for the good of world peace.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with little depth for the debate over the ratification of the Treaty of Versailles
- Is more descriptive than analytical (for most part before World War I, United States followed isolationist beliefs; Americans didn't want to be involved with foreign countries, hoping it would guarantee peace at home; Americans didn't want to go against Washington's wishes of neutrality and the ideas included in his Farewell Address; until actual involvement in World War I, neutrality worked but became evident would not keep peace forever; League would create alliances between countries in hopes of avoiding another world war; Wilson tried his best to convince Americans ratifying treaty in best interests of America; Wilson asked audience if not absolute insurance against war do you want no insurance at all; Wilson believed League and Treaty would offer some protection to United States and save the liberty American soldiers had died for in World War I; Lodge believed League and Treaty would inspire conflict between United States and other countries; after World War I, Lodge and many Americans skeptical of other countries since they had drawn United States into a war resented by many Americans; Lodge believed a strong army and navy needed to insure guarantee of Article X, which could be expensive considering World War I had just ended; Lodge thought United States should worry about itself and its own safety; Lodge believed neutrality should still work as it had worked for a long time; Lodge felt World War I was a rare occurrence and America could avoid another war by not spending a lot of money on building up its military and staying out of entangling alliances; Lodge believed if United States had strong military could lead to greater involvement in conflicts with other countries; Lodge and other Americans made it difficult for Wilson to gain support needed to ratify treaty; impossible to know if United States could have avoided World War II if had signed treaty and joined League)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (in 1940s, once again a world war began and United States forced to militarily intervene after bombing of Pearl Harbor; World War II lasted years and countries fell to Axis powers; United States and its allies finally won World War II; Hitler defeated in Europe and Hiroshima bombed, causing Japan to surrender; United States able to team up with countries such as England and France even though not a member of League; although League supposed to prevent conflict and another world war, countries dragged into fighting)
- Includes some relevant facts, examples, and details (after Allies won World War I, Wilson helped create League as part of treaty; in efforts to get treaty ratified by Senate, Wilson traveled over 8,000 miles by train and spoke forty times in twenty-two days; Senator Lodge opposed Wilson's ideas; treaty would repudiate Washington's Farewell Address and Monroe Doctrine; due to lack of Republican support, the Senate voted 49 to 35 in opposition to the treaty, with 24 Democrats also opposing it; two-thirds of Senate needed for treaty to be ratified; United States did not ratify treaty or join League)
- Demonstrates a satisfactory plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that discusses impact

Conclusion: Overall, the response fits the criteria for Level 3. The response is framed by document information that includes some thoughtful analytic statements. Additional supporting facts and details would have strengthened the discussion, especially in the treatment of historical circumstances.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the debate over the ratification of the Treaty of Versailles
- Is more analytical than descriptive (Wilson compromised most of his 14 Points to get League included in treaty; although Wilson admitted League not a guarantee against future wars, he believed it would help prevent war; Wilson wanted to honor sacrifice of Americans who died for liberty in World War I; even as Wilson gave speeches for ratification, Lodge gave speeches against it; Lodge felt treaty would lead to dangerous, entangling alliances; Lodge and many Republicans in Senate felt that joining League would only draw United States into more international conflicts; many Americans disliked Article X because they felt it would force United States to become more involved internationally; angry at Lodge and not feeling his best, Wilson refused to consider any compromise proposals; refusal of Senate to ratify treaty led to a weak League and continuance of American isolation until World War II; United States expected to be a participant in League as Wilson had proposed the idea; without United States support League unable to protect world peace; after ending of World War I, Americans not ready to commit to membership in League)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (criticisms of treaty came from different immigrant groups and political parties making ratification a challenge; Wilson unsuccessful at keeping United States out of World War I; Lodge wanted United States to stay out of World War I and led isolationist movement; many thought United States had already sacrificed too much defending Allies in World War I; Americans more concerned about own country and worried about immigrants, communists, and Red Scare; Wilson had trouble carrying out his responsibilities as president when he fell ill; Europe had to deal with recovery from war and Germany's anger over harsh terms of treaty; isolationism returned in full force after World War I and continued into 1930s with passage of Neutrality Acts; bombing of Pearl Harbor ended American isolationism and led to United States involvement in World War II; after another terrible war Americans seemed more willing to support President Roosevelt's idea for a "new League of Nations" and President Truman's containment policies designed to stop spread of communism; as threats of World War II and Cold War addressed, it became obvious that neither isolation nor absolute sovereignty would be possible)
- Richly supports the theme with many relevant facts, examples, and details (League of Nations incorporated into treaty; many in Senate against League; treaty had to be ratified by Senate; Wilson gave speeches throughout United States to get support for treaty and its League; Lodge argued that treaty and League went against traditional American principles of isolationism laid out in Washington's Farewell Address and Monroe Doctrine; Wilson fell ill and unable to continue rally to support League; Senate failed to ratify Treaty of Versailles so United States never joined)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a conclusion that focuses on impact

