

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 21, 2026 — 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.

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

Centinel, no. 5

Fall 1787

... But the convention has superadded another power, by which the congress may stamp with the sanction of the constitution every possible law; it is contained in the following clause—"To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this constitution in the government of the United States, or in any department or officer thereof." Whatever law congress may deem necessary and proper for carrying into execution any of the powers vested in them, may be enacted; and by virtue of this clause, they may controul [control] and abrogate [abolish] any and every of the laws of the state governments, on the allegation that they interfere with the execution of any of their powers, and yet these laws will "be made in pursuance [fulfillment] of the constitution," and of course will "be the supreme law of the land, and the judges in every state shall be bound thereby, any thing in the constitution or laws of any state to the contrary notwithstanding."

Source: Samuel Bryan, 1787; Herbert J. Storing, ed., *The Complete Anti-Federalist*, University of Chicago Press, 1981 (adapted)

- | | |
|---|--|
| 3 This passage was written during the | 4 Which claim about the proposed United States Constitution is being made by the author of this passage? |
| (1) debate over the adoption of the Articles of Confederation | (1) The new Constitution gave the states enough power to avoid tyranny. |
| (2) ratification of the United States Constitution | (2) The elastic clause would give too much power to Congress. |
| (3) nullification crisis in Virginia and Kentucky | (3) The system of federalism is best for the new nation. |
| (4) controversy over the War of 1812 | (4) The two-party system would lead to rebellion in the future. |

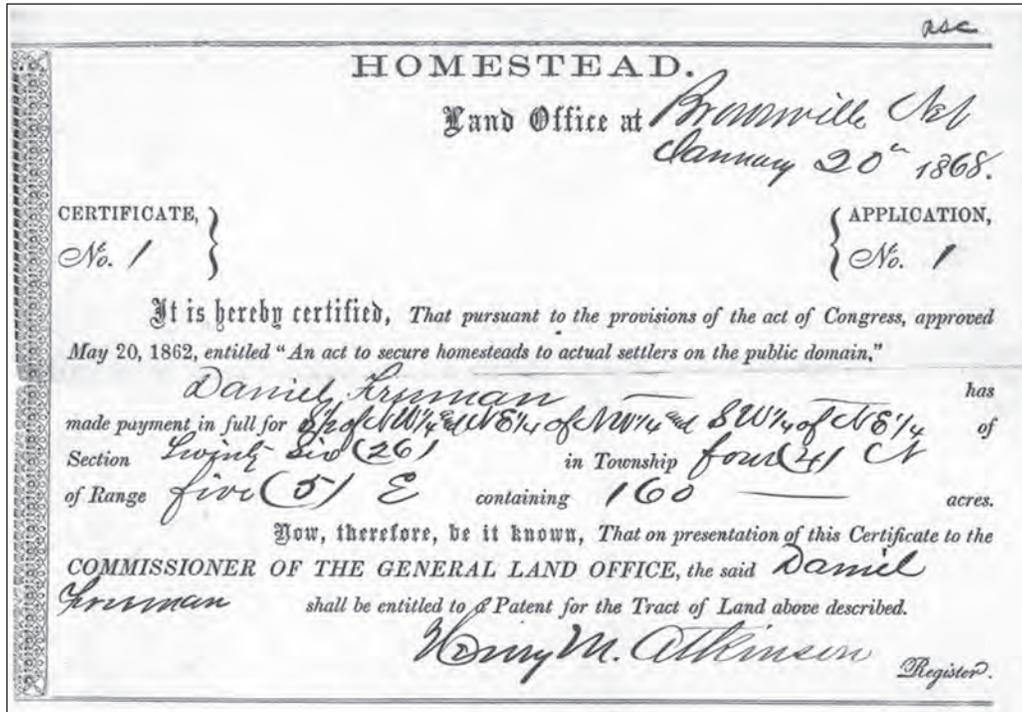
Base your answers to questions 5 and 6 on the passage below and on your knowledge of social studies.

. . . It will relieve the whole State of Mississippi and the western part of Alabama of Indian [Native American] occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude [basic] institutions; will retard [slow] the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community. . . .

Source: President Andrew Jackson, Message to Congress on Indian Removal, 1830

- | | |
|---|---|
| 5 Which statement best describes the claims made by President Andrew Jackson in this passage? | 6 What was one result of President Jackson's message to Congress? |
| (1) The United States government must obey past treaties made with Native Americans. | (1) Trail of Tears |
| (2) White settlers must work harder to get along with Native Americans. | (2) annexation of Texas |
| (3) Native Americans had agreed to assimilate into American society. | (3) <i>Dred Scott</i> decision |
| (4) The relocation of Native Americans will assist both them and white settlers. | (4) Grange Movement |

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



Source: Homestead Certificate for Daniel Freeman, 1868

- 7 This certificate supports a national commitment to what policy?
- (1) Monroe Doctrine
 - (2) isolationism
 - (3) Manifest Destiny
 - (4) détente
- 8 What area of the United States was most affected by the program described in this document?
- (1) the Southwest deserts
 - (2) the Great Plains
 - (3) the Hudson Valley
 - (4) the Pacific Northwest

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

. . . we think the enforced separation of the races, as applied to the internal commerce of the state, neither abridges the privileges or immunities of the colored man, deprives him of his property without due process of law, nor denies him the equal protection of the laws, within the meaning of the fourteenth amendment . . .

Source: *Plessy v. Ferguson*, 1896

- 9 Which phrase is most closely associated with the ideas expressed in this excerpt?
- (1) “separate but equal”
 - (2) “clear and present danger”
 - (3) “all men are created equal”
 - (4) “necessary and proper”
- 10 What was an effect of the Supreme Court’s decision in *Plessy v. Ferguson*?
- (1) The Freedmen’s Bureau was established.
 - (2) The Underground Railroad was formed.
 - (3) The practice of segregation was reinforced.
 - (4) Voting rights were enhanced by grandfather clauses.

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



Source: Jacob Riis, *How the Other Half Lives*, 1890

- 11 The purpose of this photograph was to
- (1) raise public awareness for conditions in the tenements
 - (2) support unrestricted immigration
 - (3) expose the unsafe working conditions in factories
 - (4) promote the use of child labor
- 12 Individuals who were influenced by the work of Jacob Riis would most likely agree that
- (1) federal income taxes should be eliminated
 - (2) monopolistic business practices should be encouraged
 - (3) labor unions should be banned
 - (4) social and economic reforms should be addressed by the government

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

USS *Maine*, photographed circa 1895-98



Source: J.S. Johnston (adapted)

U.S. Navy diving crew at work in 1898 on the wreck of the USS *Maine*



Source: U.S. Naval History and Heritage Command, 1898 (adapted)

- 13 Photographs such as these were often published to
- (1) increase newspaper sales
 - (2) discourage investigative journalists
 - (3) support restrictions on the freedom of the press
 - (4) pressure reporters to reveal their sources

- 14 What was one outcome of the destruction of the USS *Maine*?
- (1) Spanish officials responsible for the destruction were put on trial.
 - (2) Spain strengthened its control over Cuba.
 - (3) Public support for a declaration of war against Spain increased.
 - (4) Spain paid to rebuild the ship and compensate the victims.

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

. . . When I addressed the Congress on the twenty-sixth of February last I thought that it would suffice to assert our neutral rights with arms, our right to use the seas against unlawful interference, our right to keep our people safe against unlawful violence. But armed neutrality, it now appears, is impracticable. Because submarines are in effect outlaws when used as the German submarines have been used against merchant shipping, it is impossible to defend ships against their attacks as the law of nations has assumed that merchantmen would defend themselves against privateers or cruisers, visible craft giving chase upon the open sea. . . .

Source: President Woodrow Wilson, Joint Address to Congress, 1917

- | | |
|---|--|
| 17 In this address, why does President Woodrow Wilson conclude that neutrality is no longer a practical United States policy? | 18 How did Congress respond to President Wilson's 1917 address? |
| (1) The German government has invaded United States territory. | (1) They sent negotiators to meet with representatives. |
| (2) United States ships and citizens are being attacked by German submarines. | (2) They voted to declare war against Germany. |
| (3) The Allies have committed several acts of war. | (3) They placed an embargo on all goods shipped to and from Germany. |
| (4) Germany broke a series of peace treaties. | (4) They asked the League of Nations to stop Germany's use of submarine warfare. |

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



Source: Social Security Board, 1936

- 19 The purpose of this 1936 poster was to encourage Americans to
- (1) sign up for government jobs
 - (2) receive low-cost medical insurance
 - (3) enroll in a national retirement system
 - (4) exercise their right to vote in national elections

Base your answer to question 20 on the passage below and on your knowledge of social studies.

. . . The privilege of opening the first trial in history for crimes against the peace of the world imposes a grave responsibility. The wrongs which we seek to condemn and punish have been so calculated, so malignant, and so devastating, that civilization cannot tolerate their being ignored, because it cannot survive their being repeated. That four great nations, flushed with victory and stung with injury stay the hand of vengeance and voluntarily submit their captive enemies to the judgment of the law is one of the most significant tributes that Power has ever paid to Reason. . . .

Source: Justice Robert H. Jackson, Opening Statement, Nuremberg Trials, November 21, 1945

- 20 The purpose of the Nuremberg Trials referred to in this passage was to
- (1) force Germany to pay war reparations
 - (2) punish Germany for the blitzkrieg military campaign through Europe
 - (3) warn the German people about the Nazi party
 - (4) hold German leaders accountable for crimes against humanity

Base your answer to question 21 on the map below and on your knowledge of social studies.

Europe, 1946



Source: Thomas A. Bailey, *A Diplomatic History of the American People*, Prentice-Hall, 1974 (adapted)

- 21 What was the United States response to the situation shown on this map?
- (1) providing financial aid to Western European nations
 - (2) immediate military action against the Soviet Union
 - (3) a call for the United Nations to send forces to Eastern Europe
 - (4) withdrawal of financial support for the North Atlantic Treaty Organization (NATO)

Base your answer to question 22 on the excerpts below and on your knowledge of social studies.

. . . I have here in my hand a list of 205—a list of names that were made known to the Secretary of State as being members of the Communist Party and who nevertheless are still working and shaping policy in the State Department. . . .

Source: Joseph McCarthy, Address in Wheeling, West Virginia, February 9, 1950

. . . Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism—

- The right to criticize.
- The right to hold unpopular beliefs.
- The right to protest.
- The right of independent thought. . . .

Source: Margaret Chase Smith, Declaration of Conscience, June 1, 1950

- 22 A historian would find these excerpts useful for studying the
- (1) impact of the Red Scare on civil liberties
 - (2) opposition to New Deal reforms
 - (3) debates over international affairs
 - (4) concerns over executive cabinet appointments
-

Base your answers to questions 23 and 24 on the cartoon below and on your knowledge of social studies.

**“Tsk Tsk—Somebody Should Do
Something About That”**



Source: Herblock, *Washington Post*, April 3, 1956 (adapted)

- 23 This cartoonist is criticizing President Dwight D. Eisenhower for failing to
- (1) provide government support for public housing
 - (2) promote equality for African Americans
 - (3) address natural disasters in the South
 - (4) enforce strict public safety measures
- 24 In 1957, President Eisenhower dealt with a civil rights crisis in Little Rock, Arkansas, by sending troops to
- (1) enforce a Supreme Court decision on school integration
 - (2) protect freedom riders on interstate buses
 - (3) arrest leaders of the Ku Klux Klan
 - (4) stop the violence during voter registration drives
-

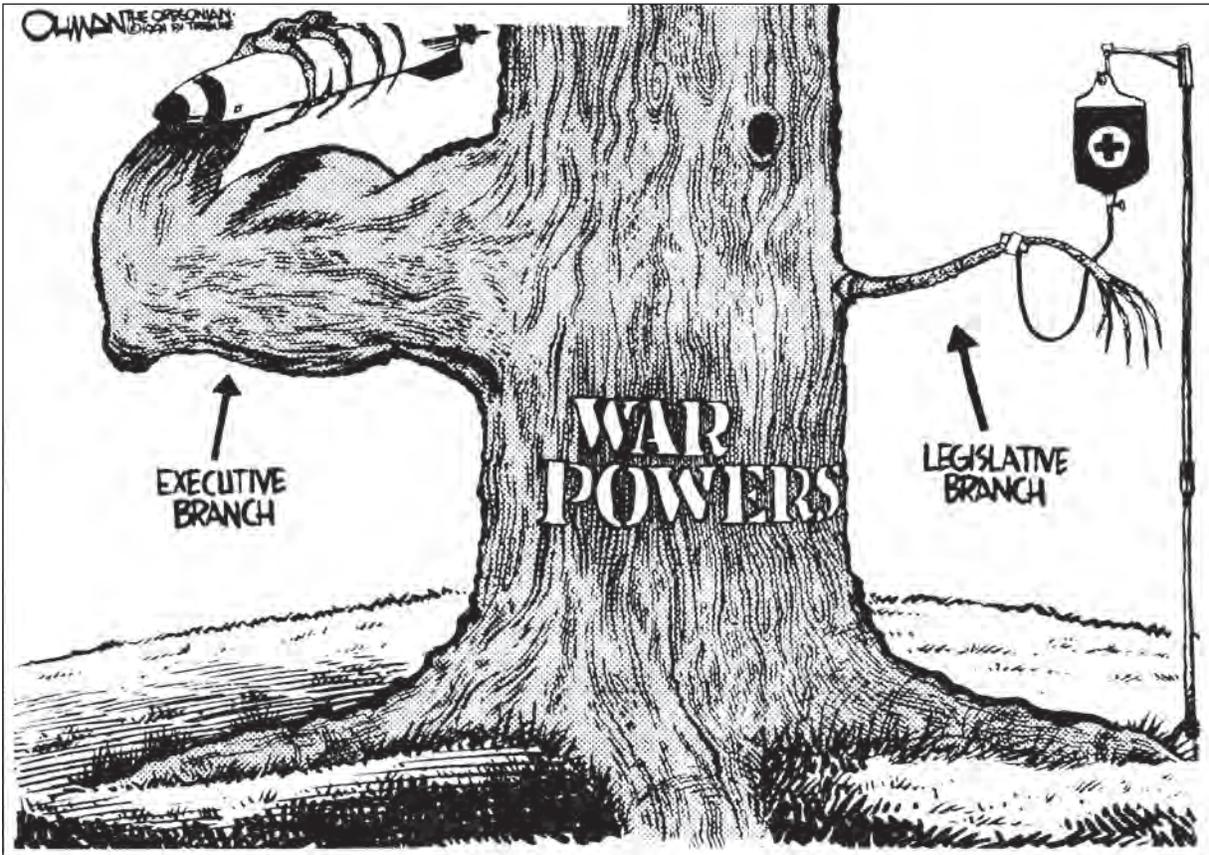
Base your answer to question 25 on the excerpt below and on your knowledge of social studies.

. . . In recent months, members of my Administration and officials of the Committee for the Re-Election of the President—including some of my closest friends and most trusted aides—have been charged with involvement in what has come to be known as the Watergate affair. These include charges of illegal activity during and preceding the 1972 Presidential election and charges that responsible officials participated in efforts to cover up illegal activity. . . .

Source: President Richard M. Nixon, Address to the Nation, April 30, 1973

- 25 What was one outcome associated with the Watergate affair?
- (1) The Vietnam War continued to expand.
 - (2) Trade with China expanded rapidly.
 - (3) Support for immigration reform increased.
 - (4) President Nixon eventually resigned from the presidency.
-

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

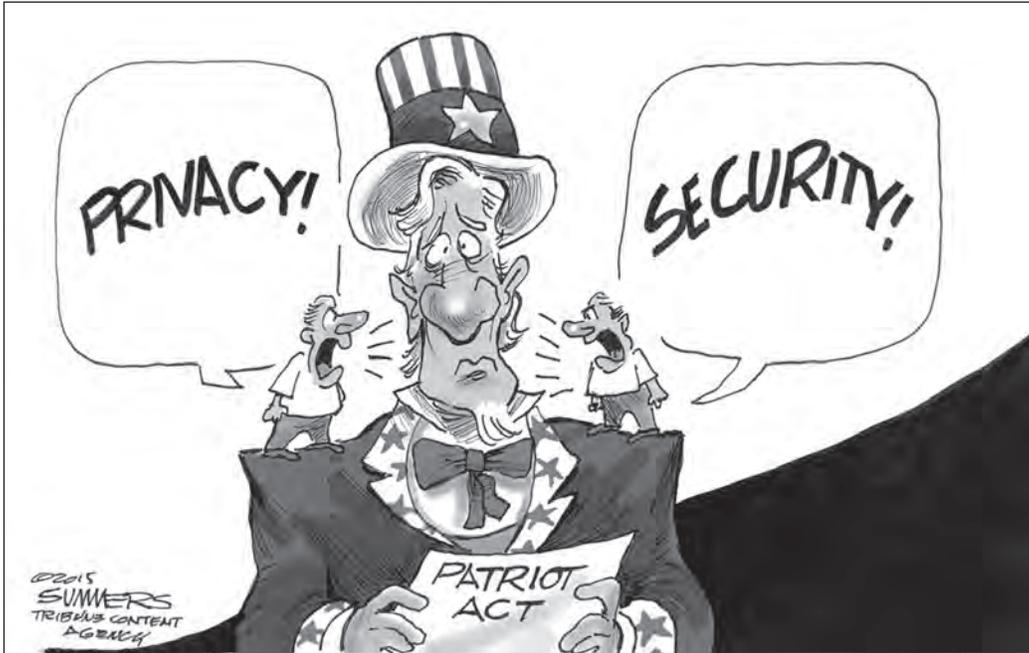


Source: Jack Ohman, *The Oregonian*, January 1992

26 Which statement is best supported by the idea expressed in this cartoon?

- (1) War powers are divided equally between the executive and legislative branches.
- (2) The legislative branch has refused to exercise its war powers.
- (3) The war powers of the executive branch have expanded.
- (4) The war powers of the executive branch are often checked by the judicial branch.

