

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**

Friday, June 20, 2025 — 9:15 a.m. to 12:15 p.m., only

Student Name _____

School Name _____

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

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

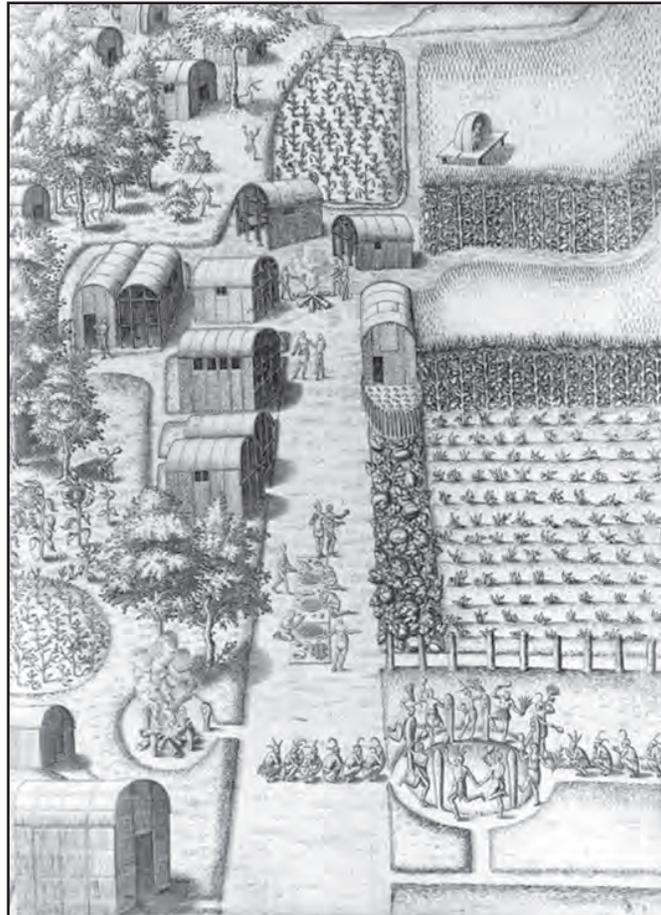
Part I

Answer all questions in this part.

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

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

The Town of Secota, 1590

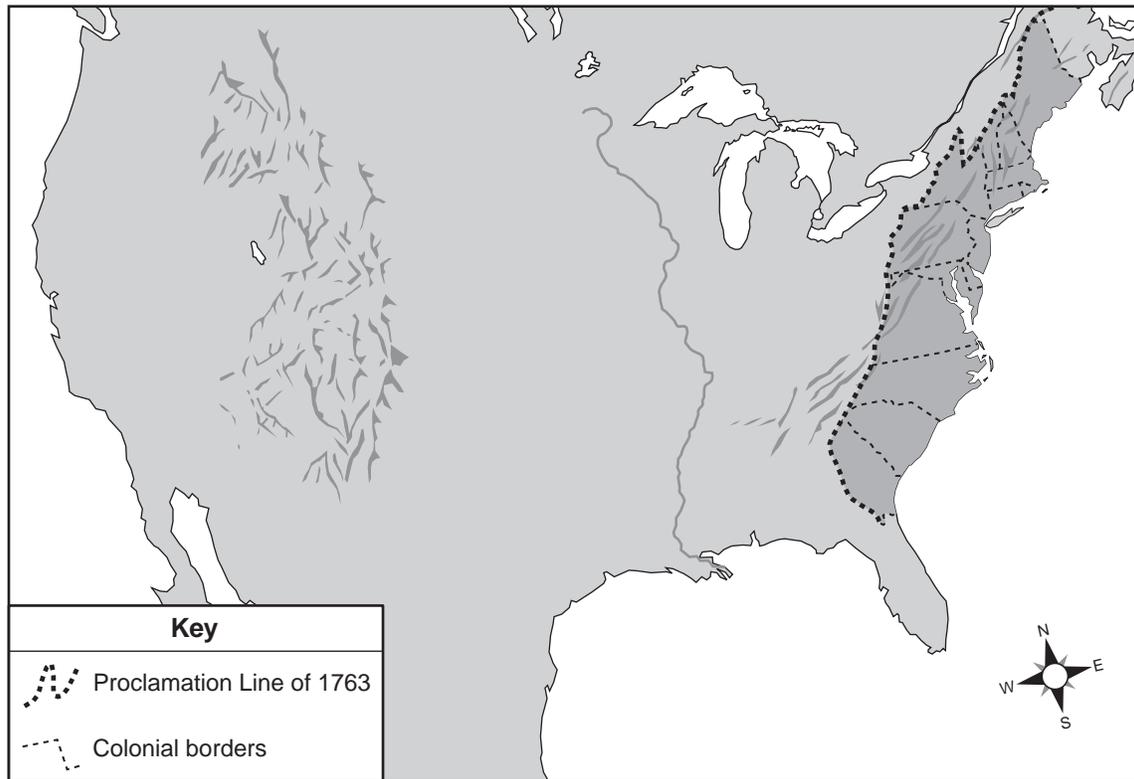


Source: Theodor de Bry, engraver, 1590 (adapted)

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| <p>1 Which statement about Native American societies can be inferred from this engraving?</p> <ul style="list-style-type: none">(1) The inhabitants valued entertainment over field work.(2) The layouts of their villages were based on European societies.(3) Internal conflict and disease led to their decline.(4) Their communities were planned and supported an organized way of life. | <p>2 A historian would find this engraving most useful for</p> <ul style="list-style-type: none">(1) describing Native American societies prior to European colonization(2) examining the way Native Americans dealt with hardship(3) illustrating the influence colonial leaders had on Native American societies(4) understanding the trading patterns of Native American societies |
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Base your answers to questions 3 and 4 on the map below and on your knowledge of social studies.

North America, 1775



Source: Schwartz and O'Connor, *Exploring American History*, Globe Book Company (adapted)

3 The Proclamation Line of 1763 generally followed which geographic feature?

- (1) Great Lakes
- (2) Appalachian Mountains
- (3) Rocky Mountains
- (4) Mississippi River

4 How did many American colonists respond to the establishment of the Proclamation Line of 1763?

- (1) They argued it was an abuse of British authority.
- (2) They established a colony on the Florida peninsula.
- (3) They honored Native American treaties.
- (4) They purchased land needed to construct the National Road.

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

. . . In pursuance of the plan which I have laid down for the discussion of the subject, the point next in order to be examined is the “insufficiency of the present Confederation to the preservation of the Union.” . . .

In our case, the concurrence [agreement] of thirteen distinct sovereign wills is requisite [required], under the Confederation, to the complete execution of every important measure that proceeds from the Union. It has happened as was to have been foreseen. The measures of the Union have not been executed; the delinquencies of the States have, step by step, matured themselves to an extreme, which has, at length, arrested all the wheels of the national government, and brought them to an awful stand. Congress at this time scarcely possess the means of keeping up the forms of administration, till the States can have time to agree upon a more substantial substitute for the present shadow of a federal government. Things did not come to this desperate extremity at once. . . . Each State, yielding to the persuasive voice of immediate interest or convenience, has successively withdrawn its support, till the frail and tottering edifice seems ready to fall upon our heads, and to crush us beneath its ruins.

Source: Alexander Hamilton, *The Federalist Papers: No. 15*,
December 1, 1787 (adapted)

5 Based on this passage, what action would Alexander Hamilton recommend?

- (1) strengthening the national government
- (2) establishing a monarchy
- (3) increasing the power of the states
- (4) continuing to use the Articles of Confederation

6 Based on this passage, the purpose of the *Federalist Papers* was to

- (1) discourage the creation of political parties
- (2) justify the American Revolution to the colonists
- (3) support ratification of the Constitution
- (4) argue for a bill of rights

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

... The authority, therefore, given to the supreme court, by the act establishing the judicial courts of the United States, to issue writs of mandamus to public officers, appears not to be warranted by the constitution; and it becomes necessary to inquire whether a jurisdiction, so conferred [granted], can be exercised. . . .

Certainly all those who have framed written constitutions contemplate them as forming the fundamental and paramount law of the nation, and consequently the theory of every such government must be, that an act of the legislature repugnant [disagreeable] to the constitution is void. . . .

It is emphatically the province and duty of the judicial department to say what the law is. Those who apply the rule to particular cases, must of necessity expound [explain] and interpret that rule. If two laws conflict with each other, the courts must decide on the operation of each. . . .