Conclusion: Overall, the response fits the criteria for Level 5. Analytical treatment of the issues surrounding the debate demonstrate a good understanding of the influence of domestic factors and Wilson's leadership on the ratification process. Thoughtful conclusions recognize the complex nature of foreign policy issues.

Practice Paper C—Score Level 1

The response:

- Minimally addresses all aspects of the task for the debate over the ratification of the Treaty of Versailles
- Is descriptive (Washington’s Farewell Address influenced Henry Cabot Lodge’s and President Wilson’s proposed treaty provisions relating to League of Nations; Lodge said League’s constitution contradicted Washington’s Farewell Address and Monroe Doctrine; Wilson inspired Allied nations of the United States that another great war could be prevented; Wilson traveled to other countries in hopes of getting a fair treaty; League of Nations created to help solve future conflicts among nations); includes faulty and weak application (Washington’s Farewell Address basically stated how to run the country without being corrupt)
- Includes minimal information from documents 1, 2, and 4
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (President Wilson traveled over 8,000 miles and spoke over forty times in twenty-two days for ratification of League of Nations; Wilson forced to abandon his speeches due to illness; Wilson not successful in getting enough votes)
- Demonstrates a general plan of organization; lacks a specific introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Simplistic interpretation of document information generally addresses the task. Although a basic understanding of the task is demonstrated, generalizations that lack supporting facts and details further weaken the effort.

Practice Paper D—Score Level 2

The response:

- Minimally develops all aspects of the task for the debate over the ratification of the Treaty of Versailles
- Is primarily descriptive (many Americans agreed with Treaty of Versailles and many did not; Wilson knew terrors awaited Americans so he came up with 14 Points to prevent another war; after the war many Americans wanted to return to isolationist values; Lodge and many Americans viewed League as a way for Europeans to force the United States into its affairs; Wilson viewed treaty as a form of insurance)
- Incorporates limited relevant information from documents 1, 2, 3, 4, and 5
- Presents little relevant outside information (before World War I, Americans had isolationist values and preferences; however, during World War I, Americans started to steer away from tradition and wanted to get involved in the war; debate over ratification of Treaty of Versailles later influenced Franklin D. Roosevelt's signing of Neutrality Act in 1930s)
- Includes few relevant facts, examples, and details (League of Nations one of 14 Points; Senator Lodge lobbied for not ratifying Treaty of Versailles; Wilson lobbied for ratification of Treaty of Versailles; Wilson traveled thousands of miles and made speeches; treaty ratified but United States did not join League of Nations)
- Demonstrates a general plan of organization; includes an introduction and a one sentence conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Simplistic and general statements briefly address all aspects of the task. A few thoughtful conclusions are included, but lack of development weakens their effectiveness.

Practice Paper E—Score Level 4

The response:

- Develops all aspects of the task for the debate over the ratification of the Treaty of Versailles
- Is both descriptive and analytical (Wilson’s plan marred by opposition from Senate Republicans; Wilson arguments about some semblance of diplomacy overshadowed Lodge’s favorable view of isolationism; Wilson decided to go directly to American people to explain why League important; Wilson argued having any insurance against future wars better than having none; Wilson hoped treaty would make deaths of American soldiers in World War I more meaningful and hopefully American soldiers would not have to fight and die in another world war; Wilson believed in League so much that while in Paris sacrificed many of his 14 Points to give concessions to other Allies; final treaty seemed to have given everyone something to criticize; Lodge used America’s foreign policy tradition of isolationism against Wilson; Lodge attacked Article X on basis it would threaten America’s independence on foreign policy because would be antithetical to conservative beliefs; Lodge fought against treaty as hard as Wilson fought for it; Wilson’s strong belief in treaty meant he would not make any changes that might have led Lodge and other Republicans to vote for ratification; America eventually faced consequences of another world war, so World War I did not end all wars as Wilson had hoped; Wilson saw war in future would erupt if not a League to prevent it; maybe Wilson and Senate should have listened more carefully to each other for good of world peace)
- Incorporates relevant information from all the documents
- Incorporates some relevant outside information (after World War I, Europe scrambling to avoid another bloody, futile conflict; Wilson personally discussed provisions of League with senators but did not get Republican support; Lodge had concerns over isolationism that, except for 1890s, America long felt a commitment to; before both world wars, America was neutral, unentangled, and respected Washington’s advice, almost until Cold War; America signed separate peace treaty with Germany; with establishment of NATO, America entered into type of League Wilson would be proud of; United Nations, however effective or ineffective it has been, based on Wilson’s original plan)
- Supports the theme with relevant facts, examples, and details (Wilson’s League of Nations was his vision for peace; Wilson traveled more than 8,000 miles because he firmly believed in League; Senate had to ratify treaty; Republican Senator Lodge argued against Wilson’s idea for peace; America’s foreign policy honored Washington’s Farewell Address and Monroe Doctrine; Article X stated America would possibly have to fight in a war to protect its Allies in League; Senate returned treaty to Wilson and America did not join League)
- Demonstrates a logical and clear plan of organization; includes an introduction that is beyond a restatement of the theme and a concluding sentence

Conclusion: Overall, the response fits the criteria for Level 4. While document interpretation is generally thoughtful, additional supportive outside information would have strengthened the discussion. However, some analytic statements in the treatment of efforts to ratify lead to good conclusions.

The Chart for Determining the Final Examination Score for the January 2025 Regents Exam in U.S. 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.

Online Submission of 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. Click Regents Examinations.
3. Complete the required demographic fields.
4. Select the test title from the Regents Examination dropdown list.
5. Complete each evaluation question and provide comments in the space provided.
6. Click the SUBMIT button at the bottom of the page to submit the completed form.

January 2025 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 **18** 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 **31** (= 18 + 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 **3.5** and a total Part I, Part II and Part IIIA score of **31** 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
0	0	6	11	16	20	24	28	32	35	39	42
1	4	9	14	19	23	27	31	34	38	41	44
2	8	13	17	21	25	29	33	36	40	43	46
3	11	16	20	24	28	32	35	39	42	45	48
4	14	19	23	27	31	34	38	41	44	47	50
5	17	21	25	29	33	36	40	43	46	49	52
6	20	24	28	32	35	39	42	45	48	51	54
7	23	27	31	34	38	41	44	47	50	53	55
8	25	29	33	36	40	43	46	49	52	54	57
9	28	32	35	39	42	45	48	51	54	56	59
10	31	34	38	41	44	47	50	53	55	58	60
11	33	36	40	43	46	49	52	54	57	59	62
12	35	39	42	45	48	51	54	56	59	61	63
13	38	41	44	47	50	53	55	58	60	63	65
14	40	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	71	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	71	72	74	76
23	57	59	62	64	66	68	70	72	73	75	77
24	59	61	63	66	67	69	71	73	74	76	78
25	60	63	65	67	69	71	72	74	76	77	79
26	62	64	66	68	70	72	73	75	77	78	79
27	63	66	67	69	71	73	74	76	78	79	80
28	65	67	69	71	72	74	76	77	79	80	81
29	66	68	70	72	73	75	77	78	79	81	82
30	67	69	71	73	74	76	78	79	80	82	83
31	69	71	72	74	76	77	79	80	81	83	84
32	70	72	73	75	77	78	79	81	82	84	86
33	71	73	74	76	78	79	80	82	83	85	86
34	72	74	76	77	79	80	81	83	84	86	87
35	73	75	77	78	79	81	82	84	86	87	88
36	74	76	78	79	80	82	83	85	86	88	89
37	76	77	79	80	81	83	84	86	87	89	90
38	77	78	79	81	82	84	86	87	88	90	91
39	78	79	80	82	83	85	86	88	89	91	93
40	79	80	81	83	84	86	87	89	90	92	94
41	79	81	82	84	86	87	88	90	91	93	95
42	80	82	83	85	86	88	89	91	93	95	97
43	81	83	84	86	87	89	90	92	94	96	98
44	82	84	86	87	88	90	91	93	95	98	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