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



Source: Dana Summers, Tribune Content Agency, 2015

27 Which problem is represented in this cartoon?

- (1) Americans were confused by the wording of the new law.
- (2) The Patriot Act did not apply to enough people in the United States.
- (3) The Patriot Act, while keeping the nation safe, would violate the rights of individuals.
- (4) Individuals were concerned that the Patriot Act did not make the nation safe enough.

28 Which event most directly led to the passage of the Patriot Act?

- (1) Iraq's invasion of Kuwait
 - (2) end of the Cold War
 - (3) Soviet launching of Sputnik
 - (4) terrorist attacks on the United States on September 11, 2001
-

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.”

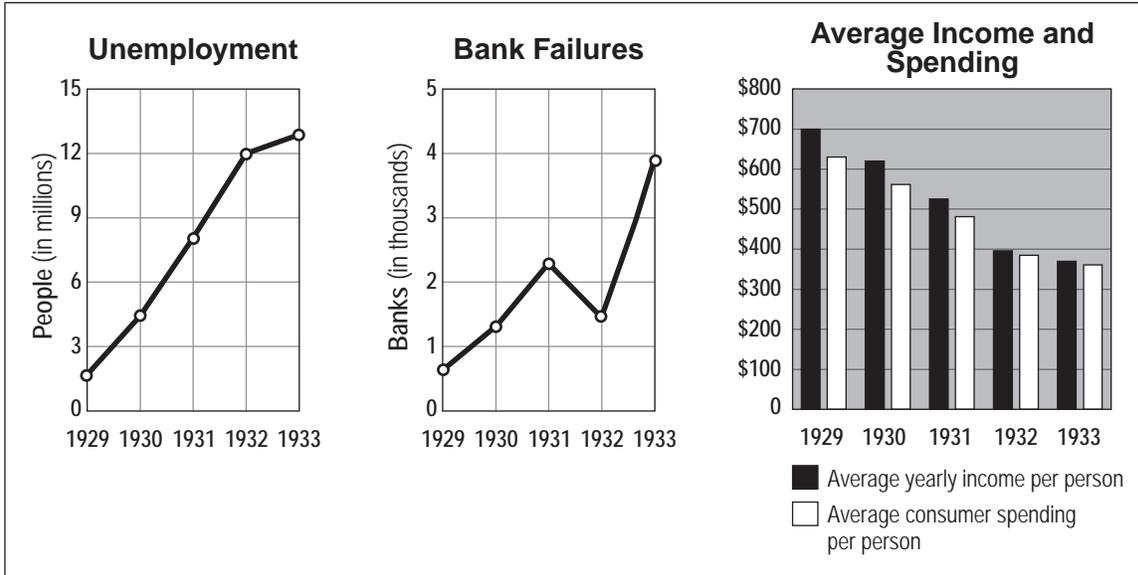
Similarity tells how “something is alike or the same as something else.”

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



Source: *Historical Statistics of the United States* (adapted)

Document 2

. . . In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

In such a spirit on my part and on yours we face our common difficulties. . . . Farmers find no markets for their produce; the savings of many years in thousands of families are gone.

More important, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment. . . .

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. . . .

Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order; there must be a strict supervision of all banking and credits and investments; there must be an end to speculation with other people's money, and there must be a provision for an adequate but sound currency. . . .

Source: President Franklin D. Roosevelt, First Inaugural Address, March 4, 1933 (adapted)

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

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

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

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

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

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

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

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

Document 1

President Franklin Pierce appointed James Guthrie as secretary of the Treasury in 1853. Guthrie was responsible for presenting detailed annual reports to Congress about the nation's economy.

. . . As soon as the [Great] Lakes were reached, the line of navigable water was extended through them nearly one thousand miles farther into the interior. The Western states immediately commenced the construction of similar works, for the purpose of opening a communication, from the more remote portions of their territories, with this great water-line. All these works took their direction and character from the Erie Canal, which in this manner became the outlet for almost the greater part of the West.

It is difficult to estimate the influence which this Canal has exerted upon the commerce, growth, and prosperity of the whole country, for it is impossible to imagine what would have been the state of things without it.

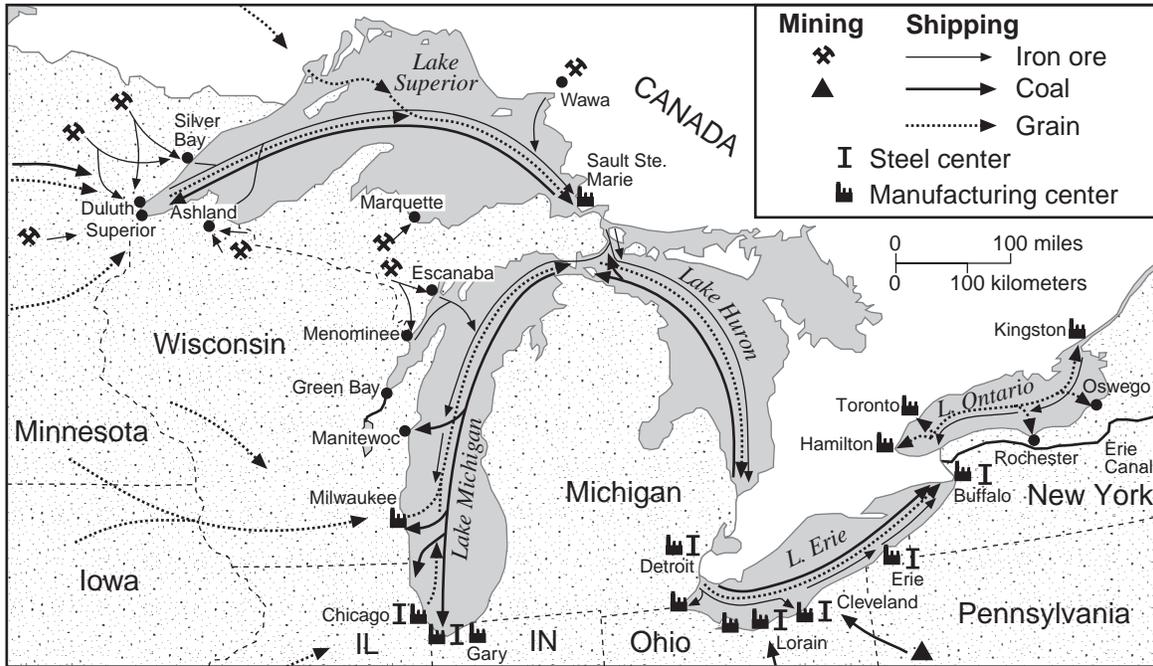
But for this work, the West would have held out few inducements [incentives] to the settler, who would have been without a market for his most important products, and consequently without the means of supplying many of his most essential wants. That portion of the country would have remained comparatively unsettled up to the present time; and, where now exist rich and populous communities, we should find an uncultivated wilderness.

The East would have been equally without the elements of growth. The Canal has supplied it with cheap food, and has opened an outlet and created a market for the products of its manufactures and commerce. . . .

Source: James Guthrie, Secretary of the Treasury, "The Impact of the Erie Canal," 1853

Document 2

Great Lakes Shipping



Source: University of Michigan, Department of Geography (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 1** and explain how *audience*, *or purpose*, *or bias*, *or point of view* affects this document's use as a reliable source of evidence

Guidelines:

In your short essay, be sure to

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

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

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

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

Historical Context: Prohibition

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 *Prohibition*.

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

. . . The prohibition movement was an outgrowth of the temperance crusades of the first half of the nineteenth century. Hard drinking was almost the rule among the Fathers of the Republic. The per capita consumption of spirits in the early days was many times what it is now, and beer drinking was almost unknown. After the War of 1812, there grew up in the New England States a large commerce in West Indian rum, which was consumed extensively, especially in Maine, supplementing the consumption of heavy liquors which were manufactured in those States. Maine alone, in 1827, when her population was 360,000, manufactured 1,333,160 gallons of liquor, and it was sold at retail in nearly every store and tavern. Drunkenness in its worst form, involving disastrous social consequences, was widespread. Sufficient evidence of it was to be found in the number of persons in the jails and poorhouses. . . .

Source: L. Ames Brown, "Prohibition," *The North American Review*, November 1915

31. According to L. Ames Brown, what is **one** historical circumstance surrounding the issue of Prohibition? [1]

Score

National Prohibition

RATIFICATION MAP

Numbers Indicate Order in which States have Ratified the National Prohibition Amendment



This map shows on this date, January 31, 1919, that there are yet only four states which have not ratified. Three of these, Pennsylvania, Connecticut and Rhode Island, are expected to ratify at an early date. Even New Jersey may ratify and make the result unanimous.

STATEMENT OF THE NATIONAL LEGISLATIVE COMMITTEE OF THE ANTI-SALOON LEAGUE OF AMERICA

The ratification of the Prohibition amendment to the constitution is the consummation of more than twenty-five years of effort on the part of the Anti-Saloon League, representing as it has the moral and religious forces of the nation. It is the greatest victory for moral reform in America since the Declaration of Independence.

Not less in importance to that which has already been accomplished is the vitally essential task now before the Prohibition forces of securing from Congress and the states proper enforcement legislation and the crystallizing of public sentiment in the large cities and wet districts for complete enforcement of the law.

With Prohibition assured for this nation, the American anti-liquor forces need to redouble their efforts for the larger task of world Prohibition of the manufacture and sale of all intoxicating beverages.

James Cannon, Jr.,
Wayne B. Wheeler,
Arthur J. Barton,
Ernest H. Clerrington,
Legislative Committee.

P. A. Baker, General Superintendent.
E. C. Dinwiddie, Legislative Superintendent.

Source: Anti-Saloon League of America, 1919

32 According to this poster, what is **one** historical circumstance surrounding the issue of Prohibition? [1]

Score

Document 3

. . . Over his first three years in the White House Hoover never wavered in his support for Prohibition. In 1929 he signed the “Five and Ten Law” making every liquor violation a felony, and his Justice Department ramped up federal enforcement. “We enormously increased the jail population,” by jailing Prohibition violators Hoover recalled in his memoirs. “We multiplied the fines, padlocking, and confiscations.” Yet all this aggressive action he ascribed [attributed] to his duty as a constitutional officer, not to his actual endorsement. On this basic political question, Hoover declined to share his feelings and refused to act on them. . . .

During the 1928 campaign Hoover famously saluted Prohibition as “a great social and economic experiment, noble in motive and far-reaching in purpose.” But three years later, surely the test had been run. . . .

By early 1932 little doubt remained as to the mood of the electorate. Respondents to a national mail-in survey conducted by *The Literary Digest* in February and March endorsed repeal of the Eighteenth Amendment by a four-to-one margin. Residents of Ohio, the birthplace of Prohibition, sent in 112,026 ballots for repeal and just 43,284 for keeping the ban on booze. Kansas was the only state to poll in favor of Prohibition. . . .

Source: Charles Rappleye, *Herbert Hoover in the White House*, Simon & Schuster, 2016 (adapted)

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

Score

Document 4

. . . The Women’s Organization for National Prohibition Reform (WONPR) was founded in 1929 to show that not all women supported temperance. New York socialite Pauline Sabin led the charge after hearing Ella Boole, the Brooklyn-based leader of the Women’s Christian Temperance Union, declare that her support for Prohibition represented “the women of America.” On the heels of the successful suffrage campaign that won women the right to vote in 1920, the WONPR, and Sabin in particular, reflected the modern “new woman” of the 1920s. Many members of the WONPR had in fact initially supported the 18th amendment. But they had come to believe that Prohibition had led to a surge in unregulated and particularly underage drinking, as well as a growing sense of distrust for the rule of law. The WONPR’s opposition to Prohibition, just like the 18th amendment itself, was not only about drinking, but about the government’s role in regulating behavior.

The WONPR did a lot of what we think of now as typical political campaign activities: members attended meetings and gave speeches at rallies, went door-to-door to recruit new supporters, used new technology to spread their message—at the time radio, and lobbied politicians. Wealthy women had founded the organization, and proved able to raise funds even after the Stock Market Crash of 1929 ushered in the Great Depression. From its headquarters in New York City, the organization also gained publicity by organizing events such as a motorcade through New York State. . . .

Source: Sarah Seidman, “The New York Women Who Dismantled Prohibition,”
Museum of the City of New York, December 15, 2015

34 According to Sarah Seidman, what was *one* effort to address Prohibition? [1]

Score

Document 5

. . . The end of the Prohibition era marked the demise of a moral crusade meant to impose a uniform standard of social behavior in the United States. Unrealistic and unforgiving, Prohibition had allowed a vocal minority to regulate the personal habits of all Americans, especially those who lived and worked in cities like New York. While the desire of the dry crusade to uplift and improve the United States by banning alcohol and the saloon had in some ways been understandable in the Progressive era that spawned the Prohibition movement, the shortcomings of the dry crusade manifested themselves as soon as the dry experiment had begun. Anachronistic [outdated] and unworkable, the Prohibition experiment was ill suited to the diversity and dynamic of the modern United States, which by the 1920s had grown too large and too varied a nation to be governed by an impulse as intrusive as the dry crusade. Despite the force of federal law, the use of authoritarian tactics to enforce it, and the expenditure of millions of dollars a year, in fourteen years Prohibition succeeded neither in changing Americans' behavior nor in eliminating the problems caused by alcohol abuse. When Prohibition failed, and it did so spectacularly, it revealed the limits of moral reform movements, and specifically the paternalistic, prejudiced, and undemocratic ideals behind the dry crusade. . . .

Source: Michael A. Lerner, *Dry Manhattan: Prohibition in New York City*, Harvard University Press, 2007

35 According to Michael A. Lerner, what has been **one** impact of the efforts to address Prohibition? [1]

Score

Document 6

Although President Franklin Roosevelt supported repeal of Prohibition, he wanted to ban the operation of saloons, bars, and taverns in the United States.

New York Times.
Copyright, 1933, by The New York Times Company.

LATE CITY EDITION
WEATHER—Rain and warmer today; tomorrow fair and colder. Temperatures Wednesday—Max., 41; min., 34.

NEW YORK, WEDNESDAY, DECEMBER 6, 1933. M P TWO CENTS

PROHIBITION REPEAL IS RATIFIED AT 5:32 P. M.; ROOSEVELT ASKS NATION TO BAR THE SALOON; NEW YORK CELEBRATES WITH QUIET RESTRAINT

State House Bootlegger Is Barred in Maryland
Special to THE NEW YORK TIMES
ANNAPOLIS, Md., Dec. 5.—Wet legislators here will patriotically support legal liquor. The State House bootlegger received formal notice today to discontinue his trade. The notice was served by a policeman on duty at the Capitol.

CITY TOASTS NEW ERA
Crowds Swamp Licensed Resorts, but the Legal Liquor Is Scarce.

CELEBRATION IN STREETS
Marked by Absence of Undue Hilarity and Only Normal Number of Arrests.

MANY SPEAKEASIES CLOSE
Machine Guns Guard Some Liquor Trucks—Supplies to Be Rushed Out Today.

The Repeal Proclamation
Special to THE NEW YORK TIMES
WASHINGTON, Dec. 5.—The text of the proclamation by William Phillips, Acting Secretary of State, certifying to the adoption of the Twenty-first Amendment repealing prohibition, follows:

WILLIAM PHILLIPS,
Acting Secretary of State of the United States of America.
To all whom these presents shall come, greeting:

KNOW YE, That the Congress of the United States, at the second session, Seventy-second Congress, begun and held at the city of Washington on Monday, the fifth day of December, in the year one thousand nine hundred and thirty-two, passed a Joint Resolution in the words and figures as follows:

To wit—

JOINT RESOLUTION.
Proposing an amendment to the Constitution of the United States.

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled (two-thirds of each House concurring therein), That the following article is hereby proposed as an amendment to the Constitution of the United States, which shall be valid to all intents and purposes as part of the Constitution when ratified by conventions in three-fourths of the several States:

FINAL ACTION AT CAPITAL
President Proclaims the Nation's New Policy as Utah Ratifies.

PHILLIPS SIGNS DECREE
Orders 21st Amendment in Effect on Receiving Votes of Three Final States.

RECOVERY TAXES TO END
\$227,000,000 a Year Automatically Dropped—Canadian Whisky Quota Is Raised.

RATIFYING BY UTAH ENDS PROHIBITION

Source: *New York Times*, December 6, 1933

36 Based on this document, what is **one** impact of the efforts to address Prohibition? [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: Prohibition

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 *Prohibition*.