Source: Chief Justice John Marshall, Majority Opinion, *Marbury v. Madison*, February 24, 1803 (adapted)

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| 7 The Supreme Court's decision in this case established the principle of | 8 What was a direct result of the Supreme Court's decision in this case? |
| (1) states' rights
(2) nullification
(3) judicial review
(4) popular sovereignty | (1) The power of the federal judiciary was strengthened.
(2) The court increased the number of justices.
(3) The legislative branch's power was increased.
(4) The authority of the executive branch expanded. |
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Base your answers to questions 9 and 10 on the passage below and on your knowledge of social studies.

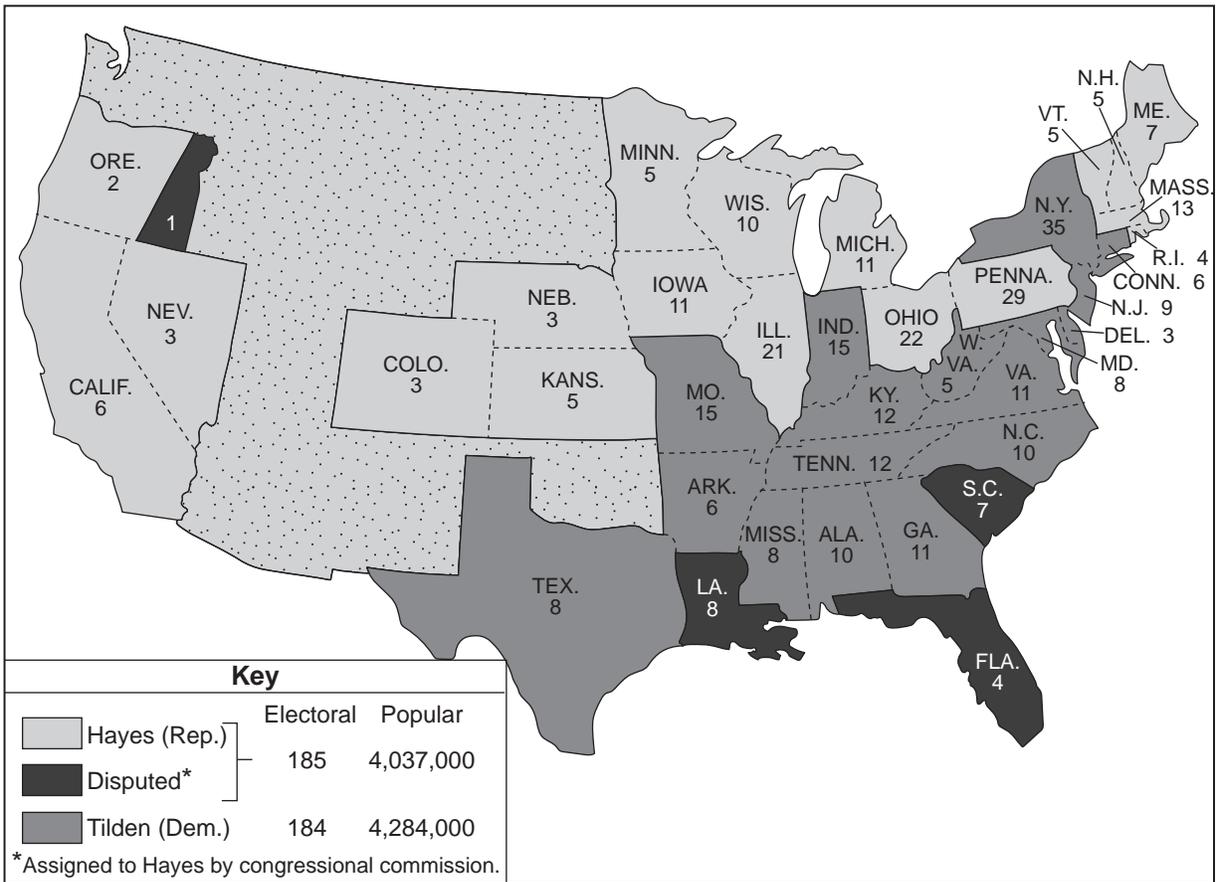
. . . The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians [Native Americans] themselves. The pecuniary [financial] advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General [Federal] and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably [greatly] strengthen the SW [southwestern] frontier and render the adjacent States strong enough to repel future invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian 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. . . .

Source: President Andrew Jackson, Second Annual Message to Congress, December 6, 1830

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| 9 What was the primary reason President Andrew Jackson supported the removal of Native Americans from their tribal lands?
(1) it provided fertile farmland to Native Americans
(2) it gave political support to Native Americans
(3) it opened Native American land to white settlement
(4) it granted citizenship to Native Americans | 10 Which Supreme Court case was directly related to the control of Native American land in the southeast?
(1) <i>McCulloch v. Maryland</i>
(2) <i>Worcester v. Georgia</i>
(3) <i>Dred Scott v. Sanford</i>
(4) <i>Plessy v. Ferguson</i> |
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Base your answers to questions 11 and 12 on the map below and on your knowledge of social studies.

Electoral Votes in the Election of 1876



Source: Blum et al., *The National Experience: A History of the United States*, Harcourt Brace Jovanovich, 1985 (adapted)

- 11 This map of electoral votes in the 1876 presidential election shows that
- (1) Samuel Tilden won in most western states
 - (2) the votes of several northern states were disputed
 - (3) the Democratic candidate won fewer popular votes
 - (4) Rutherford B. Hayes won the presidential election

- 12 What was a major result of the negotiations that settled the election of 1876?
- (1) Confederate General Robert E. Lee surrendered to end the Civil War.
 - (2) Manifest Destiny was completed with the addition of new western territory.
 - (3) Slavery was abolished with the ratification of the 13th amendment.
 - (4) Reconstruction ended with the removal of the Union army from the South.

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

. . . Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glow world-wide welcome; . . .
“Keep ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”

Source: Emma Lazarus, “The New Colossus,” 1883 (adapted)

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| 13 Which group would most strongly oppose the idea expressed in this poem? | : | 14 These words on the Statue of Liberty reflect 19th-century American support for | |
| (1) nativists | : | (1) socialism | (3) immigration |
| (2) industrialists | : | (2) populism | (4) neutrality |
| (3) suffragists | : | | |
| (4) imperialists | : | | |

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

. . . Even as it was menaced by new competitors abroad, Standard Oil seemed omnipotent [all-powerful] in American oil. Everything about its operation was colossal: Twenty thousand wells poured their output into 4,000 miles of Standard Oil pipelines, carrying the crude to seaboard or to 5,000 Standard Oil tank cars. The combine now employed 100,000 people and superintended the export of 50,000 barrels of oil to Europe daily. Rockefeller’s creation could be discussed only in superlatives: It was the biggest and richest, the most feared and admired business organization in the world. Earning steady, reliable profits, year in and year out, Rockefeller could be forgiven for believing he had outwitted the business cycle. For a man who craved order, he had reached his apogee [summit]. No longer at the mercy of unpredictable economic forces, he thrived even in recessions. . . .

Source: Ron Chernow, *Titan: The Life of John D. Rockefeller, Sr.*, Vintage Books, 1998

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| 15 Historians could best use this passage to study | : | 16 Which writer became famous for exposing the questionable business tactics of Rockefeller’s Standard Oil Company? | |
| (1) the transportation revolution in the early 19th century | : | (1) Upton Sinclair | (3) Ida Tarbell |
| (2) industrialization during the late 19th century | : | (2) Jacob Riis | (4) Margaret Sanger |
| (3) jobs creation under the New Deal | : | | |
| (4) the impact of the Quota Acts | : | | |

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

We hold that the policy known as imperialism is hostile to liberty and tends toward militarism, an evil from which it has been our glory to be free. We regret that it has become necessary in the land of Washington and Lincoln to reaffirm that all men, of whatever race or color, are entitled to life, liberty and the pursuit of happiness. We maintain that governments derive their just powers from the consent of the governed. We insist that the subjugation of any people is “criminal aggression” and open disloyalty to the distinctive principles of our government.

We earnestly condemn the policy of the present National Administration in the Philippines. It seeks to extinguish the spirit of 1776 in those islands. We deplore the sacrifice of our soldiers and sailors, whose bravery deserves admiration even in an unjust war. We denounce the slaughter of the Filipinos as a needless horror. . . .

Source: Platform of the American Anti-Imperialist League, 1899

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| <p>17 Which event led to the issues described in this passage?</p> <ul style="list-style-type: none">(1) Mexican-American War(2) Civil War(3) Spanish-American War(4) World War I | <p>18 Which action would most likely have been rejected by the authors of this passage?</p> <ul style="list-style-type: none">(1) passage of an amendment for the direct election of senators(2) creation of the Pure Food and Drug Act(3) establishment of the Federal Reserve System(4) announcement of the Roosevelt Corollary |
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Base your answers to questions 19 and 20 on the excerpt below and on your knowledge of social studies.