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 2026 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 '26	1	3	MC	1	1
United States History & Government	January '26	2	1	MC	1	1
United States History & Government	January '26	3	2	MC	1	1
United States History & Government	January '26	4	2	MC	1	1
United States History & Government	January '26	5	4	MC	1	1
United States History & Government	January '26	6	1	MC	1	1
United States History & Government	January '26	7	3	MC	1	1
United States History & Government	January '26	8	2	MC	1	1
United States History & Government	January '26	9	1	MC	1	1
United States History & Government	January '26	10	3	MC	1	1
United States History & Government	January '26	11	1	MC	1	1
United States History & Government	January '26	12	4	MC	1	1
United States History & Government	January '26	13	1	MC	1	1
United States History & Government	January '26	14	3	MC	1	1
United States History & Government	January '26	15	4	MC	1	1
United States History & Government	January '26	16	2	MC	1	1
United States History & Government	January '26	17	2	MC	1	1
United States History & Government	January '26	18	2	MC	1	1
United States History & Government	January '26	19	3	MC	1	1
United States History & Government	January '26	20	4	MC	1	1
United States History & Government	January '26	21	1	MC	1	1
United States History & Government	January '26	22	1	MC	1	1
United States History & Government	January '26	23	2	MC	1	1
United States History & Government	January '26	24	1	MC	1	1
United States History & Government	January '26	25	4	MC	1	1
United States History & Government	January '26	26	3	MC	1	1
United States History & Government	January '26	27	3	MC	1	1
United States History & Government	January '26	28	4	MC	1	1

MC = Multiple-choice question

January 2026 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 '26	Part II: SEQ I - 29	-	ES	5	1
United States History & Government	January '26	Part II: SEQ II - 30	-	ES	5	1
United States History & Government	January '26	Part IIIA - 31	-	SCF	1	1
United States History & Government	January '26	Part IIIA - 32	-	SCF	1	1
United States History & Government	January '26	Part IIIA - 33	-	SCF	1	1
United States History & Government	January '26	Part IIIA - 34	-	SCF	1	1
United States History & Government	January '26	Part IIIA - 35	-	SCF	1	1
United States History & Government	January '26	Part IIIA - 36	-	SCF	1	1
United States History & Government	January '26	Part IIIB: CLE - 37 Essay	-	ES	5	3

SCF = Scaffold Question

ES = Essay

The chart for determining students' final examination scores for the **January 2026 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 21, 2026 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART II (SHORT-ESSAY QUESTIONS) AND PART III A and PART III B (CIVIC LITERACY ESSAY QUESTION)

Updated information regarding the rating of this examination may be posted on the New York State Education Department's website 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. Each score level has one paper. They are ordered by score level from high to low.
- Commentary explaining the specific score awarded to each paper

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. Each score level has one paper. 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

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

Mechanics of Rating

The following procedures 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 *Directions for Scoring Regents Examinations*.

Rating the Essay Questions – Part II and Part III B

(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 where applicable—

- 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) The Part II Short Essays (Set 1 and Set 2) must each be scored by only **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.
- (3) 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.
- (4) For the Civic Literacy Essay portion of the exam (Part III B), each essay must be rated by at least **two** raters; a third rater will be necessary to resolve scores that differ by more than one point.
- (5) 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.

Rating the Scaffold (Open-Ended) Questions – Part III A

- (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.

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.

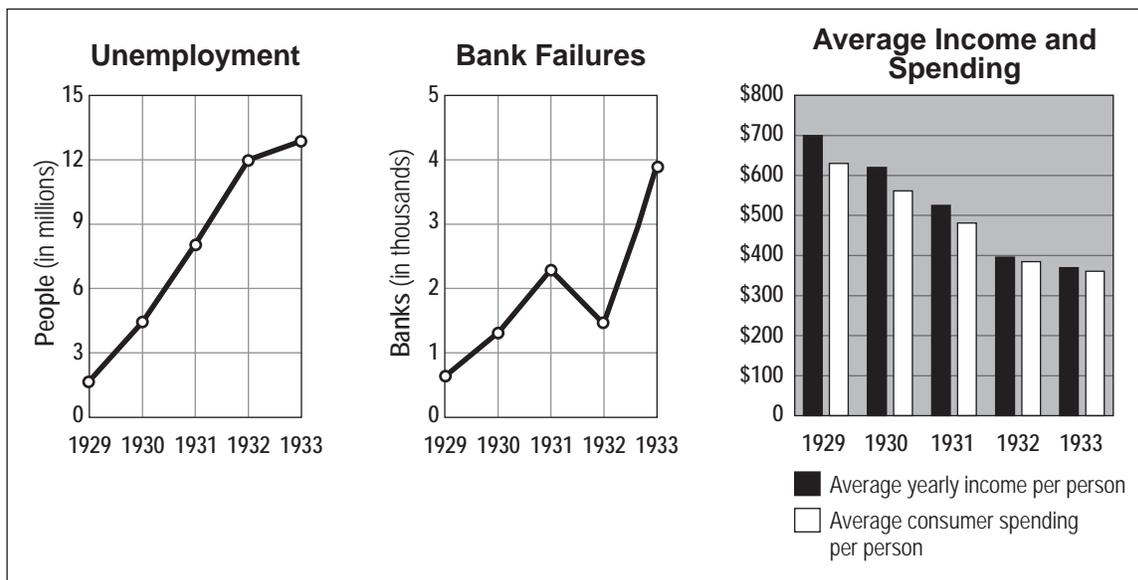
Schools are not permitted to rescore any of the open-ended questions (scaffold questions, Short-Essay Questions, Civic Literacy Essay Question) on this exam after each question has been rated the required number of times, as specified in the rating guide, regardless of the final exam score. Schools are 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 2026

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



Source: *Historical Statistics of the United States* (adapted)

Document 2

. . . In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

In such a spirit on my part and on yours we face our common difficulties. . . . Farmers find no markets for their produce; the savings of many years in thousands of families are gone.

More important, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment. . . .

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. . . .

Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order; there must be a strict supervision of all banking and credits and investments; there must be an end to speculation with other people's money, and there must be a provision for an adequate but sound currency. . . .

Source: President Franklin D. Roosevelt, First Inaugural Address, March 4, 1933 (adapted)

United States History and Government
Content-Specific Rubric
Short-Essay Question Set 1 (Question 29)
January 2026

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 *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—Drastic rise in unemployment Bank failures between 1929-1933, especially 1933 Continued steady decline of average income and spending between 1929-1933 Economic charts show national distress Combination of unemployment, bank failures, and steady decline of average income/spending between 1929-1933</p>	<p>Document 2—Confident that people will support frank and vigorous leadership during critical days Nation faces common difficulties (no markets for farm produce; savings of thousands of families gone; unemployment; workers get little return for their labor) Putting people to work not an unsolvable problem/greatest primary task Safeguards against evils of old order required (strict supervision of banking/credits/investments; end speculation; adequate but sound currency)</p>
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Relevant Outside Information

(This list is not all-inclusive.)

<p>Document 1—Roaring Twenties laissez-faire economy Weakness of 1920s economy (farm/factory over production; under consumption; unregulated banks and stock market; on margin buying in stock market; unequal distribution of wealth; high tariffs; Dust Bowl farm disruptions; mortgage foreclosures increase; worldwide economic downturn) Stock market crash Great Depression Emphasis of President Hoover on rugged individualism and self-reliance Hoover’s reliance on private charities/local government to help people Worsening Depression despite Hoover’s support for federal intervention Hooverilles</p>	<p>Document 2—Landslide victory for Franklin D. Roosevelt with campaign focus on “New Deal” for “forgotten man” Optimistic tone of Inaugural Address (“the only thing we have to fear is fear itself”) Declaration of banking holiday Productive Hundred Days, Congress gives Roosevelt a “blank check” (relief, recovery, reform; CCC, AAA, TVA, FDIC, SEC) Passage of further New Deal measures (WPA, Wagner Act, Social Security Act) Pump priming measures to stimulate economy Increased role of federal government in economy (regulated capitalism) Increased role of federal government in solving social, economic problems Expanded use of presidential powers</p>
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Relationship Between the Documents

(This list is not all-inclusive.)

Turning Point: Roosevelt’s promise to tackle the severe economic problems of the Great Depression through direct government action resulted in a shift from laissez-faire to the federal government’s increasing responsibility for the people’s welfare.

Similarity: The economic charts and President Roosevelt’s inaugural speech both focus on the problems facing the United States during the early years of the Great Depression.

Cause and Effect: A dismal economy, as shown in these graphs, led to Franklin Roosevelt’s landslide election and inaugural promise to take action to address economic suffering.

The historical context of both documents surrounds the Great Depression era. Document 1 shows the decreasing trend of employment and income from the late 1920's to early 1930's. This was caused by the economic system of the US during the Roaring 20's, because the post-war decade of the 1920's saw an economic boom with technological advancements and a rise in consumer culture. Unregulated credit and speculation laid the foundations for the stock market crash in the late 1920's, which was what marked the start of the Great Depression and the trends shown in Document 1 such as the sharp rise in joblessness and bank failures. During the first few years of the Great Depression, President Hoover, a believer in "rugged individualism", did little to address the rising poverty and unemployment rates. Public dissatisfaction led to the election of Franklin D. Roosevelt and the progressive policies he proposed to promote the public welfare described in Document 2.

Thus, FDR's inauguration in Document 2 marks a turning point in history. While the New Deal did not completely resolve the Great Depression, the policies he began in his First 100 days and the new agencies dramatically shifted the role of the federal government. Document 1 shows how widespread and severe the Great Depression was by 1933 and shows the consequences of no federal intervention and regulation. In contrast, FDR created a "big government" that is responsible for assisting citizens by giving incentives to farmers to harvest fewer crops, providing jobs by creating public works programs like the CCC and WPA and offering Social Security to older Americans. FDR's decision to join WWII ultimately created more jobs which finally restored the United States to full employment. The New

Deal was truly a turning point with social reforms that continued well after his presidency.

Set 1, Anchor Level 5

The response:

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

Historical Context: Unregulated credit and speculation laid the foundations for the stock market crash in the late 1920s, which was what marked the start of the Great Depression and the trends shown in Document 1, such as the dramatic rise in joblessness and bank failures; President Hoover, a believer in “rugged individualism,” did little to address the rising poverty and unemployment

Turning Point: While the New Deal did not completely resolve the Great Depression, the policies he began in his first 100 Days and the new agencies dramatically shifted the role of the federal government; In contrast, FDR created a “big government” that is responsible for assisting citizens by giving incentives to farmers to harvest fewer crops, providing jobs by creating public works programs like the CCC and WPA, and offering social security to older Americans

- Integrates relevant outside information
Great Depression; Roaring Twenties; post-war decade of the 1920s saw an economic boom; consumer culture, unregulated credit and speculation; stock market crash; President Hoover; rugged individualism; progressive policies; First 100 Days; New Deal; incentives to farmers, CCC and WPA; Social Security; FDR’s decisions to join WWII; social reform that continued after his presidency
- Supports the theme with many relevant facts and/or examples from the documents
Document 1: decreasing trend of unemployment and income from the late 1920s; sharp rise in joblessness and bank failures; Document 1 shows how widespread and severe the Great Depression was by 1933
Document 2: the election of Franklin D. Roosevelt and the progressive policies that he proposed to promote public welfare; FDR’s inauguration

Conclusion: Overall, the response fits the criteria for Level 5. It illustrates a clear understanding of the causes of the Great Depression and uses the graphs to establish its severity. Also, it uses solid analysis to explain how the documents connect and illustrate a turning point in United States history.

At the end of the roaring 1920's, Americans were optimistic, and ready to begin another decade with a booming economy. However, in 1929, when the stock market crashed and the banks failed, the US entered the greatest economic downfall in its history. President Hoover did little to deal with the crisis, leading to the election of Franklin Roosevelt. This "Great Depression" would lead to drastic changes regarding the role of our federal government.

Looking at document 1, the unemployment rates have skyrocketed as a result of the depression. People lose their jobs, banks close, and people earn less and spend less money on average in the first years of the 1930s. As seen by doc 2, FDR plans to implement new policies to minimize the effects of the depression. He decides to utilize the New Deal, which acts as a huge turning point in American history. The New Deal established drastic reforms, and majorly increased federal control over the economy and the people. For the first time, the federal government established sweeping reforms, public works programs and more. Overall, this economic downturn and FDR's response to the disaster completely changed US society, it led to intense federal control, it changed the way people handled their money and it made the government responsible for the economic well being of its people.

Set 1, Anchor Level 4

The response:

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

Historical Context: At the end of the Roaring Twenties, Americans were optimistic and ready to begin another decade with a booming economy; However, in 1929, when the stock market crashed and the banks failed, the U.S. entered the greatest economic downfall in its history

Turning Point: Overall, this economic downturn and FDR's response completely changed U.S. society; it led to intense federal control, it changed the way people handled their money, and it made the government responsible for the economic well-being of its people

- Includes relevant outside information

Roaring Twenties; booming economy; stock market crashed; President Hoover; Great Depression; New Deal; sweeping reforms; public works programs; intense federal control; government responsible for the economic well-being of its people

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

Document 1: unemployment rates have skyrocketed; banks close; people spend less money on average

Document 2: FDR plans to implement new policies to minimize the effects of the Depression

Conclusion: Overall, the response meets the criteria for Level 4. The response uses strong analysis to identify how the New Deal was a profound turning point in United States history. However, it would benefit from additional historical detail.

During the Great Depression, the US was going through an economic crisis. This was caused by multiple factors, a big one being the stock market crash after people invested heavily in risky stocks. Banks had given out loans to anyone who applied. The Great Depression caused many to be unemployed, banks to close, and many lived in poverty. The president at the time, Hoover, refused to help due to his conservative views. He believed that the federal government shouldn't intervene as it would make people rely on handouts. It was only when Franklin D. Roosevelt became president and established the New Deal that the Great Depression started to end.

Documents A and B's relationship is cause and effect. Document A represents statistics of the US during the period of the Great Depression. The graphs show unemployment rates rising, bank failures rising, and the amount of money people had spent decreasing. Document B is an excerpt of President Roosevelt's first inaugural speech. In the speech he states that the only way the US can return to its former glory is by "strict supervision of all banking and credit and investments" . . . "and there must be a provision for an adequate but sound currency." Document A caused B because the low quality of life in the Great Depression caused the election of FDR who promised to help the economic crisis in the US. He created many new agencies as part of the New Deal.

Set 1, Anchor Level 3

The response:

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

Historical Context: This was caused by multiple factors, a big one being the stock market crash after people invested heavily in risky stocks; the president at the time, Hoover, refused to help due to his conservative views

Cause and Effect: The graphs show unemployment rates rising, bank failures rising, and the amount of money people had spent decreasing; Document A caused B, because the low quality of life in the Great Depression caused the election of FDR who promised to help the economic crisis in the U.S.

- Integrates some relevant outside information
Great Depression, stock market crash; people invested heavily in risky stocks; banks had given out loans to anyone; Hoover; conservative views; New Deal, many new agencies

- Includes some relevant facts/examples from the documents

Document 1: graphs show unemployment rates rising, bank failures rising, the amount of money people had spent decreasing

Document 2: President Roosevelt's first inaugural speech; strict supervision of banking and credit; provision for sound currency

Conclusion: Overall, the response meets the criteria for Level 3. The response addresses both aspects of the task with accurate information but lacks the depth and analysis of a higher-level response.

These two documents represent a cause and effect relationship. The historical context of these documents are the times where the United States was in great poverty.

Document one represents the cause. In document one, it shows the “unemployment” rate from 1929-1933 which increased a lot, “Bank failures” from 1929-1933 which also shot up in numbers and finally “Average income and spending” which lowered a lot in number.

Document two represents the effect. With these rates of poverty being there, a man by the name Franklin D. Roosevelt stepped into the presidential office. FDR made sure the people of the U.S. were aware he was attempting to repair the economy by saying quotes such as “...a host of unemployed citizens face the grim problem of existence” and “...Our greatest primary task is to put people to work”. With this being said FDR launched a plan called “The New Deal”. This New Deal was a plan to create public works, to lower taxes, to boost the economy and essentially put many people back to work. In the next few years, FDR’s new deal was a great success, lowering bank failures and unemployment that were high in Document one.

Set 1, Anchor Level 2

The response:

- Develops one aspect of the task in some depth
- Is primarily descriptive
Cause and Effect: Document 1 represents the cause; Document 2 represents the effect; FDR's New Deal was a great success, lowering bank failures and unemployment that were high in Document 1
- Includes little relevant outside information
great poverty; New Deal; create public works; New Deal was a great success; lowering bank failures and unemployment
- Supports the theme with relevant facts and/or examples from the documents
Document 1: shows "unemployment" rate from 1929 to 1933, which increased a lot; "bank failures" from 1929 to 1933, which also shot up in numbers; "average income and spending," which lowered a lot in number
Document 2: Franklin D. Roosevelt stepped into the presidential office; "...a host of unemployed citizens face the grim problem of existence"; "...our greatest primary task is to put people to work"

Conclusion: Overall, the response meets the criteria for Level 2. The response lacks a description of historical context. However, it does effectively use the documents to demonstrate a good cause and effect relationship between them.

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

The two documents both have similar information which is relating to the stock market crash and people losing their jobs. The second document I believe is talking about the stock market crash is because in the last few lines it says "There must be an end to speculating with other people's money." The first document is showing in its graphs that people are spending almost as much as they make, it also shows unemployment rates and bank failures are on the increase. These two documents are similar because they both show information on the economy's collapse. They're connected through doc 2 saying the savings of thousands are gone and doc 1 shows in 1933 (which is same year doc 2 was written) people are spending the same amount of money that they're making.

Set 1, Anchor Level 1**The response:**

- Minimally addresses the task
- Is descriptive

Historical Context: information which is relating to the stock market crash and people losing their jobs; an end to speculating with other people's money

Similarity: these two documents are similar because they both show information on the economy's collapse; 1933 is the same year Document 2 was written

- Includes minimal outside information
stock market crash

- Includes very few facts and/or examples from the documents

Document 1: graphs that people are spending almost as much as they make; unemployment rates and bank failures are on the increase; 1933

Document 2: there must be an end to speculating with other people's money; 1933

Conclusion: Overall, the response meets the criteria for Level 1. The response attempts to connect the documents, but its observations are simplistic and show minimal understanding of the topic.

United States History and Government
Short-Essay Question Set 2 (Question 30)
January 2026

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

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

Document 1

President Franklin Pierce appointed James Guthrie as secretary of the Treasury in 1853. Guthrie was responsible for presenting detailed annual reports to Congress about the nation's economy.

... As soon as the [Great] Lakes were reached, the line of navigable water was extended through them nearly one thousand miles farther into the interior. The Western states immediately commenced the construction of similar works, for the purpose of opening a communication, from the more remote portions of their territories, with this great water-line. All these works took their direction and character from the Erie Canal, which in this manner became the outlet for almost the greater part of the West.

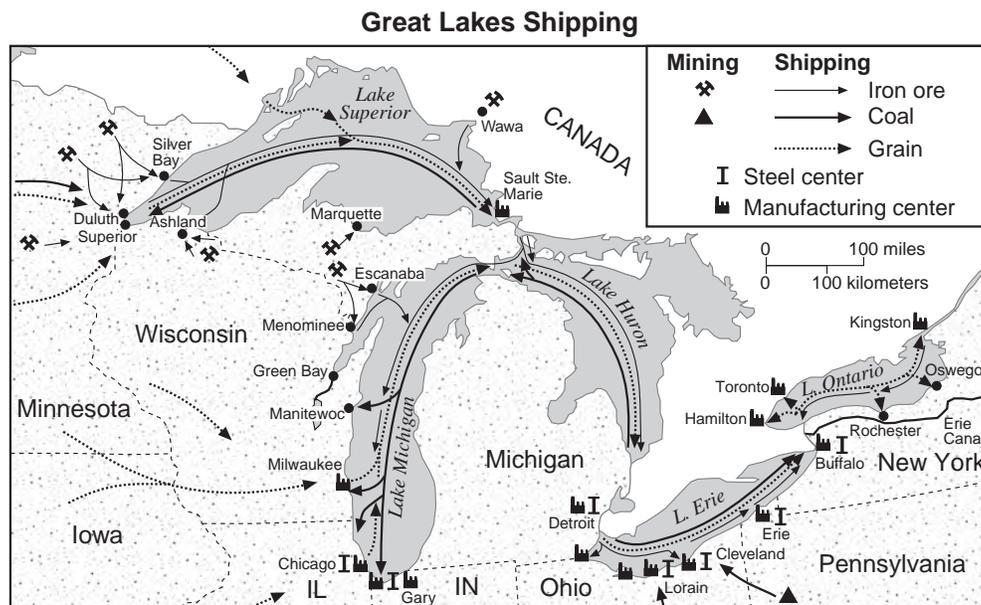
It is difficult to estimate the influence which this Canal has exerted upon the commerce, growth, and prosperity of the whole country, for it is impossible to imagine what would have been the state of things without it.

But for this work, the West would have held out few inducements [incentives] to the settler, who would have been without a market for his most important products, and consequently without the means of supplying many of his most essential wants. That portion of the country would have remained comparatively unsettled up to the present time; and, where now exist rich and populous communities, we should find an uncultivated wilderness.

The East would have been equally without the elements of growth. The Canal has supplied it with cheap food, and has opened an outlet and created a market for the products of its manufactures and commerce. . . .

Source: James Guthrie, Secretary of the Treasury, "The Impact of the Erie Canal," 1853

Document 2



Source: University of Michigan, Department of Geography (adapted)

United States History and Government
Content-Specific Rubric
Short-Essay Question Set 2 (Question 30)
January 2026

Scoring Notes:

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

Score of 5:

- Thoroughly develops *both* aspects of the task in depth by discussing the historical context surrounding these documents and explaining how *audience, or purpose, or bias, or point of view* affects the use of **Document 1** as a reliable source of evidence
- Is more analytical than descriptive (analyzes and/or evaluates information)
- 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—Canal extended navigable water one thousand miles into interior Similar projects in western states to open communication from remote areas Erie Canal outlet for greater part of West Without canal few incentives to settlers to move West (no market for products, no way to get supplies) Uncultivated, unsettled wilderness in West without canal; rich and populous communities with canal In East, supply of cheap food and creation of markets with canal</p>	<p>Document 2—Shipping/trading/travel routes result of Erie Canal linkage to Great Lakes Development of iron or coal and steel industries/manufacturing centers in Great Lakes region Connection of New York State to Great Lakes and Midwest Development of cities along canal route</p>
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Relevant Outside Information

(This list is not all-inclusive.)

<p>Document 1—Development of continental economy result of Transportation Revolution (turnpikes, steamboats, canals, railroads) State-funded building of Erie Canal (leadership of Governor Dewitt Clinton) Costs of shipping decreased Time required to travel/ship decreased Increase in value of land along canal Expansion of farming in Midwest and Northwest (attraction for immigrants) Disruption of Native American groups Development of Market Revolution Manifest Destiny</p>	<p>Document 2—Establishment of link between Atlantic Ocean and Great Lakes with Erie Canal (Hudson/Mohawk Rivers) Encouragement of economic investment and development in Great Lakes region (Carnegie; steamships) Growth of midwestern cities (Chicago) New York City primary port of entry for immigrants Transformation of New York City as principal seaport</p>
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Reliability of Document 1

(This list is not all-inclusive.)

<p>Reliable—<i>Point of View</i>: Guthrie’s understanding of the Erie Canal’s role in the growth of the national economy is based on his expertise as Secretary of the Treasury and the expansion of economic growth in the Great Lakes region, making his comments reliable on factual research of the specific reasons why the canal benefitted the nation.</p>	<p>Unreliable—<i>Purpose</i>: Guthrie presents only a positive view of the effect of the Erie Canal on the nation’s economy in order to support the presidential administration that appointed him, making his report less reliable. For example, there is no mention of interaction with Native populations as the U.S. is expanding westward.</p>
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The Transportation Revolution was the main reason for the economic success of the United States in the first half of the 19th century.

The best example is the Erie Canal, funded and built by New York State, which quickly improved the country's economy. Henry Clay's American System called for national funding of roads and canals to increase interstate trade. During this time James Guthrie was appointed as Secretary of Treasury in 1853 by president Franklin Pierce.

Guthrie, given his position in this country, got to see first hand the impacts of the great lakes and canals that the U.S used for trade. New towns and manufacturing centers sprung up throughout the Midwest.

Document 1 is a very accurate source because it is a primary one from Guthrie's point of view. He kept a close eye on western expansion in this part of the country since it was his job to deal with economics. In document 1, James Guthrie states, "It is impossible to imagine what would have been the state of things without it". It being the Erie canal. He then goes on to say "The canal has supplied the East with cheap food, and has opened an outlet and created a market for the products of its manufactures and commerce." He listed ways the canal benefitted the country and you can clearly see this in document 2 where the map shows these water routes and businesses around them.

Next to all these lakes and canals were manufacturing factories and facilities. There were also steel centers and mines that were connected by these water pathways—pathways that extended all the way from New York City to Minnesota. This made the production of materials way faster to make and send out and without it the nation would have moved at a much slower pace. So yes this document is reliable because it gives a first person perspective from the point of view

of an important government official during this time.

Set 2, Anchor Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth by discussing the historical context supporting the documents and explaining how point of view makes Document 1 a reliable source of evidence

- Is both analytical and descriptive

Historical Context: The Transportation Revolution was the main reason for the economic success of the United States in the first half of the 19th century; the best example is the Erie Canal, funded and built by New York State, which quickly improved the country's economy

Point of View: He kept a close eye on western expansion in this part of the country since it was his job to deal with economics; He listed ways the canal benefitted the country and you can clearly see this in Document 2, where the map shows these water routes and businesses around them

- Integrates relevant outside information

Transportation Revolution; funded and built by New York State; Henry Clay's American System; national funding of roads and canals; increase interstate trade; New York City

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

Document 1: Erie Canal; James Guthrie appointed Secretary in 1853; President Franklin Pierce; impacts of the Great Lakes and canals; it is impossible to imagine the state of things without it; the canal has supplied the East with cheap food, and has opened an outlet and created a market for the products of its manufacturers and commerce; he listed ways the canal benefitted the country

Document 2: new towns and manufacturing centers; the map shows the water routes and businesses around them; steel centers and mines; Minnesota

Conclusion: Overall, the response fits the criteria for Level 5. It demonstrates knowledge of the Transportation Revolution and uses the map on Document 2 to establish the credibility of Guthrie's economic report.

James Guthrie, the Secretary of Treasury, presented this detailed report on how the Erie Canal affected the nation's economy. With this document having the specific purpose of impressing Congress with the economic progress of the country, some information could be exaggerated, reducing the reliability of the document. Guthrie suggests that without the Erie Canal, nobody would have settled West. He actually stated that it would be impossible to imagine what the economy would be like without the Erie Canal. Although water transportation was certainly easier, we still witnessed the desire to move West during the period of Manifest Destiny even though there was no means of travelling by water all the way to the West Coast. Yet Americans still did it. Therefore, Guthrie likely overstated the importance of the Erie Canal.

In the early years of our history, Americans resided mostly on the East Coast, as being close to the ocean made importing and exporting goods and resources easy. As people began to move West, they were faced with the challenges of transporting materials. Eventually, the Great Lakes were used to ship things in and out of the Midwest. To reach the Great Lakes a waterway was extended from Albany through to Buffalo called the Erie Canal. Throughout the Midwest, cities began to emerge in places that were never thought to be a hotspot for commerce, as a result of increased access to transportation on the waterways. Cities like Detroit, Chicago and Milwaukee, became manufacturing centers, supplying the young country with advantageous products. As more and more shipping routes emerged across the West, America began to expand westward.

Set 2, Anchor Level 4

The response:

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

Historical Context: In the early years of our history, Americans resided mostly on the East Coast, as being close to the ocean made importing goods and resources easy; to reach the Great Lakes, a waterway was extended from Albany to Buffalo called the Erie Canal

Purpose: Having the specific purpose of impressing Congress with the economic progress of the country, some information could be exaggerated, reducing the reliability of the document; he actually stated that it would be impossible to imagine what the economy would be like without the Erie Canal

- Includes relevant outside information
Americans resided mostly on the East Coast; from Albany to Buffalo; Manifest Destiny; no means of travelling by water all the way to the West Coast

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

Document 1: Great Lakes; Erie Canal; James Guthrie, Secretary of the Treasury; report on how the Erie Canal has affected the nation's economy; reports to Congress; it would be impossible to imagine what the economy would be like without the Erie Canal

Document 2: Great Lakes; ship things in and out of the Midwest; Buffalo; Erie Canal; Midwest cities began to emerge; Detroit, Chicago, Milwaukee; manufacturing centers; shipping routes; expand westward

Conclusion: Overall, the response meets the criteria for Level 4. The response uses both documents to discuss both aspects of the task, but a misunderstanding of chronology weakens the discussion.

Documents 1 and 2 reflect the changes in shipping transportation across the United States during the 19th century. During the 1800's, the U.S. had begun to rapidly industrialize. Cities had begun to spring up across the country, particularly in the northeast, as factories grew. Advancements in manufacturing created demand for more raw materials to be shipped to these northeastern factories. The growing number of manufactured goods in the North also necessitated new markets to sell them to, thus, new ways of connecting the U.S. began to form. Americans began the construction of canals, like New York's Erie Canal described in Document 1. These new shipping routes facilitated the transport of materials and goods that thrived in the new American industrial environment.

Document 1, a report from Secretary of the Treasury James Guthrie, presents the many positive impacts of the new Erie Canal on the U.S. economy. However, Guthrie's argument may not be completely reliable, considering he is speaking to an audience of Congressmen. He asserts that the Canal has brought "rich and populous communities," to the West as well as "a market for the products of its [the East's] manufactures and commerce." However, since his report is intended to inform member of Congress, Guthrie may be more inclined to telling a positive tale of the Erie Canal. Guthrie is responsible for managing U.S. finances. Speaking to other critical government officials, like members of Congress, Guthrie might wish to shine a more positive light on the current U.S. economy, so that he is seen in a more positive light by legislators in Congress. If Congress believes the Erie Canal to be a massive success to the country's economy, Guthrie may be given jurisdiction over future transportation projects funded by Congress.

With this audience in mind, Document 1 may not be an entirely reliable source of evidence for the impact of the Erie Canal, since Guthrie would not mention the negative impacts of the Canal.

Set 2, Anchor Level 3

The response:

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

Historical Context: Advancements in manufacturing created demand for more raw materials to be shipped to northeastern factories; the growing number of manufactured goods in the North necessitated new markets to sell them to, thus, new ways of connecting the U.S. began to form

Audience: Since his report is intended to inform members of Congress, Guthrie may be more inclined to telling a positive tale of the Erie Canal; if Congress believes the Erie Canal to be a massive success to the country's economy, Guthrie may be given jurisdiction over future transportation projects funded by Congress

- Includes some outside information
factories grew; demand for more raw materials; Guthrie is responsible for managing U.S. finances; transportation projects funded by Congress
- Includes some relevant facts and/or examples from the documents

Document 1: new ways of connecting the U.S. began to form; a report from the Secretary of the Treasury, James Guthrie; many positive impacts of the Erie Canal; Canal has brought rich and populous communities; a market for the products of the East; intended to inform members of Congress

Document 2: changes in shipping transportation across the United States; cities had begun to spring up across the country; new shipping routes facilitated the transport of materials and goods

Conclusion: Overall, the response meets the criteria for Level 3. The historical context is satisfactory but not as well articulated as the response to the second part of the question. The second paragraph effectively questions the reliability of Guthrie's report to Congress.

At this time in history, the combination of the industrial revolution and the addition of new territory to the United States was driving people farther west. This was called westward expansion, and it rapidly expanded the “civilization” of America. People setting out west had no way to access manufactured goods and products, so trade routes and railroads had to be established. A major trade route was the Erie canal, which connected western States with manufacturing giants in New York.

Document 1’s reliability as a source of evidence is affected by its audience. Document 1 was written by Secretary of Treasury James Guthrie as an annual economic report to congress. These reports were intended to summarize the economic status of the country and explain the actions his department was taking. Because of the importance of this job, the information in this report had to be highly accurate. This meant that Document 1 is a very valuable source of evidence.

Set 2, Anchor Level 2

The response:

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

Historical Context: The addition of new territory to the United States was driving people farther west; a major trade route was the Erie Canal, which connected western states with manufacturing giants in New York

Audience: Document 1 was written by Secretary of Treasury James Guthrie as an annual economic report to Congress; Because of the importance of this job, the information in this report had to be highly accurate

- Includes little relevant outside information
addition of new territory; westward expansion expanded the “civilization” of America; manufacturing giants in New York
- Includes a few relevant facts and/or examples from the documents

Document 1: People setting out west had no way to access manufactured goods and products; trade routes had to be established; a major trade route was the Erie Canal; written by Secretary of the Treasury James Guthrie; annual economic report to Congress

Document 2: driving people further west; Erie Canal

Conclusion: Overall, the response meets the criteria for Level 2. A few general statements show an understanding of the task and the Erie Canal’s importance to westward expansion. Moreover, the discussion of the document’s reliability is also limited and lacks analysis.

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

Document 1 and 2 talk about the creation of the Erie Canal, and how it made the transportation of goods easier. The Erie Canal is/was a man-made ditch that allowed for water flow. The Erie Canal connected different cities and different bodies of water. The creation of the Erie Canal made it easier to transport goods from place to place. Things such as grains, iron ore, and coal were much easier due to the Erie Canal. Document 1's point of view makes it a reliable source of evidence because many different places were affected by it. The west was greatly affected by the Erie Canal because it created a new market for new products. The western point of view appreciated the job the Erie Canal was getting and got done. The west saw no negative outcomes from the creation of the Erie Canal because the west was the part that was mainly benefitting from it.

Set 2, Anchor Level 1

The response:

- Minimally addresses *one* aspect of the task
- Is descriptive

Historical Context: Things such as grains, iron ore, and coal were much easier due to the Erie Canal; the West was greatly affected by the Erie Canal because it created a new market for new products

Lacks Understanding: Document 1's point of view makes it a reliable source of evidence because many different places were affected by it; The western point of view appreciated the job the Erie Canal was getting and got done

- Includes minimal outside information
man-made ditch
- Includes very few relevant facts and/or examples from the documents

Document 1: the Erie Canal made the transportation of goods easier; the West was greatly affected by the Erie Canal; created a new market

Document 2: the Erie Canal connected different cities and different bodies of water; things such as grains, iron ore, and coal

Conclusion: Overall, the response meets the criteria for Level 1. It uses information about the Erie Canal as historical context, but this information is very limited. The discussion of Document 1's reliability does not address the task, because it lacks understanding of what the source of evidence is.

**United States History and Government
Content-Specific Rubric (Questions 31-36)
Civic Literacy Essay Question (Question 37)
January 2026**

Document 1

. . . The prohibition movement was an outgrowth of the temperance crusades of the first half of the nineteenth century. Hard drinking was almost the rule among the Fathers of the Republic. The per capita consumption of spirits in the early days was many times what it is now, and beer drinking was almost unknown. After the War of 1812, there grew up in the New England States a large commerce in West Indian rum, which was consumed extensively, especially in Maine, supplementing the consumption of heavy liquors which were manufactured in those States. Maine alone, in 1827, when her population was 360,000, manufactured 1,333,160 gallons of liquor, and it was sold at retail in nearly every store and tavern. Drunkenness in its worst form, involving disastrous social consequences, was widespread. Sufficient evidence of it was to be found in the number of persons in the jails and poorhouses. . . .