. . . The most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic. . . . The question in every case is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger that they will bring about the substantive evils that Congress has a right to prevent. . . .

Source: Supreme Court Justice Oliver Wendell Holmes, Majority Opinion, *Schenck v. United States*, 1919 (adapted)

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| <p>19 In this decision, the actions of Charles Schenck were labeled as a “clear and present danger” because the United States was</p> <ul style="list-style-type: none">(1) responding to strikes by organized labor(2) implementing a new immigration system(3) involved in fighting a world war(4) concerned about a revolution in Russia | <p>20 Which constitutional right was limited by this Supreme Court decision?</p> <ul style="list-style-type: none">(1) freedom of expression(2) right to bear arms(3) right to counsel(4) trial by jury |
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Base your answers to questions 21 and 22 on the speech below and on your knowledge of social studies.

. . . So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. 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. . . .

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

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| <p>21 What issue is being addressed by President Franklin D. Roosevelt in this speech?</p> <ul style="list-style-type: none">(1) the failure of Prohibition(2) the economic problems caused by the Great Depression(3) the destruction caused by the attack on Pearl Harbor(4) the possibility of a military alliance with Great Britain | | <p>22 Which program was created in response to the situation described in this speech?</p> <ul style="list-style-type: none">(1) Fourteen Points(2) New Deal(3) Lend-Lease(4) Great Society |
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Base your answer to question 23 on the passage below and on your knowledge of social studies.

. . . The military necessity which is essential to the validity of the evacuation order thus resolves itself into a few intimations that certain individuals actively aided the enemy, from which it is inferred that the entire group of Japanese Americans could not be trusted to be or remain loyal to the United States. No one denies, of course, that there were some disloyal persons of Japanese descent on the Pacific Coast who did all in their power to aid their ancestral land. Similar disloyal activities have been engaged in by many persons of German, Italian and even more pioneer stock in our country. But to infer that examples of individual disloyalty prove group disloyalty and justify discriminatory action against the entire group is to deny that, under our system of law, individual guilt is the sole basis for deprivation of rights. . . .

Source: Supreme Court Justice Frank Murphy, Dissenting Opinion, *Korematsu v. United States*, 1944 (adapted)

- 23 What was the main reason for Supreme Court Justice Frank Murphy's dissent in *Korematsu v. United States*?
- (1) to ensure Japanese Americans remained loyal to the United States
 - (2) to increase Japanese American participation in the military
 - (3) to express opposition to the internment of Japanese Americans
 - (4) to pressure Congress to limit the rights of Japanese Americans during wartime
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Base your answers to questions 24 and 25 on the cartoon below and on your knowledge of social studies.

The Tumult and the Shouting Dies; the Captains and the Kings Depart



Source: Herblock, *Washington Post*, 1951

- 24 Which idea is being illustrated in this cartoon?
- (1) expansion of presidential responsibility
 - (2) increasing congressional checks on presidential power
 - (3) increased role of the Supreme Court in United States foreign policy
 - (4) use of executive orders to end foreign alliances

- 25 What is causing the problems shown in this cartoon?
- (1) failure to sign the Universal Declaration of Human Rights
 - (2) judgments made at the Nuremberg War Trials
 - (3) President Harry Truman's decision to desegregate the military
 - (4) emergence of the Cold War rivalry

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

. . . Behind me stands a wall that encircles the free sectors of this city, part of a vast system of barriers that divides the entire continent of Europe. From the Baltic, south, those barriers cut across Germany in a gash of barbed wire, concrete, dog runs, and guard towers. Farther south, there may be no visible, no obvious wall. But there remain armed guards and checkpoints all the same—still a restriction on the right to travel, still an instrument to impose upon ordinary men and women the will of a totalitarian state. . . .

But in the West today, we see a free world that has achieved a level of prosperity and well-being unprecedented in all human history. In the Communist world, we see failure, technological backwardness, declining standards of health, even want of the most basic kind—too little food. Even today, the Soviet Union still cannot feed itself. After these four decades, then, there stands before the entire world one great and inescapable conclusion: Freedom leads to prosperity. . . .

Source: President Ronald Reagan, Speech at the Berlin Wall, June 12, 1987

- 26 What was the main idea of President Ronald Reagan's speech?
- (1) to draw attention to the human rights violations in Western Europe
 - (2) to increase humanitarian aid to the Communist bloc
 - (3) to prevent a re-emergence of fascism in East Germany
 - (4) to emphasize the failures of communism
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Base your answers to questions 27 and 28 on the cartoon below and on your knowledge of social studies.



Source: Tony Auth, *Philadelphia Inquirer*, May 9, 2004

- 27 What is the main idea of this cartoon?
- (1) Equal rights are easily achieved by all groups.
 - (2) The difficult path to equality for one group has opened the way to others.
 - (3) Gay marriage has lost support among racial and ethnic groups.
 - (4) Women had more difficulty than any other group in gaining equality.
- 28 What key constitutional provision is frequently used by groups seeking legal equality?
- (1) 14th amendment—equal protection of the law
 - (2) 4th amendment—protection against unreasonable search and seizure
 - (3) 6th amendment—right of trial by jury
 - (4) Article 1—establishing rules for naturalization

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

Part II

SHORT-ESSAY QUESTIONS (SEQs)

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

SEQ Set 1 (Question 29)

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

- Describe the historical context surrounding these documents
- Identify and explain the *relationship* between the events and/or ideas found in these documents (Cause and Effect, *or* Similarity/Difference, *or* Turning Point)

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

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

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

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

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

Types of Relationships:

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

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

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

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

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

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

Document 1

Congress subpoenaed the White House tapes of President Richard Nixon's meetings and conversations.

Nixon Hanging Between the Tapes



Source: Herblock, *Washington Post*, May 24, 1974

Document 2

The Supreme Court ruled yesterday unanimously, and definitively, that President [Richard] Nixon must turn over tape recordings of White House conversations needed by the Watergate special prosecutor for the trial of the President's highest aides.

Ordering compliance with a trial subpoena "forthwith" [immediately], the court rejected Mr. Nixon's broad claims of unreviewable executive privilege and said they "must yield to the demonstrated, specific need for evidence in a pending criminal trial."

The President said he was "disappointed" by the decision but said he would comply. His lawyer said the time-consuming process of collecting and indexing the tapes would begin immediately. . . .

Finally, [Chief Justice Warren E.] Burger reached the heart of the dispute and he quickly found that President Nixon was wrong in arguing that courts must honor without question any presidential claim of executive privilege.

Burger repeatedly said the court had the utmost respect for the other branches of government but was obliged to reach its own judgment on whether the President's need for confidentiality was as great as the judiciary's need for the evidence. . . .

Source: John P. MacKenzie, *Washington Post*, July 25, 1974 (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 2** and explain how *audience*, **or** *purpose*, **or** *bias*, **or** *point of view* affects this document’s use as a reliable source of evidence

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

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

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

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

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

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

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

Document 1

. . . We, the undersigned scientists, have been working in the field of atomic power. Until recently we have had to fear that the United States might be attacked by atomic bombs during this war and that her only defense might lie in a counterattack by the same means. Today, with the defeat of Germany, this danger is averted and we feel impelled to say what follows:

The war has to be brought speedily to a successful conclusion and attacks by atomic bombs may very well be an effective method of warfare. We feel, however, that such attacks on Japan could not be justified, at least not unless the terms which will be imposed after the war on Japan were made public in detail and Japan were given an opportunity to surrender.

If such public announcement gave assurance to the Japanese that they could look forward to a life devoted to peaceful pursuits in their homeland and if Japan still refused to surrender our nation might then, in certain circumstances, find itself forced to resort to the use of atomic bombs. Such a step, however, ought not to be made at any time without seriously considering the moral responsibilities which are involved.

The development of atomic power will provide the nations with new means of destruction. The atomic bombs at our disposal represent only the first step in this direction, and there is almost no limit to the destructive power which will become available in the course of their future development. Thus a nation which sets the precedent of using these newly liberated forces of nature for purposes of destruction may have to bear the responsibility of opening the door to an era of devastation on an unimaginable scale. . . .