Source: L. Ames Brown, "Prohibition," *The North American Review*, November 1915

31 According to L. Ames Brown, what is *one* historical circumstance surrounding the issue of Prohibition?

Score of 1:

- States a historical circumstance surrounding the issue of Prohibition according to L. Ames Brown
Examples: Prohibition movement outgrowth of temperance crusades of first half of 19th century; hard drinking almost rule among Fathers of Republic; per capita consumption of spirits in early days many times what it was in 1915; growth of large commerce in West Indian rum in New England states after War of 1812; West Indian rum consumed extensively, especially in Maine; heavy liquors manufactured in New England states supplemented with West Indian rum; 1,333,160 gallons of liquor manufactured in Maine in 1827 and sold at retail in nearly every store and tavern; drunkenness involving disastrous social consequences widespread; jails and poorhouses evidence of social consequences of drunkenness

Score of 0:

- Incorrect response
Examples: temperance crusade outgrowth of Prohibition movement; increase in consumption of spirits as compared to early days; beer consumed extensively in early days; heavy liquors not manufactured in the United States; rum manufactured in New England
- Vague response
Examples: Prohibition movement outgrowth; Fathers of the Republic; per capital consumption; New England states after War of 1812; consumption supplemented; Maine's population 360,000 in 1827; it changed things
- No response

National Prohibition

RATIFICATION MAP

Numbers Indicate Order in which States have Ratified the National Prohibition Amendment



This map shows on this date, January 31, 1919, that there are yet only four states which have not ratified. Three of these, Pennsylvania, Connecticut and Rhode Island, are expected to ratify at an early date. Even New Jersey may ratify and make the result unanimous.

STATEMENT OF THE NATIONAL LEGISLATIVE COMMITTEE OF THE ANTI-SALOON LEAGUE OF AMERICA

The ratification of the Prohibition amendment to the constitution is the consummation of more than twenty-five years of effort on the part of the Anti-Saloon League, representing as it has the moral and religious forces of the nation. It is the greatest victory for moral reform in America since the Declaration of Independence.

Not less in importance to that which has already been accomplished is the vitally essential task now before the Prohibition forces of securing from Congress and the states proper enforcement legislation and the crystallizing of public sentiment in the large cities and wet districts for complete enforcement of the law.

With Prohibition assured for this nation, the American anti-liquor forces need to redouble their efforts for the larger task of world Prohibition of the manufacture and sale of all intoxicating beverages.

James Cannon, Jr.,
Wayne B. Wheeler,
Arthur J. Barton,
Ernest H. Clerrington,
Legislative Committee.

P. A. Baker, General Superintendent.
E. C. Dinwiddie, Legislative Superintendent.

Source: Anti-Saloon League of America, 1919

32 According to this poster, what is *one* historical circumstance surrounding the issue of Prohibition?

Score of 1:

- States a historical circumstance surrounding the issue of Prohibition according to this poster
Examples: as of January 31, 1919, only four states had not ratified Prohibition amendment; result for ratification of Prohibition amendment expected to be unanimous; more than twenty-five years of effort by Anti-Saloon League to ratify Prohibition; representation by Anti-Saloon League of moral and religious forces of nation; work of Prohibition forces to secure proper enforcement legislation from Congress and the states; crystallization of public sentiment in large cities/wet districts for complete enforcement of law needed; efforts of anti-liquor forces need to be redoubled for larger task of world Prohibition

Score of 0:

- Incorrect response
Examples: New Jersey only state not to ratify Prohibition; National Legislative Committee of Anti-Saloon League of America repealed Prohibition; National Prohibition amendment not ratified by western states
- Vague response
Examples: moral reform since Declaration of Independence; greatest victory for reform; vitally essential task; larger task of the world; the states ratified this amendment in order from 1 – 44
- No response

Document 3

. . . Over his first three years in the White House Hoover never wavered in his support for Prohibition. In 1929 he signed the “Five and Ten Law” making every liquor violation a felony, and his Justice Department ramped up federal enforcement. “We enormously increased the jail population,” by jailing Prohibition violators Hoover recalled in his memoirs. “We multiplied the fines, padlocking, and confiscations.” Yet all this aggressive action he ascribed [attributed] to his duty as a constitutional officer, not to his actual endorsement. On this basic political question, Hoover declined to share his feelings and refused to act on them. . . .

During the 1928 campaign Hoover famously saluted Prohibition as “a great social and economic experiment, noble in motive and far-reaching in purpose.” But three years later, surely the test had been run. . . .

By early 1932 little doubt remained as to the mood of the electorate. Respondents to a national mail-in survey conducted by *The Literary Digest* in February and March endorsed repeal of the Eighteenth Amendment by a four-to-one margin. Residents of Ohio, the birthplace of Prohibition, sent in 112,026 ballots for repeal and just 43,284 for keeping the ban on booze. Kansas was the only state to poll in favor of Prohibition. . . .

Source: Charles Rappleye, *Herbert Hoover in the White House*, Simon & Schuster, 2016 (adapted)

33 Based on this document, what was *one* effort to address the issue of Prohibition?

Score of 1:

- States an effort to address the issue of Prohibition based on this document
Examples: Hoover supported Prohibition in his first three years in the White House; Hoover signed “Five and Ten Law” making every liquor violation a felony; Hoover’s Justice Department ramped up federal enforcement of Prohibition; Prohibition violators jailed; Hoover used his duty as a constitutional officer to multiply fines/padlock/confiscation; in his 1928 campaign Hoover saluted Prohibition as a great social and economic experiment/noble in motive/far-reaching in purpose; by early 1932 respondents to a national mail-in survey endorsed repeal of 18th amendment by a four-to-one margin; residents of Ohio sent in 112,026 ballots to the *Literary Digest* to repeal Prohibition and 43,284 for keeping it; Kansas only state to poll in favor of Prohibition

Score of 0:

- Incorrect response
Examples: federal enforcement of Prohibition ended; by early 1932 everyone supported Prohibition; Kansas supported repeal of Prohibition; Hoover signed laws supporting repeal of Prohibition
- Vague response
Examples: Hoover wavered; actual endorsement; basic political question; Hoover declined to share his feelings; the test had been run; they tried to stop it
- No response

Document 4

. . . The Women’s Organization for National Prohibition Reform (WONPR) was founded in 1929 to show that not all women supported temperance. New York socialite Pauline Sabin led the charge after hearing Ella Boole, the Brooklyn-based leader of the Women’s Christian Temperance Union, declare that her support for Prohibition represented “the women of America.” On the heels of the successful suffrage campaign that won women the right to vote in 1920, the WONPR, and Sabin in particular, reflected the modern “new woman” of the 1920s. Many members of the WONPR had in fact initially supported the 18th amendment. But they had come to believe that Prohibition had led to a surge in unregulated and particularly underage drinking, as well as a growing sense of distrust for the rule of law. The WONPR’s opposition to Prohibition, just like the 18th amendment itself, was not only about drinking, but about the government’s role in regulating behavior.

The WONPR did a lot of what we think of now as typical political campaign activities: members attended meetings and gave speeches at rallies, went door-to-door to recruit new supporters, used new technology to spread their message—at the time radio, and lobbied politicians. Wealthy women had founded the organization, and proved able to raise funds even after the Stock Market Crash of 1929 ushered in the Great Depression. From its headquarters in New York City, the organization also gained publicity by organizing events such as a motorcade through New York State. . . .

Source: Sarah Seidman, “The New York Women Who Dismantled Prohibition,”
Museum of the City of New York, December 15, 2015

34 According to Sarah Seidman, what was *one* effort to address Prohibition?

Score of 1:

- States an effort to address Prohibition according to Sarah Seidman

Examples: Women’s Organization for National Prohibition Reform (WONPR) founded in 1929 to show not all women supported temperance; Ella Boole/leader of Women’s Christian Temperance Union (WCTU) declared her support for Prohibition represented “the women of America”; many members of WONPR initially supported 18th amendment; many members of WONPR came to oppose Prohibition believing it had led to surge in unregulated/underage drinking/growing sense of distrust for rule of law; WONPR opposed Prohibition on grounds of government’s role in regulating behavior; WONPR attended meetings and gave speeches at rallies/went door-to-door to recruit new supporters/used new technology/radio to spread message/lobbied politicians/wealthy women raised funds/gained publicity by organizing events such as a motorcade through New York State

Score of 0:

- Incorrect response

Examples: suffrage campaign lost right to vote in 1920; many members of WONPR continued to support 18th amendment; WONPR supported Prohibition and government’s role in regulating behavior

- Vague response

Examples: New York socialite Pauline Sabin heard Ella Boole; reflected modern “new women” of the 1920s; did a lot of what we think of as typical; stock market crash of 1929; as an organization they changed Prohibition

- No response

Document 5

. . . The end of the Prohibition era marked the demise of a moral crusade meant to impose a uniform standard of social behavior in the United States. Unrealistic and unforgiving, Prohibition had allowed a vocal minority to regulate the personal habits of all Americans, especially those who lived and worked in cities like New York. While the desire of the dry crusade to uplift and improve the United States by banning alcohol and the saloon had in some ways been understandable in the Progressive era that spawned the Prohibition movement, the shortcomings of the dry crusade manifested themselves as soon as the dry experiment had begun. Anachronistic [outdated] and unworkable, the Prohibition experiment was ill suited to the diversity and dynamic of the modern United States, which by the 1920s had grown too large and too varied a nation to be governed by an impulse as intrusive as the dry crusade. Despite the force of federal law, the use of authoritarian tactics to enforce it, and the expenditure of millions of dollars a year, in fourteen years Prohibition succeeded neither in changing Americans' behavior nor in eliminating the problems caused by alcohol abuse. When Prohibition failed, and it did so spectacularly, it revealed the limits of moral reform movements, and specifically the paternalistic, prejudiced, and undemocratic ideals behind the dry crusade. . . .

Source: Michael A. Lerner, *Dry Manhattan: Prohibition in New York City*, Harvard University Press, 2007

35 According to Michael A. Lerner, what has been *one* impact of the efforts to address Prohibition?

Score of 1:

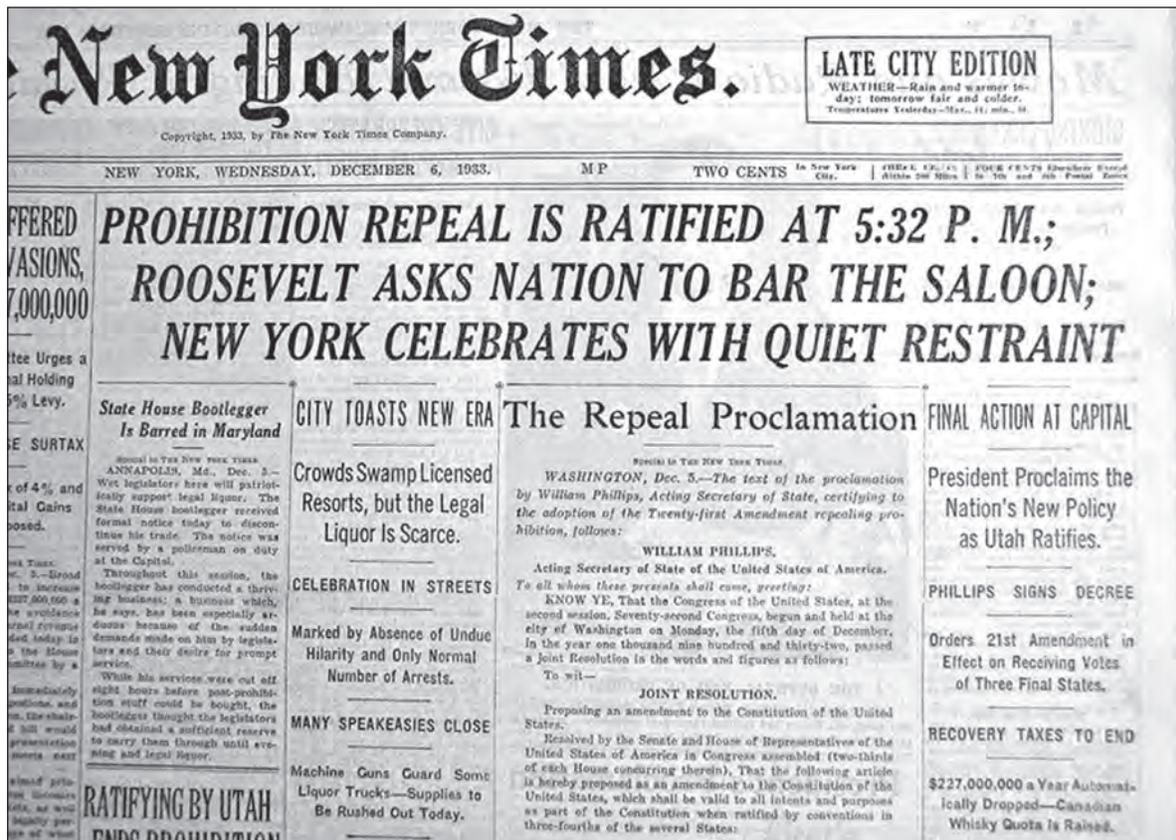
- States an impact of the efforts to address Prohibition according to Michael A. Lerner
Examples: demise of moral crusade meant to impose uniform standard of social behavior in United States; Prohibition allowed vocal minority to regulate personal habits of all Americans, especially those who lived and worked in cities such as New York; shortcomings of Prohibition manifested themselves as soon as dry experiment began; Prohibition outdated/unworkable; Prohibition ill-suited to diversity/dynamic of modern United States; by 1920s United States grown too large/too varied to be governed by Prohibition; in 14 years Prohibition did not change Americans' behavior/eliminate problems caused by alcohol abuse despite force of federal law/use of authoritarian tactics to enforce it/expenditure of millions of dollars a year; revealed limits of moral reform movements; revealed paternalistic/prejudiced/undemocratic ideals behind Prohibition

Score of 0:

- Incorrect response
Examples: no effect on those who lived and worked in cities such as New York; Prohibition eliminated problems caused by alcohol abuse; enforcement did not include authoritarian tactics
- Vague response
Examples: marked the demise; allowed a vocal minority; saloon in some ways understandable in Progressive Era; Progressive Era spawned Prohibition; it ended
- No response

Document 6

Although President Franklin Roosevelt supported repeal of Prohibition, he wanted to ban the operation of saloons, bars, and taverns in the United States.



Source: *New York Times*, December 6, 1933

36 Based on this document, what is *one* impact of the efforts to address Prohibition?

Score of 1:

- States an impact of the efforts to address Prohibition based on this document
Examples: Ratification of Prohibition repeal; support of President Franklin D. Roosevelt for repeal of Prohibition/asks nation to bar operation of saloons/bars/taverns; quiet celebration of repeal in New York; Utah ratification of Prohibition; crowds swamp licensed resorts but legal liquor scarce; celebration in New York streets; closing of many speakeasies; guarding of liquor supplies by machine guns; barring of state house bootlegger in Maryland; certification of 21st amendment by Acting Secretary of State Phillips; 21st amendment in effect on receiving three final states' votes

Score of 0:

- Incorrect response
Examples: Utah failed to ratify 21st amendment; only three states ratified 21st amendment; President Franklin Roosevelt opposed Prohibition repeal; many new speakeasies open
- Vague response
Examples: final action at Capital; undue hilarity; only normal number of arrests; supplies to be rushed out; society got better
- No response

United States History and Government
Content-Specific Rubric
Civic Literacy Essay Question (Question 37)
January 2026

Historical Context: Prohibition

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 *Prohibition*.

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 question has a minimum of *four* components (describing the historical circumstances surrounding the issue of Prohibition, 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 issue of Prohibition may focus on efforts by individuals, groups, 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 issue of Prohibition may be positive, negative, or a combination of both.
6. The discussion of the impact of the efforts to address the issue of Prohibition 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 issue of Prohibition 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 issue of Prohibition may include the discussion of the impact of the efforts on the United States and/or on American society.
10. In the response, the use of language that appears in a document should not be penalized.
11. The response may discuss efforts to address the issue of Prohibition and the impact of the efforts from different perspectives, as long as the position taken is supported by accurate historical facts and examples.
12. 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 Prohibition, 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 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.

Prohibition

Key Ideas from the Documents

(This list is not all-inclusive.)

Historical Circumstances

Doc 1—Prohibition movement outgrowth of temperance crusades

Hard drinking almost the rule among Fathers of Republic

Per capita consumption of spirits in early days many times what was in 1915

Beer drinking almost unknown

Large commerce in West Indian rum in New England states, especially Maine, supplementing consumption of heavy liquors manufactured in New England states (manufacture of 1,333,160 gallons of liquor in Maine in 1827 that sold at retail in nearly every store and tavern)

Disastrous social consequences result of widespread drunkenness (jails; poorhouses)

Doc 2—As of January 31, 1919, requirement for ratification needed by only four more states

More than 25 years of effort by Anti-Saloon League to ratify Prohibition

Moral and religious force represented by Anti-Saloon League

Crystallizing of public sentiment for complete enforcement of Prohibition (large cities; wet districts)

Efforts to Address

Doc 2—State ratification of Prohibition amendment

Work of Anti-Saloon League for 25 years

Securing from Congress and states proper enforcement legislation

Securing public sentiment in large cities and wet districts for complete enforcement of law

Need for redoubling efforts of American anti-liquor forces for world Prohibition of manufacture and sale of all intoxicating beverages

Statement of National Legislative Committee of Anti-Saloon League of America

Doc 3—President Hoover's support for Prohibition over first three years in White House (Five and Ten Law signed in 1929, making every liquor violation a felony; federal enforcement ramped up by Justice Department; multiplied fines; padlocked violators; confiscated liquor)

Prohibition saluted by Hoover in 1928 campaign as great social and economic experiment, noble in motive and far-reaching in purpose

Endorsement of repeal of 18th amendment by four-to-one margin by respondents to national mail-in survey conducted by *The Literary Digest* (112,026 ballots for repeal and 43,284 for keeping the ban on booze sent in by residents of Ohio, birthplace of Prohibition; Kansas only state to poll in favor of Prohibition)

Doc 4—Founding of Women's Organization for National Prohibition Reform (WONPR) in 1929 (to show not all women supported temperance; leader Pauline Sabin; modern "new woman" of 1920s represented by organization after successful suffrage campaign)

Declaration of supporter Ella Boole leader of Women's Christian Temperance Union (WCTU) that women of America supported Prohibition

Initial support of 18th amendment by Women's Organization for National Prohibition Reform diminishing (growing belief that Prohibition led to surge in unregulated and particularly underage drinking; growing sense of distrust for rule of law; opposition about government's role in regulating behavior)

Use of typical campaign activities by Women's Organization for National Prohibition Reform (attended meetings; gave speeches at rallies; went door-to-door recruiting new supporters; use of new technology [radio] to spread message; lobbying politicians; raising funds; organizing events such as motorcade through New York State)

Prohibition

Key Ideas from the Documents (continued)

(This list is not all-inclusive.)