Source: E. Lapp et al., Petition to the President of the United States from the Manhattan Project Scientists at Los Alamos, July 17, 1945

Document 2

. . . The Japanese began the war from the air at Pearl Harbor. They have been repaid many fold. And the end is not yet. With this bomb we have now added a new and revolutionary increase in destruction to supplement the growing power of our armed forces. In their present form these bombs are now in production and even more powerful forms are in development.

It is an atomic bomb. It is a harnessing of the basic power of the universe. The force from which the sun draws its power had been loosed against those who brought war to the Far East. . . .

We are now prepared to obliterate more rapidly and completely every productive enterprise the Japanese have above ground in any city. We shall destroy their docks, their factories, and their communications. Let there be no mistake; we shall completely destroy Japan's power to make war.

It was to spare the Japanese people from utter destruction that the ultimatum of July 26 was issued at Potsdam. Their leaders promptly rejected that ultimatum. If they do not now accept our terms they may expect a rain of ruin from the air, the like of which has never been seen on this earth. Behind this air attack will follow sea and land forces in such numbers and power as they have not yet seen and with the fighting skill of which they are already well aware. . . .

Source: President Harry S. Truman, Statement Announcing the Use of the A-Bomb at Hiroshima, August 6, 1945

SEQ Set 2 (Question 30)

Task: Based on your reading and analysis of these documents, apply your social studies knowledge and skills to write a short essay of two or three paragraphs in which you:

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

Guidelines:

In your short essay, be sure to

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

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

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

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

Historical Context: Purchase of the Louisiana Territory

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

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

. . . When the United States won its independence from Great Britain in 1783, one of its major concerns was having a European power on its western boundary, and the need for unrestricted access to the Mississippi River. As American settlers pushed west, they found that the Appalachian Mountains provided a barrier to shipping goods eastward. The easiest way to ship produce was to build a flatboat and float down the Ohio and Mississippi Rivers to the port of New Orleans, from which goods could be put on ocean-going vessels. The problem with this route was that the Spanish owned both sides of the Mississippi below Natchez.

In 1795 the United States negotiated the Pinckney Treaty with Spain, which provided the right of navigation on the river and the right of deposit [right to store goods until export] of U.S. goods at the port of New Orleans. . . . Spain was eager to divest [relieve] itself of Louisiana, which was a drain on its financial resources. On October 1, 1800, Napoleon Bonaparte, First Consul of France, concluded the Treaty of San Ildefonso with Spain, which returned Louisiana to French ownership in exchange for a Spanish kingdom in Italy. . . .

Source: "The Louisiana Purchase," *Museum Gazette*, National Park Service, December 1991 (adapted)

31 Based on this document, what is **one** historical circumstance that led to the purchase of the Louisiana Territory? [1]

Score

Document 2

. . . Jefferson asked James Monroe, a former member of Congress and former governor of Virginia, to join [Robert R.] Livingston in Paris as minister extraordinary with discretionary powers to spend \$9,375,000 to secure New Orleans and parts of the Floridas (to consolidate the U.S. position in the southeastern part of the continent). . . .

By the time Monroe arrived in Paris on April 12, the situation had, unknown to him, radically altered: Napoléon had suddenly decided to sell the entire Louisiana Territory to the United States. He had always seen Saint Domingue, with a population of more than 500,000, producing enough sugar, coffee, indigo, cotton and cocoa to fill some 700 ships a year, as France's most important holding in the Western Hemisphere. The Louisiana Territory, in Napoléon's view, was useful mainly as a granary for Saint Domingue. With the colony in danger of being lost, the territory was less useful. Then, too, Napoléon was gearing up for another campaign against Britain and needed funds for that. . . .

Source: Joseph A. Harriss, "How the Louisiana Purchase Changed the World,"
Smithsonian, April 2003 (adapted)

- 32 According to Joseph A. Harriss, what is **one** historical circumstance that led to the purchase of the Louisiana Territory? [1]

Score

Document 3

. . . While the deal [Napoleon’s offer to sell the entire Louisiana Territory] was instantly popular, there were problems. Negotiations would need to start with Great Britain and Spain about shared boundaries. And there was a debate about whether and how such a large property purchase was allowed under the Constitution.

Jefferson took a strict, literal view of constitutional powers, meaning that specific powers reserved for the President and Executive Branch needed to be spelled out in the Constitution. The ability to buy property from foreign governments was not among these powers listed [in] the Constitution. . . .

Instead, Jefferson considered a constitutional amendment the only way to conclude the deal with France. “The General Government has no powers but such as the Constitution gives it,” he wrote to John Dickinson in 1803. “It has not given it power of holding foreign territory, and still less of incorporating it into the Union. An amendment of the Constitution seems necessary for this.”. . .

Jefferson’s cabinet, including James Madison, disagreed about the need for a constitutional amendment. The President also had been assured earlier in the year by Albert Gallatin, his Treasury Secretary, that any potential deal with France would be permissible and implied under the Constitution’s treaty-making provisions. . . .

The debate in the Senate only lasted for two days. On October 20, 1803, the Senate voted for ratification 24-7, and the treaty was signed on October 31, 1803. . . .

Source: “The Louisiana Purchase: Jefferson’s Constitutional Gamble,” *Constitution Daily*, National Constitution Center (adapted)

33 Based on this document, state **one** way the constitutional issue raised by the Louisiana Purchase was addressed. [1]

Score

Document 4

. . . While Jefferson and his followers were altering their political philosophy to accommodate Louisiana, the Federalists of New England, led by [Timothy] Pickering, were also doing an about-face, from broad to strict interpretation of the Constitution. In this way, they hoped to prevent the inclusion of Louisiana in the Union. . . .

Standing alone, New England Federalism began to attack the Louisiana Purchase on various grounds. . . . Much attention was given to the huge sum that was to be paid for this desolate wilderness. . . . There was concern among some that the French title to Louisiana was not clear and that an attempt to occupy this region would involve the United States in a war with Spain, from whom France had obtained Louisiana. Other voices of New England Federalism urged that the purchase was unconstitutional, that the general government did not have the power to acquire foreign territory. . . .

When Jefferson called a special session of Congress in October, 1803, to consider the Louisiana treaty, Pickering and his fellow Federalists in Congress proceeded to Washington with much determination to defeat the agreement. Their attack was to be launched on constitutional grounds. . . .

Source: Thomas J. Farnham, "The Federal-State Issue and the Louisiana Purchase," *Louisiana History: The Journal of the Louisiana Historical Association*, 1965 (adapted)

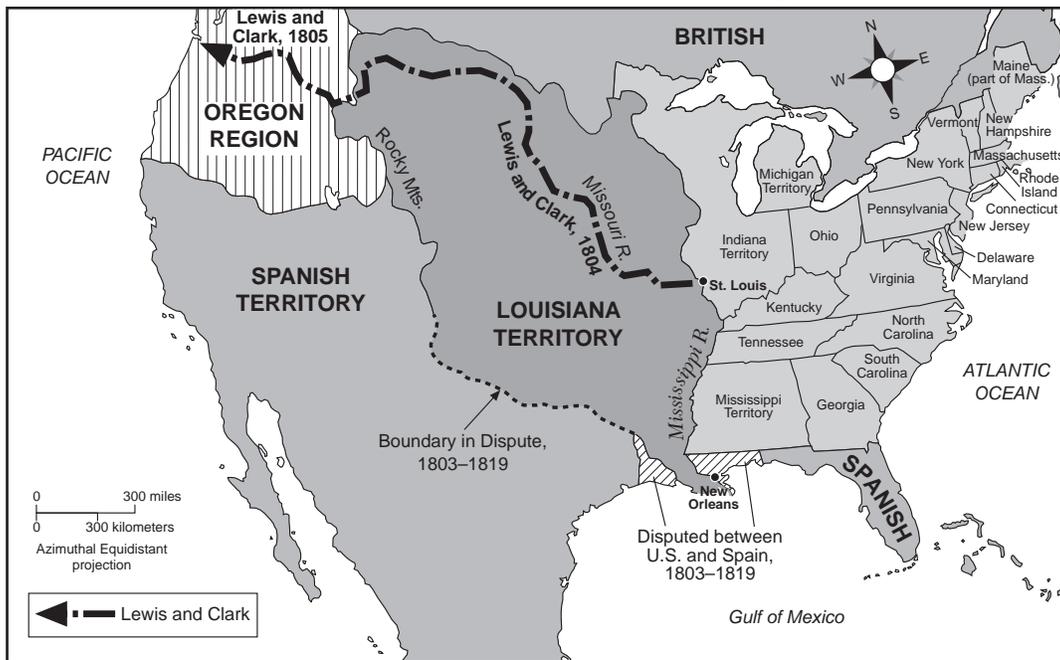
34 According to Thomas J. Farnham, what is **one** effort by Federalists to oppose the Louisiana Purchase? [1]

Score

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GO ON TO THE NEXT PAGE 

The Louisiana Purchase and Western Exploration



Source: Joyce Appleby et al., *The American Journey*, Glencoe McGraw-Hill, 2003 (adapted)

Document 5b

. . . Most people had a mental picture of what a normal country size should be. They were accustomed to smaller ones, as in Europe. The United States suddenly seemed in danger of becoming clumsily huge, as a giant would appear among men. Nearly nine hundred thousand square miles of almost virgin territory was emptiness indeed, and at first, it had seemed to fill hardly at all. Most of it was still a wilderness, largely uninhabited and not yet demanding much governance; this was not an immediate concern, only a fear for the future. But for a time, the fear was shared by many Americans. . . .

The enormous expanse to the north and west of New Orleans, the key city that had been the primary object of the Louisiana Purchase, meant that thirteen new states would eventually be created, in whole or in substantial part, from the eight hundred seventy-five thousand square miles that had been bought. These, ascending from the Gulf of Mexico to the Canadian border, are Louisiana, Arkansas, Oklahoma, Missouri, Kansas, Iowa, Nebraska, Minnesota, South Dakota, North Dakota, Colorado, Wyoming, and Montana. Their movement into statehood would take most of the nineteenth century, but during that period, there was little question that the people of the east were part of the process. Even those who never planned a trip to the west coast thought of it as part of their country, and most would have fought to defend it. . . .

Source: Charles A. Cerami, *Jefferson's Great Gamble*, Sourcebooks, 2003 (adapted)

35 Based on these documents, what is **one** impact of the Louisiana Purchase on the United States? [1]

Score

Document 6

Many historians have written about the Louisiana Purchase and its impact.

The Louisiana Territory was the great unknown. There were fewer facts [than] fantasy about it. What was clear at the time of the Louisiana Purchase was that it had put America on the road to becoming a truly continental power. . . .

Historian Henry Adams wrote: “The annexation of Louisiana was an event so portentous [considerable] as to defy measurement; it gave a new face to politics, and ranked in historical importance next to the Declaration of Independence and the adoption of the Constitution—events of which it was the logical outcome; but as a matter of diplomacy it was unparalleled, because it cost almost nothing.” The Louisiana Purchase changed America’s shape and destiny—but also affected international relations. . . .

Although the Louisiana Purchase provided the structure for the nation’s expansion, it also provided the seeds for its potential destruction. Historian Sean Wilentz wrote: “Over the coming decades, the consequences of the Purchase would indeed disturb public opinion over constitutional issues connected to the expansion of slavery—and help rip the country to pieces.” . . .

Source: “The Louisiana Purchase: Aftermath,” The Lehrman Institute online (adapted)

36 Based on this document, state **one** impact of the Louisiana Purchase on the United States. [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: Purchase of the Louisiana Territory

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

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

The State Education Department / The University of the State of New York
June 2025 Regents Examination in United States History and Government

Scoring Key: Part I (Multiple-Choice Questions)

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

MC = Multiple-choice question

June 2025 Regents Examination in United States History and Government

Scoring Key: Parts II, IIIA, and IIIB

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
United States History & Government	June '25	Part II: SEQ I - 29	-	ES	5	1
United States History & Government	June '25	Part II: SEQ II - 30	-	ES	5	1
United States History & Government	June '25	Part IIIA - 31	-	SCF	1	1
United States History & Government	June '25	Part IIIA - 32	-	SCF	1	1
United States History & Government	June '25	Part IIIA - 33	-	SCF	1	1
United States History & Government	June '25	Part IIIA - 34	-	SCF	1	1
United States History & Government	June '25	Part IIIA - 35	-	SCF	1	1
United States History & Government	June '25	Part IIIA - 36	-	SCF	1	1
United States History & Government	June '25	Part IIIB: CLE - 37 Essay	-	ES	5	3

SCF = Scaffold Question

ES = Essay

The chart for determining students' final examination scores for the **June 2025 Regents Examination in United States History and Government** will be posted on the Department's web site at <https://www.nysedregents.org/us-history-govt/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Friday, June 20, 2025 — 9:15 a.m. to 12:15 p.m., only

RATING GUIDE FOR PART II (SHORT-ESSAY QUESTIONS)

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

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

Contents of the Rating Guide

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

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

General:

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

Mechanics of Rating

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

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

Rating the Essay Questions

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

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

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

United States History and Government
Short-Essay Question Set 1 (Question 29)
June 2025

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

- Describe the historical context surrounding these documents
- Identify and explain the *relationship* between the events and/or ideas found in these documents (Cause and Effect, *or* Similarity/Difference, *or* Turning Point)

Document 1

Congress subpoenaed the White House tapes of President Richard Nixon's meetings and conversations.

Nixon Hanging Between the Tapes



Source: Herblock, *Washington Post*, May 24, 1974

Document 2

The Supreme Court ruled yesterday unanimously, and definitively, that President [Richard] Nixon must turn over tape recordings of White House conversations needed by the Watergate special prosecutor for the trial of the President's highest aides.

Ordering compliance with a trial subpoena "forthwith" [immediately], the court rejected Mr. Nixon's broad claims of unreviewable executive privilege and said they "must yield to the demonstrated, specific need for evidence in a pending criminal trial."

The President said he was "disappointed" by the decision but said he would comply. His lawyer said the time-consuming process of collecting and indexing the tapes would begin immediately. . . .

Finally, [Chief Justice Warren E.] Burger reached the heart of the dispute and he quickly found that President Nixon was wrong in arguing that courts must honor without question any presidential claim of executive privilege.

Burger repeatedly said the court had the utmost respect for the other branches of government but was obliged to reach its own judgment on whether the President's need for confidentiality was as great as the judiciary's need for the evidence. . . .

Source: John P. MacKenzie, *Washington Post*, July 25, 1974 (adapted)

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

Scoring Notes:

1. This short-essay question has *two* components (describing the *historical context* surrounding these two documents and identifying and explaining the *relationship* between the events *and/or* ideas found in these documents).
2. The description of historical context and the relationship between the events and/or ideas may focus on immediate or long-term circumstances or on immediate or long-term effects.
3. Only *one* relationship between the events and/or ideas needs to be discussed; however, the response may refer to a second relationship as part of the discussion.
4. The relationship between events and/or ideas in the documents may be discussed from any perspective as long as the relationship is supported by relevant information.

Score of 5:

- Thoroughly develops *both* aspects of the task in depth by discussing the historical context surrounding these documents and explaining the relationship between the events and/or ideas found in these documents
- Is more analytical than descriptive (analyzes and/or evaluates information)
- Integrates relevant outside information (see Outside Information chart)
- Supports the theme with many relevant facts and/or examples from the documents (see Key Ideas chart)

Score of 4:

- Develops *both* aspects of the task in depth *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.)

Document 1—“Nixon Hanging Between the Tapes,” Herblock, *Washington Post*, May 24, 1974

Taped recordings of White House meetings and conversations subpoenaed by Congress

Nixon’s attempt to claim innocence

Section of tape missing

Opinion of Herblock that President Nixon is “a crook”

Document 2—*Washington Post* article, John P. MacKenzie, July 25, 1974

Unanimous ruling of Supreme Court that Nixon must turn over tape recordings of White House conversations to special prosecutor

Rejection of President Nixon’s broad claims of executive privilege

Compliance to the Supreme Court ruling by President Nixon

Judgment of the Supreme Court as to whether president’s need for confidentiality is as great as judiciary’s need for evidence

Court rejects claim of executive privilege

Relevant Outside Information

(This list is not all-inclusive.)

1972 Watergate building break-in

Burglary of Democratic Party headquarters by men working for CREEP (Committee to Re-Elect President Nixon)

Investigative journalists discover cover-up

Nixon’s refusal to produce all tape recordings

Growing congressional and public support for Nixon impeachment after Supreme Court decision in *United States v. Nixon*

Resignation of President Nixon to avoid impeachment conviction

Eventual complete pardon granted to Nixon by President Ford

Relationship Between the Documents

(This list is not all-inclusive.)

Cause and Effect: The disclosure of White House tapes led to demands for access to those tapes by the Watergate special prosecutor and Congress, leading to President Nixon’s refusal to cooperate and the Supreme Court’s ruling against him in *United States v. Nixon*.

Difference: Document 1 depicts President Nixon’s attempt to claim his innocence while struggling to control the tapes, while Document 2 describes the Supreme Court decision rejecting Nixon’s argument of executive privilege and ordering him to produce the tapes.