Impact of Efforts

Doc 2—Ratification of Prohibition amendment except four states as of January 31, 1919

Ratification of Prohibition amendment to the Constitution great victory for moral reform

Doc 3—Increase in jail population

Prohibition as great social and economic experiment part of Hoover's 1928 campaign

Endorsement of repeal of 18th amendment by four-to-one margin from mail-in survey conducted by

Literary Digest in February and March of 1932

Kansas only state to poll in favor of Prohibition in mail-in survey

Doc 4—Founding of Women's Organization for National Prohibition Reform (WONPR) in 1929 (to show not all women supported temperance)

Government role in regulating behavior a reason for opposition to Prohibition

Doc 5—End of moral crusade meant to impose uniform standard of social behavior in United States with repeal of Prohibition (vocal minority no longer allowed to regulate personal habits of all Americans)

Dry crusade understandable in Progressive Era but shortcomings exposed soon after passage of Prohibition Amendment

Prohibition experiment ill-suited to diversity and dynamic of United States (by 1920s, nation too large and too varied)

Despite force of federal law, Prohibition unable to change Americans' behavior nor eliminate problems caused by alcohol abuse (authoritarian tactics not able to be enforced; expenditure of millions of dollars a year)

Limits of moral reform movements demonstrated by failure of Prohibition

Doc 6—Ratification of Prohibition repeal in 1933; despite support for repeal, President Franklin Roosevelt asks nation to ban operation of saloons, bars, and taverns in United States

21st amendment put into effect after Utah ratifies

Restrained celebration in New York City

Closure of many speakeasies

Prohibition

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances

Significant alcohol consumption in early United States history (social rituals; personal health; substitute for water; taverns)
Religious inspiration of Great Awakening for temperance reform (American Temperance Society)
Increased emphasis on social consequences of alcohol use in early 19th century
Successes of temperance movement at state and local levels
Influence of Maine law on other states to pass Prohibition and temperance laws
Repeal of many temperance and Prohibition laws during Civil War (de-emphasis of temperance reforms because of other pressing issues)
Prominent role of women in post-Civil War revival of Prohibition movement (Women's Christian Temperance Union; Frances Willard; Carrie Nation; Susan B. Anthony)
Inclusion of alcohol use in nativist arguments against immigration (German; Irish; Italians)
Early 20th-century middle class concern for moral fabric of society (Progressive reform)
Public support during World War I for grain conservation as war measure
Threats of alcohol use to workers' safety, general well-being, and productivity stressed by some labor unions and industrialists (Henry Ford; Andrew Carnegie; John D. Rockefeller)
Nativist propaganda linking German American breweries to German government during World War I
Passage of Prohibition laws in most states prior to 18th amendment

Efforts to Address

Spread of anti-alcohol messaging (ministry; sermons; camp meetings; lectures; pledges; songs)
Formation of Prohibition Party (increased share of vote by late 19th century)
Political strategy of Anti-Saloon League to advance cause of Prohibition by aligning or endorsing political candidates, groups, or individuals (Republicans; Democrats; Progressives; Populists; suffragists; Ku Klux Klan; NAACP; Henry Ford; Andrew Carnegie; John D. Rockefeller)
Newspaper editorials written in support and opposition of Prohibition
Resolution calling for Prohibition amendment introduced in every Congress beginning in 1876
Extensive and powerful lobbying at local, state, and federal governments (Anti-Saloon League; WCTU; breweries)
Demonstrations in Washington (petitions delivered by supporters; WCTU)
Passage of enforcement legislation (Volstead Act)
Insufficient funds allocated by Congress for enforcement (untrained and underpaid Prohibition agents)
Validity of 18th amendment challenged in Supreme Court (18th amendment declared constitutional by Supreme Court)
Call for repeal by Democratic Party in 1932 (call of Republicans for enforcement)
Attention called to possibilities for more employment and tax revenue with repeal of amendment in statements to Congress (bankers; labor leaders; "wets")
Repeal of 18th amendment with congressional passage of 21st amendment

Prohibition

Relevant Outside Information (continued)

(This list is not all-inclusive.)

Impact of Efforts

Lowering of per capita consumption of alcohol
Decline in drinking-related deaths and alcohol-induced violence
Encouragement of hypocrisy (politicians and wealthy vs. working class)
Thousands of jobs lost in distilleries and liquor-related industries
Decline in state and federal government excise tax revenues
Loopholes in enforcement legislation (medicinal purposes; religious observances; home brews)
Growing disobedience toward the law and law enforcement (speakeasies; smuggling)
Negative impact on law enforcement
Rapid growth of organized crime families in major cities (Al Capone, Chicago)
Expanding opportunities for corruption of public officials
Increase in crime rates, especially in urban areas
More funds for Great Depression relief with repeal (tax revenues)
Federal role in crime control expanded
Continuation of anti-alcohol sentiment into the 21st century (debates over drinking age; statewide health curriculums; Mothers Against Drunk Driving; Students Against Drunk Driving)

Alcohol consumption has existed all over the world for thousands of years and in the United States since colonization. Alongside it, alcohol has also brought its problems. In America the issue of Prohibition proved to be one of the most significant debates in history. It was so much so that a Prohibition amendment was ratified and afterwards continued to be a constitutional and civic issue for more than a decade.

In Document 1 it discusses how there was an influx of commerce and increase in consumption in regards to alcohol after the war of 1812. It is also mentioned how the Prohibition movement was “an outgrowth of the temperance crusades of the first half of the 19th century” which initially stressed abstinence and rehabilitation. However, the effects of alcohol proved to have extremely negative consequences. This led to many women and mothers in the first half of the 19th century coming together to organize the temperance movements as many families had to deal with awful behavior due to husbands and fathers frequently being under the influence of alcohol. Their work also led to local and state governments passing “wet and dry acts”. Those who were associated with the “wet” were against the ban of alcohol while those for dry insisted on it being illegal. This proved to cause a rift between the two in many parts of the country. In document 2, a poster displays a map that shows how support for Prohibition had taken over the country and was heading toward National Ratification of a Prohibition Amendment. The work of groups such as the Women’s Christian Temperance Union and Anti-Saloon League supported a ban on alcohol for both moral and religious reasons and had been influenced by the Second Great Awakening. This and Progressivism

led to much interest in social reform by the early 20th century. As time passed and anti-liquor forces lobbied and became politically more powerful, ideas shifted and led to more people believing that the federal government had the responsibility to ban alcohol nationally. With the United States fighting Germany in World War I, the connection German Americans had with making and drinking beer made Prohibition a nativist and patriotic issue that increased support for Prohibition.

In document 3, Herbert Hoover—the president himself was taking initiative in regards to fully enforcing the ban on alcohol while calling Prohibition a “noble experiment”. For instance he signed the “Five and Ten Law,” making every liquor violation a felony.” To many this was the way things should be done. However, the document also states by 1932, many wanted to repeal the 18th amendment which essentially made the manufacture and transportation of alcohol illegal. Once again this fueled fire between the two sides. Those who wanted the 18th amendment reported felt that it had only further increased the troubles in America. Crime rates increased, smugglers were being more active and as a result gang violence also increased. Conflicting attitudes about Prohibition can be seen in document 6, in which although “President Franklin Roosevelt supported repeal of Prohibition, he wanted to ban the operation of saloons, bars, and taverns in the United States.” Earlier President Hoover showed a contradictory attitude as shown in document 3 with his willingness to sign strict laws to enforce Prohibition to fulfill his constitutional duty but refused to personally endorse Prohibition. This goes to show that this constitutional and civic issue was complicated and had everyone in a bind. It is clear that

there were both benefits and negatives to Prohibition. In fact, some women who initially supported the WCTU and Prohibition changed their minds when they saw an increase in distrust for the law. Having gained the right to vote, they became more politically active, gave speeches, and raised money in support of the repeal of the amendment. The WONPR and their efforts to address prohibition made a difference because they represented the new and more modern women of the 1920s. This issue continued to give women the opportunity to play an important public role in society and further their involvement in addressing other issues as they stressed their worry about the government and its increasing regulations. Nonetheless, as document 5 states, "Prohibition failed, and it did so spectacularly, as it revealed the limits of moral reform movements."

The efforts of groups such as the Anti-Saloon League led to the 18th Amendment which had a huge impact on the country. People were forced to drink less and with saloons closed many families were happier. However, crime became a national problem. Women worried about the increase in underage drinking and many people believed the government should not interfere with personal liberty. It cost millions of dollars a year to enforce at a time when money was scarce—the Great Depression. The impact of those who fought for repeal was also significant since as document 5 states it "revealed the limit of moral reform movements" and the problem with "a vocal minority trying to regulate the personal habits of all Americans." Lots of time, money, and effort was put into prohibition—yet it was not something that solidified the Nation. Despite this, it enable various new points and groups of people to arise and take initiative.

Anchor Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Prohibition
- Is more analytical than descriptive (in America issue of Prohibition one of most significant debates in history; after Prohibition amendment ratified, continued to be a constitutional and civic issue for more than a decade; effects of alcohol proved to have extremely negative consequences; rift in many parts of country between “wet” who were against ban on alcohol and “dry” who insisted on it being illegal; as anti-liquor forces lobbied and became politically more powerful ideas shifted and led to more people believing in federal government’s responsibility to ban alcohol nationally; Hoover took initiative in enforcing ban on alcohol while calling Prohibition a “noble experiment”; Hoover showed a contradictory attitude with his willingness to sign strict laws to enforce Prohibition but refused to personally endorse it; some women who initially supported Prohibition changed their minds with increase in distrust for the law; WONPR and their efforts made a difference because they represented new and more modern women of 1920s; Prohibition continued to give women opportunity to play important role in society and furthered their involvement in other issues; revealed problem with a vocal minority trying to regulate personal habits of all Americans)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (alcohol consumption existed all over world for thousands of years; temperance crusades initially stressed abstinence and rehabilitation; many women and mothers in first half of 19th century came together to organize temperance movements as many families had to deal with awful behavior due to husbands and fathers frequently under influence of alcohol; work of groups such as Women’s Christian Temperance Union and Anti-Saloon League supported a ban on alcohol for moral and religious reasons and influenced by Second Great Awakening; with United States fighting Germany in World War I, connection German Americans had with making and drinking beer made Prohibition a nativist and patriotic issue; many people believed government should not interfere with personal liberty; cost millions of dollars per year to enforce at a time when money scarce because of Great Depression)
- Richly supports the theme with many relevant facts, examples, and details (alcohol consumption an issue in United States since colonization; after War of 1812 influx in commerce and increase in consumption in regard to alcohol; Prohibition Movement outgrowth of temperance crusades of first half of 19th century; Hoover signed “Five and Ten Law” making every liquor violation a felony; by 1932 many wanted to repeal 18th amendment which essentially made manufacture and transportation of alcohol illegal; some felt as result of Prohibition crime rates increased, smugglers more active, and violence increased; President Franklin Roosevelt supported repeal of Prohibition and wanted to ban operation of saloons, bars, and taverns in United States; women became politically active after gaining right to vote, gave speeches, and raised money in support of repeal of Prohibition; Prohibition revealed limits of moral reform movements)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. Historical details and analytical statements support effective document interpretation. Thoughtful conclusions reflect a good critical appraisal of the complicated nature of the Prohibition issue.

Of all the debates throughout United States history, civic and constitutional issues have made the largest impact on the country. These debates have often led to continuous efforts by individuals and groups to address issues that need to be solved. One of these issues is Prohibition, the banned sale and manufacture of alcohol in the early 20th century. While prohibition had been addressed in many different ways, the impact of those efforts changed the mindset of American Society during the 1900s and has even influenced the US today. Prohibition, a result of concerns about tremendous liquor production and consumption in the 19th century, gave a voice to minorities and other special interest groups across the country, and its impact was felt in almost every home.

The right to drink alcohol was something most Americans took for granted. Since the settlement of Jamestown, people in America drank including our Founding Fathers. Specifically after the 1812 war, New England states led the charge for “West Indian Rum, which was consumed extensively” (Doc 1). The consumption and sale of these products together led to what some considered a nation-wide drinking problem and to a temperance movement with a strong message. It can be inferred from speeches and writings of groups such as the Women’s Christian Temperance Union that it was most likely difficult to find a man who wasn’t spending money getting drunk, no matter the time of day. Alcohol was easy to access, and people took advantage of that, and drank too much endangering their health and jobs which often led wives and children into poverty. Thus, it became a concern of many women, employers, and religious leaders to see alcohol as a problem that needed fixing. The longer and more effectively the Anti-Saloon League

and other anti-liquor groups expressed the negative aspects of alcohol the more demands there were that politicians do something about it. Because of this, “the greatest moral victory since the declaration of Independence” (Doc 2) was born in the form of Prohibition and the 18th Amendment which ended the sale and manufacture of alcohol. However, other groups have stated that Prohibition actually had a negative impact on the country and was undemocratic since only a minority of Americans supported it.

When Herbert Hoover was running for President in 1928, he called Prohibition “noble” and “far-reaching in purpose.” After he was elected he signed a law making every liquor violation a felony. Although hopeful Prohibition would succeed, its supporters would actually see their efforts go in the opposite direction; many people actually wanted to get rid of prohibition. One of these groups was the WOPR, women who believed that Prohibition had led to a “surge in underage and unregulated drinking” and raised a lot of money to get their message out sometimes using the radio. (Doc 4). This surge in drinking could be attributed to the large amounts of underground sales of alcohol. Bootleggers, people who illegally sold alcohol, became more common and many made a fortune off people who wanted liquor. However, drunkenness wasn’t the only issue. Some believed that prohibition revealed the “limits of moral reform movements” (Doc 6), as stated by Michael A. Lerner, an author for Harvard University Press. This statement creates the sense that prohibition not only made people violate the laws of the government, but it also led to the government violating the civil rights of the US public. Prohibition seemed to create distrust in the government as it was a way to control the behavior of

the US public. On a similar note, the public had felt that their freedom was being limited by not being able to consume a specific product. As the Great Depression worsened disagreements over Prohibition grew and eventually lead to it becoming a campaign issue in 1932 when Franklin Roosevelt ran against Herbert Hoover and supported the repeal of the 18th Amendment.

Overall, while it was initially demanded Prohibition would ultimately be a failure. It cost millions of dollars to enforce, enforcement was generally a failure, and Americans were tired of it and didn't want it. Regulating the personal habits of urban America, even with authoritarian tactics was impossible, especially during the 1920s. While it can be argued that the Progressive idea to improve America wasn't bad and that it wasn't executed properly, it generally led the US public to realizing that a right that they had since the founding of the country had been restricted by the government and they resented it. The public's ability to come together and fight against prohibition presented the strength of democracy which led to the successful repeal of Prohibition. Opposition to Prohibition was just one of the many civil rights argued throughout US history, but the nation can be sure to see similar debates transpire in the near future.

Anchor Level 4

The response:

- Develops all aspects of the task for Prohibition
- Is both descriptive and analytical (impact of efforts to address Prohibition changed mindset of American society and influenced United States today; Prohibition gave a voice to minorities and other special interest groups across country; right to drink alcohol something most Americans took for granted; the longer and more effectively Anti-Saloon League and other anti-liquor groups expressed negative effects of alcohol, the more demands that politicians do something about it; some felt Prohibition not only made people violate laws of government, but also led government to violate civil rights of public; some groups felt Prohibition negative effect on country and undemocratic since only a minority of Americans supported it; public felt freedom being limited by not being able to consume a specific product; overall, while initially demanded, Prohibition would ultimately be a failure; while it can be argued Progressive idea to improve America not bad and not executed properly, it generally led United States public to realize a right they had since founding of country had been restricted and they resented it; public's ability to come together and fight Prohibition presented strength of democracy which led to successful repeal)
- Incorporates relevant information from all documents
- Incorporates relevant outside information (alcohol easy to access and people took advantage of that and drank too much endangering health and jobs which often led wives and children into poverty; alcoholism became a concern of many women, employers, and religious leaders as a problem that needed fixing; as Great Depression worsened disagreements over Prohibition grew and eventually led to it becoming a campaign issue in 1932 when Franklin Roosevelt ran against Herbert Hoover and supported repeal of 18th amendment)
- Supports the theme with relevant facts, examples, and details (Prohibition banned sale and manufacture of alcohol in early 20th century; since settlement of Jamestown, people in America drank including Founding Fathers; New England states led charge for West Indian rum; Women's Christian Temperance Union gave speeches and published writings; 18th amendment ended sale and manufacture of alcohol; after Hoover elected signed a law making every liquor violation a felony; WONPR wanted to get rid of Prohibition as believed it led to surge in underage and unregulated drinking; WONPR raised a lot of money to get message out, sometimes using the radio; surge in drinking could be attributed to large amounts of underground sales of alcohol)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. Relevant historical details support a thoughtful appraisal of document information. Good conclusions reflect an understanding of the role democratic ideals played in the repeal of Prohibition. However, additional facts and details would have strengthened the evaluation.