Similarity: Both documents are focused on Nixon and how the tapes of conversations in the White House related to possible knowledge of criminal activity and potential obstruction of justice by the president and his aides.

During Nixon's presidency, there was a shocking scandal involving people from his re-election campaign. This, known as the Watergate Scandal, resulted in Nixon's resignation following a strong case for his impeachment. The Watergate break in involved several officials of CREEP, an organization responsible for re-electing the President, breaking into the Watergate Building in search of Democratic party documents. During a thorough congressional investigation, bribery and corruption in Nixon's administration was brought to light.

Due to the Watergate Scandal, the image of Nixon, and subsequently the U.S. government itself, suffered. The President tried to use executive privilege to avoid handing over evidence – tapes – to be investigated by Congress. Those White House tapes, as represented in the cartoon, led to a monumental Supreme Court decision after Congress subpoenaed the tapes. His behavior with regard to those tapes led to growing suspicion and the Supreme Court ordered him to hand the tapes over as his executive privilege does not erase the judiciary's need for evidence.

Later, the incriminating evidence on those tapes would result in the resignation of multiple of Nixon's administration and Nixon, who was facing impeachment resigned the presidency. The documents indicate a turning point in government because the Burger Court established the principle that no one is above the law, not questioned again until the recent Roberts Court's opinion.

Set 1, Anchor Level 5

The response:

- Thoroughly develops **both** aspects of the task in depth
- Is more analytical than descriptive
Historical Context: During Nixon’s presidency, there was a shocking scandal involving people from his reelection campaign; during a thorough congressional investigation, bribery and corruption in Nixon’s administration were brought to light
Cause and Effect: Those White House tapes, as represented in the cartoon, led to a monumental Supreme Court decision after Congress subpoenaed the tapes
Turning Point: the image of Nixon, and subsequently the U.S. government itself, suffered; The documents indicate a turning point because the Burger Court established the principle that no one is above the law, not questioned again until the recent Roberts Court’s opinion
- Integrates relevant outside information
reelection campaign; Watergate scandal; Nixon’s resignation; strong case for his impeachment; Watergate break-in; several officials of CREEP; Democratic party documents; congressional investigation; bribery and corruption; resignation of multiple of Nixon’s administration; principle that no one is above the law; recent Roberts Court opinion
- Supports the theme with many relevant facts and/or examples from the documents
Document 1: tapes represented in the cartoon
Document 2: congressional investigation; the president tried to use executive privilege; Supreme Court ordering him to hand tapes over; the judiciary’s need for evidence

Conclusion: Overall, the response fits the criteria for Level 5. It includes strong historical context and connects it to the documents, showing both cause and effect and a turning point relationship that connects to current events.

Many times, positions of high power can cause people to do controversial things and undergo high levels of scrutiny. The office of president is no different. Possessing so much power and being in the greater public eye causes any decision a president makes to be met with backlash. In the 1970s, President Nixon was labeled a “crook” by many because a group of his supporters broke into Democratic offices in the Watergate complex. After it was uncovered that he recorded every conversation in the White House, Nixon found himself in a scandal known as Watergate. This scandal would ruin Nixon’s presidency, and cause the public to lose trust in him. Thus, providing that when in a position of high power, the choices one make are amplified.

In order to sort out Watergate, the Supreme Court was needed. After the tapes were subpoenaed by Congress, Nixon expressed his belief that his executive privilege protected him. The Court ruled that it does not have to honor Nixon’s claim of “executive privilege” regarding the tapes. Although this is only one scandal, and one court decision, it show the importance of the United States government system of checks and balances. Showing the need for the separation of powers in order to have a truly fair and democratic government.

Set 1, Anchor Level 4

The response:

- Develops *all* aspects of the task in depth
- Is both descriptive and analytical
Historical Context: In the 1970s, President Nixon was labeled “a crook” by many, because a group of his supporters broke into Democratic offices in the Watergate complex; After the tapes were subpoenaed by Congress, Nixon expressed his belief that his executive privilege protected him
Cause and Effect: The court ruled that it does not have to honor Nixon’s claim of “executive privilege” regarding the tapes; therefore the documents show a cause and effect relationship between the existence of the tapes and the Supreme Court decision
- Includes relevant outside information
his supporters broke into Democratic offices in the Watergate complex; it was uncovered that he recorded every conversation in the White House; scandal would ruin Nixon’s presidency; cause the public to lose trust in him; the tapes were subpoenaed by Congress; system of checks and balances; separation of powers
- Supports the theme with relevant facts and/or examples from the documents
Document 1: President Nixon was labeled a crook
Document 2: Nixon expressed his belief that executive privilege protected him; the Court ruled that it does not have to honor Nixon’s claim of “executive privilege”

Conclusion: The response demonstrates an understanding of the task but lacks the level of and integration of information often seen in a Level 5 paper.

Richard Nixon was president of the United States during the 1970's. A large part of his legacy would be the Watergate scandal, where Nixon's administration was found to have bugged the Democratic National Convention while he was running for re-election. As a result of the scandal, Nixon resigned from office once it was clear he would be impeached and removed.

The two documents from the Washington Post are similar due to the fact that they both concern Nixon's involvement in the scandal, but they are different because they present his level of involvement differently. The Washington Post cartoon "Nixon Hanging Between the Tapes" shows how many accused Nixon of being a "crook" because they believed he was part of a cover-up (Doc 1). The Washington Post excerpt also showed that Nixon was involved because the Supreme Court ruled that he had to turn over tapes related to the Watergate investigation (Doc 2). Both of these sources definitively imply that Nixon had something to do with the scandal.

The cartoon shows how a lot of the American people felt at the time: Nixon had broken the law by being complicit (or more) in taping the convention. This viewpoint is apparent in the cartoon because it shows Nixon trying to convince people that he is not a crook (Doc 1). The article, however, doesn't focus on whether or not Nixon is guilty of a crime, just on whether he gets "executive privilege" (Doc 2). This difference is significant as Nixon was never found guilty of breaking the law after he resigned, but there were clear answers as to whether or not incriminating tapes would be admitted.

Set 1, Anchor Level 3

The response:

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

Historical Context: Nixon’s administration was found to have burglarized the Democratic National headquarters while he was running for reelection; a large part of his legacy would be the Watergate scandal; while he was running for reelection; includes inaccuracies (found to have bugged the Democratic National Convention)

Similarity: The two documents from the *Washington Post* are similar due to the fact that they both concern Nixon’s involvement in the scandal; the *Washington Post* cartoon shows how many accused Nixon of being a “crook” because they believed he was part of a cover up; the *Washington Post* excerpt also showed Nixon was involved because the Supreme Court ruled that he had to turn over tapes related to the Watergate investigation

Difference: The article doesn’t focus on whether he is guilty of a crime, just on whether he gets “executive privilege”; This difference is significant as Nixon was never found guilty of breaking the law

- Includes some relevant outside information
Watergate scandal; running for reelection; resigned from office once it was clear he’d be impeached; they believed he was part of a cover-up; Nixon was never found guilty of breaking the law after he resigned
- Includes some relevant facts/examples from the documents

Document 1: *Washington Post* cartoon shows Nixon trying to convince people that he was not a crook

Document 2: the Supreme Court ruled that he had to turn over tapes related to the Watergate investigation; the article does not focus on whether or not Nixon was guilty of a crime, just on whether he gets “executive privilege”

Conclusion: Overall, the response meets the criteria for Level 3. The discussion of the historical context surrounding the documents includes some inaccuracies. The response recognizes some key similarities and differences between the documents but the discussion is not well developed.

In the documents at the time current president Richard Nixon was facing heat from the US populace and government regarding his cheating scandal, which is now known as Watergate. With suspicions that Nixon was trying to cheat to win reelection, government officials requested and demanded that Nixon hand over the White House tape recordings. Knowing it would not go in his favor, Nixon didn't give the recordings to the government, and would instead end up resigning as US president.

Both documents are similar as they both portray and think of Nixon as guilty and a criminal. They reveal that the government knows he is guilty for not handing over the tapes, but Nixon is doing all that he can to make sure they stay confidential. Nixon knows that the tapes being made public would ruin his reputation shown in Doc 1 by holding the tapes together with "not" a crook, and in Doc 2 by Nixon refusing to hand over the tapes to government authority and arguing that he has "executive privilege" (Doc 2). Both doc writers thought similarly of Nixon, as guilty and a crook in the Watergate scandal.

Set 1, Anchor Level 2

The response:

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

Historical Context: With suspicions that Nixon was trying to cheat to win reelection, government officials requested and demanded that Nixon hand over the White House tape recordings; knowing it would not go in his favor, Nixon didn't give the recordings to the government

Similarity: Nixon knows that the tapes being made public would ruin his reputation, shown in Document 1 by holding the tapes together with a "not" a crook; and in Doc 2 by Nixon refusing to hand over the tapes to government authority and arguing that he has "executive privilege"

- Includes some relevant outside information
cheating scandal, Watergate; to win reelection; government officials demanded that Nixon hand over White House tape recording end up resigning as US President;
- Includes a few relevant facts and/or examples from the documents
Document 1: holding the tapes together with "not a crook"
Document 2: Nixon refusing to hand over the tapes; arguing that he has executive privilege; includes faulty analysis (Doc. 2: both portray and think of Nixon as guilty; they reveal that the government knows he is guilty)

Conclusion: The response recognizes how what is presented in the documents led Nixon to resign, yet overstates the documents' similarity.

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

Documents 1 and 2 are based on President Nixon's past/present decisions while he was still president. As Nixon was in office he had abused his powers and created distrust amongst the American people.

These two documents are similar because both revolve around Nixon and the Watergate trial. The first document was an illustration showing how Nixon was on the verge of failing. It connects with document 2 because the tapes in the illustration were the tapes he needed to hand over for his trial.

President Nixon did many shady things but one of the worst was the Watergate. And how he denied most of all the evidence.

Set 1, Anchor Level 1

The response:

- Minimally addresses the task
- Is descriptive

Historical Context: As Nixon was in office he had abused his powers and created distrust amongst the American people

Similarity: These two documents are similar because they both revolve around Nixon; the tapes in the illustration were the tapes he had to hand over

- Includes minimal outside information
decisions while he was still president; abused his powers, created distrust
- Includes a few relevant examples from the documents

Document 1: tapes in the illustration

Document 2: tapes he needed to hand over; he denied most of all the evidence

Conclusion: Overall, the response meets the criteria for Level 1. It recognizes that tape recordings had a major role in Nixon's abuse of power while in office, but provides only limited development of both historical context and document similarity.

These two documents were published during Nixon's presidency, and during one of the largest scandals in American history. At this time the government was very corrupt, under Nixon's lead, they did a lot of things that made the American public unhappy and distrustful, one of these being the Watergate Scandal. The Watergate Scandal was when the Democrats' headquarters were broken into and many official election documents were stolen. It was later found that Nixon's administration had ties with the burglars who were members of his re-election committee, and were trying to gain an advantage in the upcoming election. Nixon had taped White House conversations.

These two documents are very similar, yet they also differ in a few ways. Document 1 shows Nixon hanging between tapes with the words "I am [not] a crook." The "not" is separate from the rest. This shows how the illustrator is trying to convey that Nixon, as much as he denies it, is a crook. This is similar to document 2, where it states "the Supreme Court rules yesterday unanimously... Nixon must turn over tape recordings of White House conversation needed by the Watergate special prosecutor." This is similar to document 1, because by not stating his guilt outright, the decision allows the special prosecutor to get evidence that could be used against Nixon. These two documents differ mainly in their purpose. Document 1 is a cartoon, mainly with the purpose to persuade the public of Nixon's guilt, while Document 2 is an article from the Washington Post with the purpose mainly to inform.

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

A turning point in History is the Watergate scandal in 1974 when President Richard Nixon "must turn over tape recordings of White House conversations" (doc2). President Nixon had revealed that he had conspired to cover up secret activities that turned out to be illegal.

President Nixon as explained in doc 1 was that he was trying to "hang between the tapes" explaining he was attempting to not get in trouble for the tape recordings.

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

The historical context surrounding these documents is a break-in at the Watergate hotel, which was serving as the Democratic campaign office. Some members of the committee to re-elect the President took significant documents from the campaign office. President Nixon denied involvement in these events, though secret White House tapes suggested his role in a major cover-up. This incident also brought into question the powers and rights of each branch of government, as Nixon wished to withhold the tapes as part of his "executive privilege", but the Congress demanded to see them to investigate further. This is the historical context surrounding these two documents.

The relationship between the two documents is that they present differing perspectives on the same issue. The first document portrays Nixon in an unflattering manner, showing him "hanging between the tapes" and editing them. It puts a satirical spin on the issue and mocks Nixon's "I am not a crook" quote. On the other hand, the second document is a factual account from a national newspaper of the Supreme Court's decision to force Nixon to give over the tapes. It includes quotations from both Nixon and Chief Justice Warren E. Burger and tries to present an objective viewpoint. Both of these documents are describing the political fallout regarding the Watergate scandal and show the issues surrounding the White House tapes that have been asked of Nixon. Yet the documents are different in the way that the first presents a comical view cartoonizing the issue and exaggerating it through illustration while the second document is a mostly unbiased account of the events surrounding the issue that presents it as it is and includes quotes from the sides involved. Therefore, the relationship between these two documents is two differing perspectives on my account of the same issue.

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

In the 1970s, president Nixon rose as a world leader. He ran on ideas that the U.S. should become a world power, and used his presidency to promote this. However, there was a break-in at Democratic offices. After some investigating, it was suspected that the White House was involved with the corruption. (Vice President Agnew had resigned the year before after it was found that he took bribes during his office as governor.) After Congress learned that Nixon had recorded conversations in the White House, Congress asked Nixon to hand over the tapes, but Nixon refused to submit this evidence since he had a significant part in covering up the crimes. The Watergate scandal caused the American people to lose a huge amount of trust in the government. America would begin questioning their leader's moves. Nixon eventually resigned before he was impeached, showing that no one was above the law.

Both the political cartoon and the article show Nixon covering up the crimes. The cartoon portrays Nixon trying to hold on to the rest of his reputation even though it is difficult. He is trying to tie a word onto the tapes, making it so that it says something different. Meanwhile, in the article, Nixon refuses to work with the court, saying that his presidential honor was enough. Even as the Congress asked for evidence, Nixon refused. Eventually, it was ordered. Both the cartoon and article show Nixon trying to cover up evidence. The difference is that the political cartoon is only an interpretation while the article is factual. Both the cartoon and article emphasize the frustration of the court and the people as they tried to get an answer out of Nixon. The cartoon also shows how people already believed he was guilty, with the interpretation of Nixon covering up the tapes, while the article was less biased, focusing on quotes rather than opinions.

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

Document 1 is an artist's depiction of the "Watergate" Scandal, specifically Nixon's involvement in the tapes. The Watergate scandal occurred when members of President Nixon's administration broke into the Democratic party's headquarters in the Watergate hotel. Nixon had installed listening devices in the White House to record private conversations. When this was discovered, investigators wanted the tapes because Nixon kept denying his involvement in the scandal. Richard Nixon, when pressed, released an altered version of the tapes, even after being ordered to release everything.

Document 2 covers a piece of the Watergate scandal in court, more specifically on the release of tapes. President Nixon tried arguing that he had executive privilege, but the court disagreed and demanded the evidence, that being the tapes involved. Documents 1 and 2 are intertwined by both being about the Watergate affair, and Nixon's involvement in the ordeal. Document 1 supports Nixon's guilt in the scandal, while document 2 is of Nixon's attempt at defense. These 2 documents tie well together with their involvement in the Watergate Scandal.

Set 1, Practice Paper A—Score Level 3

The response:

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

Historical Context: The Watergate scandal was when the Democrats’ headquarters were broken into and many official election documents were stolen; Nixon had taped White House conversations

Similarity: the illustrator is trying to convey that Nixon, as much as he denies it, is a crook; this is similar to Document 1 because by not stating his guilt outright, the decision allows the special prosecutor to get evidence that could be used against Nixon

Difference: Document 1 is a cartoon, mainly with the purpose to persuade the public of Nixon’s guilt, while Document 2 is an article from the *Washington Post*, with the purpose mostly to inform
- Includes some relevant outside information

one of the largest scandals in American history, made the American public unhappy and distrustful; Democrats headquarters were broken into; burglars were members of his reelection committee; Nixon secretly taped White House conversations
- Includes some relevant facts and/or examples from the documents

Document 1: shows Nixon hanging from the tapes with the words “I am [not] a Crook”; “not” is separate from the rest; cartoon

Document 2: states “the Supreme Court rules yesterday unanimously...Nixon must turn over tape recordings of White House conversations needed by the Watergate special prosecutor”; an article from the *Washington Post*

Conclusion: Overall, the response meets the criteria for Level 3. It shows an understanding of the chronology of the Watergate era and provides a good comparison of the two documents, yet it lacks the analysis and development of a higher level response.