Throughout our history in the United States, many constitutional and civic issues have been discussed and debated. Citizens, groups, and the Government have made efforts to try and fix or address these issues. Some of these efforts have been successful and some have not. One of these issues that we have faced in America is Prohibition.

Prohibition was caused by different historical circumstances. One example is stated in Document 1 which says, "The prohibition movement was an outgrowth of the temperance crusades..." That began because people were drinking too much hard liquor. It also says that after the war of 1812, alcohol consumption increased. The State of Maine alone manufactured 1,333,160 gallons of liquor and sold it in nearly every single store. This caused an unhealthy and unsafe amount of drunkenness, which led to workers not being able to do their jobs safely or at all. Losing jobs because of drunkenness, many men found themselves in poorhouses. Many other problems like an increase in violent behavior and the number of people going to jail for alcohol related crimes increased. Women's temperance groups at first tried to get drinkers to drink less but changed their goal to prohibiting alcohol completely. Men also actively worked for prohibition for moral and religious reasons in groups like the Anti-Saloon League. As shown in Document 2, this group kept track of the progress National Prohibition was making in state legislatures with ratification of the Prohibition Amendment.

Efforts had to be made by many to continue to address the issue of prohibition after the Amendment was passed. One effort was made by President Hoover in the late 1920s. One way he showed his support for prohibition was by signing the "Five and Ten Law," which made liquor

violation a felony. With crime rates in the country increasing because of people violating Prohibition laws and organized crime rates growing, Hoover thought that making liquor violations a felony might convince people to obey the law. In the text of Document 3 it says, "Hoover saluted Prohibition as 'a great social and economic experiment...far-reaching in purpose.'" This means that he felt that prohibition would make the country better and it would serve a great purpose by saving souls, family life, and keeping people out of poorhouses. Another effort was made by the WONPR, or the Women's Organization for National Prohibition Reform which disagreed with the WCTU opinion that their support for Prohibition represented "the women of America." This group's purpose was to campaign against prohibition including motorcading through New York State, "members attending meetings, giving speeches at rallies, going door to door to recruit new supporters, and using technology to spread their message." This shows that this organization did whatever they could to get support for repealing the prohibition amendment.

These efforts impacted the United States and our society. One impact anti-prohibitionists made was that in 1933, as the newspaper headline says, "Prohibition repeal is ratified: New York celebrates with quiet restraint," The newspaper stories in Document 6 mention that people celebrated in the streets and many speakeasies closed as alcohol became legal again. One author wrote that prohibition failed. He says, "in fourteen years Prohibition succeeded neither in changing American's behavior nor in eliminating the problems caused by Alcohol abuse." This means that Prohibition was pointless because it solved nothing, but created many problems that no one expected, including disrespect for laws and law enforcement.

Anchor Paper – Civic Literacy Essay—Level 3

In conclusion, Prohibition has been just one issue debated in the United States in our history. Many efforts were made to address the issue, and only some were successful. The issue was a big part of our history as a society, and it will never be forgotten because people are still debating the medical and moral issues surrounding alcohol.

Anchor Level 3

The response:

- Develops all aspects of the task with some depth for Prohibition
- Is both descriptive and analytical (Prohibition outgrowth of temperance crusades which began because people drinking too much hard liquor; efforts had to be made by many to address issue after Prohibition amendment passed; Hoover thought making liquor violations a felony might convince people to obey law; Hoover felt Prohibition would make country better and would serve a great purpose by saving souls, family life, and keeping people out of poorhouses; WONPR disagreed with WCTU opinion that their support for Prohibition represented “women of America”; WONPR’s activities show they did whatever they could to get support for repealing Prohibition amendment; some believed Prohibition pointless because it solved nothing and created many problems that no one expected, including disrespect for laws and law enforcement)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (unhealthy and unsafe amount of drunkenness led to workers not being able to do their jobs safely or at all; losing jobs because of drunkenness led many men to find themselves in poorhouses; many other problems such as an increase in violent behavior and number of people going to jail for alcohol-related crimes increased)
- Includes some relevant facts, examples, and details (after War of 1812 alcohol consumption increased; state of Maine alone manufactured 1,333,160 gallons of liquor and sold it in nearly every single store; women’s temperance groups at first tried to get drinkers to drink less but changed their goal to prohibiting alcohol completely; men also actively worked for Prohibition for moral and religious reasons in groups such as Anti-Saloon League; Anti-Saloon League kept track of progress National Prohibition making in state legislatures with ratification of Prohibition Amendment; Hoover showed support for Prohibition by signing Five and Ten Law which made liquor violations a felony; crime rates in country increasing and organized crime growing because of people violating Prohibition laws; WONPR campaigned against Prohibition including motorcading through New York State, members attending meetings, giving speeches at rallies, going door to door to recruit new supporters, and using technology to spread their message; Prohibition repealed in 1933; newspaper stories reported people celebrated in streets and many speakeasies closed with repeal of Prohibition and alcohol becoming legal again)
- Demonstrates a satisfactory plan of organization; includes an introduction that is a restatement of the theme and a conclusion that is beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Quoted statements from the documents establish a framework for the discussion and are supported by relevant facts and details. The conclusion that the use of alcohol is a continuing debate would have benefited from additional explanation.

Throughout United States history, many Constitutional and Civic issues have been debated by Americans. These debates have resulted in the 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 Prohibition. In the early 19th century heavy drinking was very common amongst Americans, rum was consumed excessively. During 1827, in Maine alone, "When her population was 360,000, manufactured 1,333,160 gallons of liquor" (Document 1). Americans, mainly men, were consuming massive amounts of hard liquor every day. This resulted in disastrous social consequences. Men became too drunk to work, lost their jobs, and spent all their money at bars. In addition to this men became violent at home, often abusing their children and wives. Women although not doing the majority of the drinking were severely impacted. Women relied on their husbands for money, shelter, and food. Due to the drinking many families were left without. This led to the creation of organizations such as the Anti-Saloon League, and the Woman's Organization for National Prohibition. Both organizations fought to ban alcohol. This led to the passing of Prohibition or Anti-Alcohol law. Although many people did not like this.

After the passing of Prohibition and many similar laws, people wanted them removed. According to Document 4, many individuals "attended meetings and gave speeches at rallies." All of this was done in effort to repeal prohibition. In addition to this women raised funds and lobbied petitions to overturn prohibition, In 1932 a mail in survey was conducted and an overwhelming number of people disagreed with prohibition. Document 3 states "Residents of Ohio, the birth place of

Anchor Paper – Civic Literacy Essay—Level 2

prohibition, sent 112,026 ballots for repeal and just 43,289 for keeping the ban on booze." The vast majority of people wanted prohibition lifted.

In the end the 18th Amendment regarding Prohibition was overturned. The end of prohibition allowed us to see "the demise of a moral crusade." (Doc 5) The failure of prohibition allowed Americans to see to what extent the government could control social behavior and make it uniform. Prohibition revealed the limits of moral reform, prejudice, undemocratic ideas behind the government regulating social ideals.

Anchor Level 2

The response:

- Minimally develops all aspects of the task for Prohibition
- Is primarily descriptive (early 19th century heavy drinking very common amongst Americans; Americans, mainly men, consuming massive amounts of hard liquor every day resulting in disastrous social consequences; women although not doing majority of drinking severely impacted; many people did not like passing of Prohibition laws and wanted them removed; overwhelming number of people responding to mail-in survey disagreed with Prohibition; failure of Prohibition allowed Americans to see to what extent government could control social behavior and make it uniform; Prohibition revealed limits of moral reform, prejudice, and undemocratic ideas behind government regulating social ideals); includes weak application (men became too drunk to work, lost their jobs, and spent all their money at bars; men became violent at home, often abusing their children and wives); includes faulty application (Anti-Saloon League and Women's Organization for National Prohibition Reform fought to ban alcohol)
- Incorporates limited relevant information from all the documents
- Presents little relevant outside information (women relied on husbands for money, shelter, and food and due to drinking many families left without)
- Includes relevant facts, examples, and details (rum consumed excessively; in 1827 in Maine, population 360,000, 1,333,160 gallons of liquor manufactured; led to creation of organizations such as Anti-Saloon League and Women's Organization for National Prohibition Reform; many individuals attended meetings and gave speeches at rallies to protest Prohibition; residents of Ohio sent 112,026 ballots for repeal and 43,284 sent ballots to keep ban on booze; in the end 18th amendment overturned)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the historical context and a concluding sentence

Conclusion: Overall, the response fits the criteria for Level 2. A few statements of overgeneralized outside information are included; however, most of the discussion focuses on information from the documents. Although lack of development characterizes the overall response, a few analytical statements strengthen the effort.

The prohibition and the efforts to address the prohibition were not in vain for some of these efforts succeeded others did not. I will be discussing three topics in the essay, one historical circumstance, two efforts by individuals, groups, and/or government to address this issue, and three the impact of these efforts.

One effort to address the prohibition was making liquor selling and distribution illegal. In the first paragraph of Document three it states "...Over his first three years in the White House Hoover never wavered in his support for the prohibition. In 1929 he signed the "Five and ten Law" making every liquor violation a felony..." Showing his support of the prohibition he has outlawed liquor hoping that this would stop people from selling and drinking liquor.

Another effort to address the prohibition was for members of a group called WONPR talking about the prohibition in a public setting. In Document four the second paragraph "WONPR did a lot of what we think of now as typical political campaigning activities: members attended meetings and gave speeches at rallies." Showing the people supporting the prohibition would go to great lengths to protect it. Some historical context of this prohibition was the temperance crusades in document one the text states "The prohibition movement was an outgrowth of the temperance crusades." This historical context was to show where the prohibition was first thought of.

Some impacts of the efforts was and had allowed vocal minority to regulate in Document five the text states in paragraph one "Prohibition has allowed a vocal minority to regulate the personal habits of all Americans..."

Anchor Level 1

The response:

- Minimally addresses all aspects of the task for Prohibition
- Is descriptive (Prohibition and efforts to address it not in vain, for some succeeded while others did not; Hoover hoped Prohibition would stop people from selling and drinking liquor; WONPR members showed that people supporting Prohibition would go to great lengths to protect it; Prohibition allowed vocal minority to regulate personal habits of all Americans)
- Includes minimal information from Documents 1, 3, 4, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (effort to address Prohibition to make liquor selling and distribution illegal; Hoover signed “Five and Ten Law” making every liquor violation a felony; members of WONPR talked about Prohibition in a public setting; WONPR members attended meetings and gave speeches at rallies; Prohibition movement outgrowth of temperance movement); includes an inaccuracy (WONPR worked to support Prohibition)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Although quotations from the documents briefly address all aspects of the task, the treatment of historical circumstances and impact results in one brief sentence each. The use of generalizations and a lack of explanation throughout the discussion weaken the effort.

Throughout different historical periods in the United States, copious amounts of constitutional and civic dilemmas have constantly been raised by the American people. These issues resulted in individuals, groups, and governments all taking action to make change, some being more successful than others. One of these constitutional and civic issues has been Prohibition. Prohibition initially began in the early 1800s when issues regarding the abuse of alcohol increased resulting in disastrous consequences that led to many people being placed in jails and poorhouses. Due to the unwell social state that many people were in, temperance groups formed and persuaded many people that drinking was wrong. Ultimately the government decided to pass laws making it so that the sale of alcohol would end.

The efforts to address Prohibition were widely seen coming from individuals. In Document 2, their efforts were represented through the democratic system of voting, as people got to voice their opinions both directly and indirectly. State legislators, democratically elected by the people, had to ratify the National Prohibition Amendment. Since only 4 states had not ratified by January 1919, it seemed that many people supported a ban on alcohol. State legislators might have also been persuaded by the moral and religious arguments of individuals in the Anti-Saloon League who supported Prohibition. In Document 3 people voicing their opinion is seen through a mail-in-survey, in The Literary Digest. During this time many were disagreeing with Hoover's Five and Ten Law and federal enforcement and they decided to take action by responding to a survey, in which 112,026 voted for repeal. From this it is made entirely evident that people started to see the problems with Prohibition, and decided to make their opinions known.

Aside from the people in general making efforts to address Prohibition more specific groups such as women decided to take action as well. In Document 4, an example of this is represented through the creation of the organization WONPR (Women's Organization for National Prohibition Reform.) This organization worked to repeal Prohibition from the view point of the "new women". They strongly believed that it only created more issues as it led to distrust and more underage drinking, and they actively worked to recruit more people and gain publicity through events.

The courses of action taken by the people were successful in that the 18th Amendment was passed and later proved to be successful as Prohibition was eventually repealed.

It was made entirely evident that these efforts were successful and represented the shifting viewpoints of the people. In Document 5, it is clearly stated by Michael A Lerner that the act of Prohibition was unsuccessful both in changing Americans people's behaviors and putting an end to substance abuse. It was gradually deemed as a complete failure as it was supported by fewer and fewer people. The efforts taken by groups such as the WONPR, as previously stated, directly contributed to this matter as it shined more light on the fact that although Prohibition was achieved through democratic methods, in the end it was seen as undemocratic and was repealed by the efforts taken by the American people speaking out against it. It is evident that the democratic system puts more power at the hands of the people.

In Document 6, we are given a prime example of what the people through their efforts achieved in a primary source. The source is a newspaper article informing people of the ratification of the Prohibition

Civic Literacy Essay—Practice Paper – A

repeal and explains President Roosevelt's opinions on it. It ultimately states that although he supported it, the repeal celebration was done with "restraint" as many speakeasies were closed and liquor was scarce.

The consumption of alcohol has been seen as a relief for some after a hard day of labor or as part of a family celebration or gathering. American drinking habits in the 1800s with alcohol consumption on the rise, made it more common to think that a change needed to be made. While there have been many debates over Prohibition and efforts to address the issue, there wasn't a national ban until the 20th century.

Although alcohol has always been a part of society, the prohibition idea didn't come around until the 19th century. After the war of 1812, there was an increase in alcohol production due to the high demand (Doc 1). Alcohol prices dropped and it became more accessible for all. Unfortunately, this caused an increase in husbands who drank too much. While that may seem unimportant, many women were becoming concerned for their future life styles. Often, the husband would spend the little money made on purchasing alcohol and once he came home he might act violently towards his wife and children. Although this scenario may not occur in all households, many women decided to speak out against alcohol in order to support other women and families. On top of all this, the cult of domesticity was prominent during the 1800s and was a belief that women belong at home in their sphere being caretakers and house wives. It was assumed that women would not get jobs outside the home and the husband would be the protector and provider. Alcohol abuse by their husbands threatened their sphere. This left women at the mercy of their husbands because they needed his income in order to live a life of security. This inspired women to unite together and organize temperance movements which ultimately sparked the prohibition movement and ratification of the 18th Amendment.

With the success of the prohibition movement came the need for enforcement measures. Many efforts were made to “crystallize their cause.” In 1929, Hoover signed the “Five and Ten Law,” which made every liquor violation a felony. (Doc 3). Hoover did this in hopes of it further enforcing the 18th Amendment, but unfortunately many of the efforts to improve enforcement failed. Many had become so willing to break the law that there weren’t enough police to enforce Prohibition. Some people were willing to join gangs or even purchase bootleg alcohol. Hoover’s efforts led to a significant increase of the jail population but not public support for Prohibition which eventually led to the repeal of the amendment. At this point prohibition of alcohol was affecting the worsening economy. However Hoover was not the only person making efforts to address the issues of prohibition. Many women changed from being temperance supporters to opposing Prohibition. In 1929, the Women’s Organization for National Prohibition Reform (WONPR) was founded to politically fight against temperance. They believed that prohibition had led to a spike in the amount of underage drinkers. So they were able to raise money despite the Depression and held rallies, radio talks, and even door-to-door recruitment to spread their message (Doc 4). While the WONPR was fighting Prohibitionists, it revealed how controversial this topic was. There was no “easy” fix and it would take Franklin Roosevelt to order the 21st Amendment to take effect in 1933 after it was ratified (Doc 6).

The impacts of prohibition were many. The prohibition era or the dry crusade made many citizens believe that the government was untrustworthy and suffocating (Doc 4 + 5). Eventually Roosevelt supported repeal of prohibition, but with some restraint on saloons and

their hours (Doc 6). After that people had other things to worry about so things began settle down and eventually the American people had to compromise. Today, there is a drinking age of 21 and while that's not always followed to the fullest, it does help place boundaries on alcohol. This era will never be deemed as completely successful due to all the backlash it received, the difficulty with enforcement, and the criminal behavior it encouraged. However, there were some successes. Since Prohibition was controversial, it gave people the opportunity to express their ideas and beliefs and the government listened when the majority won the debate with the repeal of prohibition (Doc 6).

Alcohol is still an issue in today's society, but even so it is at a smaller scale. It took a long Depression and World War II to get over the prohibition conflict. While this issue may never fully be resolved it has come a long way since the 19th and 20th centuries.

The Historical context behind prohibition is...back in the Early 1800's, Alcohol had become majority popular in England especially after the 1812 war. Naturally, this love for alcohol would carry over to America. However, this alcohol was created drunken fathers and create tears in families and domestic life. So people wanted to change this and, after 25-years, the prohibition act had been passed by an almost unanamos vote by the states. Laws had been passed that make the sale or consumption of alcohol illegal. For a while, this law would be in power. However, soon the cracks of prohibition would begin to show. Mail-in surveys conducted by the Literary digest showed that people were more in favor of repealing the prohibition act. Groups like WONPR had formed to fight to repeal prohibition act. And despite having made alcohol illegal, people had still been drinking and selling it (illegally) regardless. Soon, it was decided that the prohibition act was a complete failure, and was repealed. However, when repealed, Roosevelt still kept saloons and bars closed

Debates over rights, laws, privileges, etc. have existed for as long as the U.S. itself has. Many of these debates are fueled by the pursuit of morality & equality, such as the women's rights movement & the abolitionist cause. Notably, the issue of Prohibition persisted throughout much of American history. While many supported the cause, seeing it as a vital opportunity for moral reform, others opposed it, believing the seemingly benevolent movement actually did more harm than good. The effects of both sides of the Prohibition movement are still felt today, even though the movement ultimately failed.

Prior to the emergence of the idea of Prohibition, the sale & consumption of alcohol was at an all time high. Document 1 states that following the War of 1812, "a large commerce in West Indian rum" grew in the New England states, and that "hard drinking was almost the rule for Fathers of the Republic". This document helps to convey how truly widespread the consumption of alcohol was. However, along with other morally motivated movements, the Prohibition movement emerged in an attempt to combat this, resulting in what some expected to be unanimous state approval for national prohibition.

Many Americans supported the movement, seeking to ban alcohol in the name of moral reform. The reason for this is that drinking often led to disastrous social effects & was generally seen as "immoral behavior". Families were destabilized and drunkenness caused men to lose jobs and not be able to support their families. Alcohol was also seen as degrading to women as men sat in saloons disrespecting their wives who were home caring for their children. Carrie Nation's saloon smashing is an example of the frustration many women in the Women's Christian Temperance Union were feeling. Religious

convictions were often at the core of Prohibition as can be seen in document 2. It frames the ratification of the Prohibition movement as “the greatest victory for moral reform in America since the Declaration of Independence”. Audiences throughout the country became convinced that drinking was inherently immoral. This is corroborated by document 3, which displays President Hoover’s support for Prohibition, highlighting the “Five and Ten Law”, which made every liquor violation a felony, along with his support for the general Prohibition movement which he saw as “a great social and economic experiment, noble in motive and far-reaching in purpose.” By 1932, Americans were outspoken about their support for repeal of the Amendment; but Hoover continued to support Prohibition during his campaign for reelection. With only one state polling in favor of Prohibition and with people suffering from the Great Depression the mood of the nation was not great.

The Depression caused even more people to question Prohibition. A large number of Americans opposed the movement, seeing it as a band-aid fix to a larger problem which had unforeseen consequences. The reason for this is that it was largely an attempt to control the lives of Americans, which angered some and caused others to rebel, leading to increases in issues such as underage drinking. For example, document 4 presents a declaration from the WONPR, a group of women dedicated to opposing temperance in the 1920s when women were becoming bolder and more independent. They also had gotten the right to vote in the 19th Amendment. They expressed their primary gripes with the 18th amendment, stating “the WONPR’s opposition to Prohibition, just like the 18th amendment itself, was not only about drinking, but also

about the government's role in regulating behavior".

The effects of the Prohibition movement are still felt today, in a America where alcohol is legal. The reason for this is that even though Prohibition ultimately failed, the existence of things like alcohol licenses show that attempts to regulate alcohol use remain. Document 6 displays a newspaper showing Roosevelt's announcement about the repeal of Prohibition, which he supported when running for President. However, he also asked the nation to ban the operation of bars, saloons, and taverns in the U.S. Roosevelt's actions reflected much of modern day America's view on alcohol & temperance: it should be legal, but sufficiently regulated.

Even in the present, the legality of drugs/intoxicating items is still being questioned. Notably, marijuana has been a hot button topic. While undeniably a drug which can prove to harm, it also has noticeable medical benefits which should be considered. Going back a couple years, cigarettes were also a topic of discussion. Many believed tobacco wasn't harmful and was possibly even helpful. However, we now know that tobacco is highly harmful to the human body. Most of these discussions either circle back or mirror discussions over alcohol.

The historical circumstances surrounding the constitutional or civic issue of prohibition in the United States were largely driven by the temperance movement, which sought to reduce or eliminate the consumption of alcoholic beverages. This movement gained momentum in the late 19th and early 20th centuries culminating in the passage of the 18th Amendment in 1919 which prohibited the manufacture sale and transportation of alcoholic beverages. Efforts by individuals, groups, and governments to address the issue of prohibition were varied and often contentious. Supporters of prohibition including religious groups and women's organization believed that alcohol was the root cause of many social problems including domestic violence and poverty. They lobbied for the passage of the 18th Amendment which was eventually ratified and went into effect in 1920. However, prohibition was met with widespread resistance leading to the rise of organized crime and illegal speakeasies. This resistance ultimately led to the repeal of prohibition with the passage of the 21st Amendment in 1933 the impact of prohibition on the United States and American society was profound. While it was intended to address social issues and improve public morals it often had the opposite effect. The rise of organized crime the loss of tax revenue from the alcohol industry and the widespread disregard for the law all had lasting impacts on American society. Ultimately the efforts to enforce prohibition were unsuccessful leading to its repeal and the return of legal alcohol sales.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with some depth for Prohibition
- Is both descriptive and analytical (initially began in early 1800s when issues regarding abuse of alcohol increased resulting in disastrous consequences that led to many people being placed in jails and poorhouses; due to unwell social state, temperance groups formed and persuaded many people drinking was wrong; people voted and voiced their opinion both directly and indirectly; state legislators might have been persuaded by moral and religious arguments of individuals in Anti-Saloon League who supported Prohibition; many people disagreed with Hoover’s Five and Ten Law and federal enforcement; WONPR strongly believed Prohibition only created more issues as it led to distrust and more underage drinking; repeal of Prohibition representing shifting viewpoints of people; Prohibition unsuccessful in changing American peoples’ behaviors and putting an end to substance abuse; Prohibition achieved through democratic methods but in the end seen as undemocratic and repealed by efforts taken by American people speaking out against it; although President Roosevelt supported the repeal, celebration done with restraint as many speakeasies closed and alcohol scarce)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (state legislators, democratically elected by the people, had to ratify National Prohibition Amendment; Prohibition gradually deemed a complete failure as supported by fewer and fewer people)
- Includes some relevant facts, examples, and details (ultimately government decided to pass laws making it so that sale of alcohol would end; since only four states had not ratified Prohibition Amendment by January 1919, it seemed many people supported a ban on alcohol; people used mail-in survey from *Literary Digest* to voice opinion where 112,026 voted for repeal; Hoover passed Five and Ten Law; women organized WONPR to repeal Prohibition from viewpoint of “new women” who worked to gain publicity through events; 18th amendment passed but eventually repealed)
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 3. Analytic statements demonstrate a good understanding of the role individuals played in the democratic process in addressing the issue of Prohibition. Further development of historical circumstances would have strengthened the effort.

Practice Paper B—Score Level 4

The response:

- Develops all aspects of the task for Prohibition
- Is both descriptive and analytical (American drinking habits in 1800s with alcohol consumption on the rise made it more common to think a change needed to be made; alcohol prices dropped and it became more accessible for all; increase in husbands drinking too much causing many women to become concerned for future lifestyle; women inspired to unite and organize temperance movements that ultimately sparked Prohibition movement and ratification of 18th amendment; unfortunately many efforts to enforce 18th amendment failed; Hoover's efforts led to significant increase in jail population but not public support for Prohibition which eventually led to amendment being repealed; WONPR believed Prohibition had led to a spike in amount of underage drinkers; Prohibition made many citizens believe government untrustworthy and suffocating; Prohibition era will never be deemed completely successful due to all the backlash it received, difficulty with enforcement, and criminal behavior it encouraged; since Prohibition controversial, gave people opportunity to express their ideas and beliefs and government listened)
- Incorporates relevant information from Documents 1, 3, 4, 5, and 6
- Incorporates relevant outside information (consumption of alcohol seen as relief for some after a hard day of labor or as part of a family celebration or gathering; often husbands would spend the little money they made on purchasing alcohol and once home might act violently towards wife and children; although not all men violent, many women decided to speak out against alcohol to support other women and families; cult of domesticity, a belief that women belong at home in their sphere being caretakers and housewives, prominent during 1800s; assumed women would not get jobs outside home and husband would be protector and provider, but alcohol abuse by husbands threatened that sphere; many had become so willing to break the law that not enough police to enforce Prohibition; today drinking age 21 and, although not always followed to fullest, does help place boundaries on alcohol; alcohol still an issue but on a smaller scale; took a long Depression and World War II to get over Prohibition conflict)
- Supports the theme with relevant facts, examples, and details (although many debates and demands to address the issue, no national ban on alcohol until 20th century; after War of 1812 an increase in alcohol production due to high demand; women needed husband's income to live a life of security; Hoover signed Five and Ten Law which made every liquor violation a felony; some willing to join gangs or even purchase bootleg alcohol; many women changed from being temperance supporters to opposing Prohibition; WONPR founded to politically fight against temperance; WONPR held rallies, radio talks, and even went door-to-door to spread their message; Roosevelt supported repeal of Prohibition, but with some restraint on saloons and their hours)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 4. A good understanding of the role of the cult of domesticity in encouraging the support of women for Prohibition is demonstrated. While some important concepts are included in the discussion of impact, additional facts and details would have strengthened the effort.

Practice Paper C—Score Level 1

The response:

- Minimally addresses all aspects of the task for Prohibition
- Is descriptive (love for alcohol would carry over to America from England; cracks in Prohibition started to show soon after it passed; despite alcohol being illegal people continued to sell and drink it; decided Prohibition complete failure and repealed); lacks application (alcohol had become majorly popular in England, especially after the 1812 war)
- Includes minimal information from all the documents
- Presents little relevant outside information (alcohol would create drunken fathers and create tears in families and domestic life)
- Includes few relevant facts, examples, and details (after 25 years of work on the part of the Anti-Saloon League Prohibition passed by an almost unanimous vote by states; laws made sale or consumption of alcohol illegal; mail-in surveys conducted by *Literary Digest* showed people in favor of repealing Prohibition; groups such as WONPR formed to fight to repeal Prohibition; Roosevelt kept bars and saloons closed after Prohibition repealed)
- Demonstrates a weakness in organization; lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. A few facts from all the documents mention all aspects of the task; however, lack of development weakens their effectiveness. Although a limited understanding of Prohibition is demonstrated, the response is limited in scope and lacks details.

Practice Paper D—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for Prohibition
- Is more analytical than descriptive (while many supported Prohibition, seeing it as a vital opportunity for moral reform, others opposed it, believing the seemingly benevolent movement actually did more harm than good; effects of both sides of Prohibition movement still felt today, even though movement ultimately failed; hard drinking almost a rule for Fathers of Republic; drinking often led to disastrous social effects; ratification of Prohibition seen by some as greatest victory for moral reform in America since Declaration of Independence; audiences throughout country became convinced drinking inherently immoral; Hoover saw Prohibition as a “great social and economic experiment, noble in motive and far-reaching in purpose; by 1932 Americans outspoken about support for repeal of amendment but Hoover continued to support it during campaign for reelection; Great Depression caused even more people to question Prohibition; many Americans saw Prohibition as Band-Aid to fix larger problem which had unforeseen consequences; 1920s women becoming bolder and more independent; WONPR’s opposition to Prohibition about government’s role in regulating behavior; effects of Prohibition still felt in America where alcohol legal; much of modern-day America feels alcohol should be legal, but sufficiently regulated)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (many debates fueled by pursuit of morality and equality, such as women’s rights and abolitionist cause; families destabilized and drunkenness caused men to lose jobs and not be able to support families; alcohol seen as degrading to women as men sat in saloons disrespecting wives home caring for their children; Carrie Nation’s saloon smashing example of frustration of many women in Women’s Christian Temperance Union; religious convictions often at core of Prohibition; some saw Prohibition largely as attempt to control lives of Americans which angered some and caused others to rebel; women’s right to vote in 19th amendment; existence of things such as alcohol licenses show attempts to regulate alcohol use remain; legality of drugs and intoxicating items still being questioned; marijuana a hot-button topic because, while proven to be harmful, it also has noticeable medical benefits; in past many believed tobacco not harmful and possibly even helpful, but now know tobacco highly harmful)
- Richly supports the theme with many relevant facts, examples, and details (prior to emergence of idea of Prohibition, sale and consumption of alcohol at all-time high; following War of 1812, large commerce of West Indian rum grew in New England; President Hoover supported Prohibition with Five and Ten Law which made every liquor violation a felony; only one state polled in favor of Prohibition; Roosevelt announced repeal of Prohibition which he supported when running for President; Roosevelt asked nation to ban operation of bars, saloons, and taverns in United States)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 5. An analytical discussion of Prohibition is well supported by substantive historical details and effective integration of document quotations. The treatment of impact includes thoughtful conclusions about the continuing influence of the Prohibition debate and its connection to contemporary debates over federal regulation of personal behavior.

Practice Paper E—Score Level 2

The response:

- Minimally addresses all aspects of the task for Prohibition
- Is descriptive (love for alcohol would carry over to America from England; cracks in Prohibition started to show soon after it passed; despite alcohol being illegal people continued to sell and drink it; decided Prohibition complete failure and repealed); lacks application (alcohol had become majorly popular in England, especially after the 1812 war)
- Includes minimal information from all the documents
- Presents little relevant outside information (alcohol would create drunken fathers and create tears in families and domestic life)
- Includes few relevant facts, examples, and details (after 25 years of work on the part of the Anti-Saloon League Prohibition passed by an almost unanimous vote by states; laws made sale or consumption of alcohol illegal; mail-in surveys conducted by *Literary Digest* showed people in favor of repealing Prohibition; groups such as WONPR formed to fight to repeal Prohibition; Roosevelt kept bars and saloons closed after Prohibition repealed)
- Demonstrates a weakness in organization; lacks an introduction and a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. A few facts from all the documents mention all aspects of the task; however, lack of development weakens their effectiveness. Although a limited understanding of Prohibition is demonstrated, the response is limited in scope and lacks details.

January 2026 Regents Examination in United States History and Government
Test Questions by Key Idea

Question Number	Key Idea
1	11.1
2	11.1
3	11.2
4	11.2
5	11.3
6	11.3
7	11.4
8	11.4
9	11.4
10	11.4
11	11.5
12	11.5
13	11.6
14	11.6
15	11.6
16	11.6
17	11.6
18	11.6
19	11.7
20	11.8
21	11.8
22	11.9
23	11.10
24	11.10
25	11.9
26	11.9
27	11.11
28	11.11
29- SEQ- 1	11.7
30- SEQ- 2	11.3
31- SCF- 1	11.5
32- SCF- 2	11.5
33- SCF- 3	11.7
34- SCF- 4	11.7
35- SCF- 5a/5b	11.7
36- SCF- 6	11.7
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 2026 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 2026 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
Total Part I, Part II, and Part IIIA Score	0	0	6	11	16	20	25	28	32	36	39	42
	1	4	10	14	19	23	27	31	35	38	41	45
	2	8	13	18	22	26	30	33	37	40	44	47
	3	11	16	20	25	28	32	36	39	42	46	49
	4	14	19	23	27	31	35	38	41	45	48	50
	5	18	22	26	30	33	37	40	44	47	50	52
	6	20	25	28	32	36	39	42	46	49	51	54
	7	23	27	31	35	38	41	45	48	50	53	56
	8	26	30	33	37	40	44	47	50	52	55	58
	9	28	32	36	39	42	46	49	51	54	57	59
	10	31	35	38	41	45	48	50	53	56	58	61
	11	33	37	40	44	47	50	52	55	58	60	62
	12	36	39	42	46	49	51	54	57	59	61	64
	13	38	41	45	48	50	53	56	58	61	63	65
	14	40	44	47	50	52	55	58	60	62	64	66
	15	42	46	49	51	54	57	59	61	64	66	68
	16	45	48	50	53	56	58	61	63	65	67	69
	17	47	50	52	55	58	60	62	64	66	68	70
	18	49	51	54	57	59	61	64	66	68	70	71
	19	50	53	56	58	61	63	65	67	69	71	72
	20	52	55	58	60	62	64	66	68	70	72	74
	21	54	57	59	61	64	66	68	70	71	73	75
	22	56	58	61	63	65	67	69	71	72	74	76
	23	58	60	62	64	66	68	70	72	74	75	77
	24	59	61	64	66	68	70	71	73	75	76	78
	25	61	63	65	67	69	71	72	74	76	77	79
	26	62	64	66	68	70	72	74	75	77	78	80
	27	64	66	68	70	71	73	75	76	78	79	80
	28	65	67	69	71	72	74	76	77	79	80	81
	29	66	68	70	72	74	75	77	78	80	81	82
	30	68	70	71	73	75	76	78	79	80	82	83
	31	69	71	72	74	76	77	79	80	81	83	84
	32	70	72	74	75	77	78	80	81	82	84	86
	33	71	73	75	76	78	79	80	82	83	85	86
	34	72	74	76	77	79	80	81	83	84	86	87
	35	74	75	77	78	80	81	82	84	86	86	88
	36	75	76	78	79	80	82	83	85	86	87	89
	37	76	77	79	80	81	83	84	86	87	89	90
	38	77	78	80	81	82	84	86	86	88	90	91
	39	78	79	80	82	83	85	86	87	89	91	93
	40	79	80	81	83	84	86	87	89	90	92	94
	41	80	81	82	84	86	86	88	90	91	93	95
	42	80	82	83	85	86	87	89	91	93	95	97
	43	81	83	84	86	87	89	90	92	94	96	98
	44	82	84	86	86	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