Set 1, Practice Paper B—Score Level 1

The response:

- Minimally addresses the task
- Is descriptive

A turning point in history is the Watergate scandal; President Richard Nixon must turn over tape recordings of White House conversations; he was attempting to not get in trouble for the tape recordings; includes an inaccuracy (President Nixon had revealed that he had conspired to cover up secret activities)
- Includes minimal outside information

Watergate scandal; tape recordings of White House conversations
- Includes examples from the documents

Document 1: he was trying to hang between the tapes

Document 2: Nixon must turn over tape recordings of White House conversations

Conclusion: Overall, the response meets the criteria for Level 1. The response uses the documents to provide minimal information about the Watergate scandal as a turning point, but does not explain any relationship between the documents.

Set 1, Practice Paper C—Score Level 5

The response:

- Thoroughly develops *both* aspects of the task in depth
- Is more analytical than descriptive:
 - Historical Context:* President Nixon denied involvement in these events, though secret White House tapes suggested his role in a major cover-up; this incident also brought into question the powers of each branch of government; as Nixon wished to withhold the tapes as part of his “executive privilege,” but the Congress demanded to see them to investigate further
 - Difference:* The first document portrays Nixon in an unflattering manner, showing him “hanging between the tapes” and editing them; the documents are different in the way that the first presents a comical view, cartoonizing the issue and exaggerating it through illustration while the second document is a mostly unbiased account of the events surrounding the issue with quotes from the sides involved
- Integrates relevant outside information
 - break-in at the Watergate building; Democratic campaign office; committee to reelect the President; President Nixon denied involvement; secret White House tapes; major cover up; Congress demanded to see the tapes to investigate further
- Supports the theme with many relevant facts and or details from the documents
 - Document 1:* portrays Nixon in an unflattering manner; “hanging between the tapes” and editing them; puts a satirical spin on the issue; mocks Nixon’s quote “I am not a crook”; comical view; cartoonizing the issue; exaggerating it through illustration
 - Document 2:* a factual account from a national newspaper about the Supreme Court’s decision to force Nixon to give over the tapes; it includes quotations from both Nixon and Chief Justice Warren E. Burger; objective viewpoint

Conclusion: Overall, the response demonstrates understanding of the events, the doctrine of separation of powers and the role each branch of government played in the scandal. The response also includes a thorough analysis of how different a political cartoon can be when compared to a standard news article.

Set 1, Practice Paper D—Score Level 4

The response:

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

Historical Context: there was a break-in at Democratic offices; after some investigating, it was suspected that the White House was involved with the corruption

Similarity: The cartoon portrays Nixon trying to hold on to the rest of his reputation, even though it is difficult; in the article, Nixon refuses to work with the court, saying that his presidential honor was enough

Difference: The difference is that the political cartoon is only an interpretation, while the article is factual; the cartoon also shows how people already believed he was guilty; the article was less biased, focusing on quotes rather than opinions

- Integrates relevant outside information
world leader; break-in at Democratic offices; White House was involved, VP Agnew resigned; American people lost a huge amount of trust in the government; Nixon resigned before he was impeached; showing that no one was above the law

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

Document 1: He is trying to tie a word onto the tapes so that it says something different; the political cartoon is only an interpretation; the cartoon shows how people already believed he was guilty

Document 2: Nixon refuses to work with the court, saying his presidential honor was enough; Nixon refused to turn over the evidence, eventually it was ordered; the article is factual

Conclusion: The response meets the criteria for Level 4. Even while misstating that the U.S. should “become” a world power, the response understands the task and recognizes the corruption and cover-ups of the Nixon administration during the Watergate era.

Set 1, Practice Paper E—Score Level 2

The response:

- Develops *one* aspect of the task by describing the historical context surrounding the documents and briefly mentions a basic connection between the documents

- Is descriptive

Historical Context: Watergate scandal: members of President Nixon’s administration broke into the Democratic party’s headquarters in the Watergate Hotel; Nixon had installed listening devices in the White House to record private conversations; when this was discovered, investigators wanted the tapes because Nixon kept denying his involvement in the scandal; includes an inaccuracy (members of Nixon’s administration)

- Includes some relevant outside information
Democratic Party headquarters broken into; listening devices in the White House; Nixon kept denying his involvement and released an altered version of the tapes

- Includes some relevant facts and/or examples from the documents

Document 1: artist’s depiction supports Nixon’s guilt in the scandal

Document 2: in court; specifically on the release of tapes; President Nixon tried arguing that he had executive privilege; the court disagreed

Conclusion: The response provides some meaningful historical context but fails to identify and explain any specific relationship between the events and/or ideas found in the documents.

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

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

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

Document 1

. . . We, the undersigned scientists, have been working in the field of atomic power. Until recently we have had to fear that the United States might be attacked by atomic bombs during this war and that her only defense might lie in a counterattack by the same means. Today, with the defeat of Germany, this danger is averted and we feel impelled to say what follows:

The war has to be brought speedily to a successful conclusion and attacks by atomic bombs may very well be an effective method of warfare. We feel, however, that such attacks on Japan could not be justified, at least not unless the terms which will be imposed after the war on Japan were made public in detail and Japan were given an opportunity to surrender.

If such public announcement gave assurance to the Japanese that they could look forward to a life devoted to peaceful pursuits in their homeland and if Japan still refused to surrender our nation might then, in certain circumstances, find itself forced to resort to the use of atomic bombs. Such a step, however, ought not to be made at any time without seriously considering the moral responsibilities which are involved.

The development of atomic power will provide the nations with new means of destruction. The atomic bombs at our disposal represent only the first step in this direction, and there is almost no limit to the destructive power which will become available in the course of their future development. Thus a nation which sets the precedent of using these newly liberated forces of nature for purposes of destruction may have to bear the responsibility of opening the door to an era of devastation on an unimaginable scale. . . .

Source: E. Lapp et al., Petition to the President of the United States from the Manhattan Project Scientists at Los Alamos, July 17, 1945

Document 2

. . . The Japanese began the war from the air at Pearl Harbor. They have been repaid many fold. And the end is not yet. With this bomb we have now added a new and revolutionary increase in destruction to supplement the growing power of our armed forces. In their present form these bombs are now in production and even more powerful forms are in development.

It is an atomic bomb. It is a harnessing of the basic power of the universe. The force from which the sun draws its power had been loosed against those who brought war to the Far East. . . .

We are now prepared to obliterate more rapidly and completely every productive enterprise the Japanese have above ground in any city. We shall destroy their docks, their factories, and their communications. Let there be no mistake; we shall completely destroy Japan's power to make war.

It was to spare the Japanese people from utter destruction that the ultimatum of July 26 was issued at Potsdam. Their leaders promptly rejected that ultimatum. If they do not now accept our terms they may expect a rain of ruin from the air, the like of which has never been seen on this earth. Behind this air attack will follow sea and land forces in such numbers and power as they have not yet seen and with the fighting skill of which they are already well aware. . . .

Source: President Harry S. Truman, Statement Announcing the Use of the A-Bomb at Hiroshima,
August 6, 1945

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

Scoring Notes:

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

Score of 5:

- Thoroughly develops *both* aspects of the task in depth by discussing the historical context surrounding these documents and explaining how *audience, or purpose, or bias, or point of view* affects the use of **Document 2** as a reliable source of evidence
- Is more analytical than descriptive (analyzes and/or evaluates information)
- Integrates relevant outside information (see Outside Information chart)
- Supports the theme with many relevant facts and/or examples from the documents (see Key Ideas chart)

Score of 4:

- Develops *both* aspects of the task in depth *or* may do so somewhat unevenly by thoroughly developing *one* aspect of the task in depth while developing the other aspect of the task in *some* depth
- Is both descriptive and analytical (applies, analyzes, and/or evaluates information)
- Includes relevant outside information
- Supports the theme with relevant facts and/or examples from the documents

Score of 3:

- Develops *both* aspects of the task in some depth
- Is more descriptive than analytical (applies and may analyze information)
- Includes some relevant outside information
- Includes some relevant facts and/or examples from the documents; may include some minor inaccuracies

Note: If only *one* aspect of the task is thoroughly developed in depth and if the response meets *most* of the other Level 5 criteria, the response may be a Level 3 paper.

Score of 2:

- Minimally develops *both* aspects of the task *or* develops *one* aspect of the task in some depth
- Is primarily descriptive; may include faulty analysis
- Includes little relevant outside information
- Includes a few relevant facts and/or examples from the documents; may include some inaccuracies

Score of 1:

- Minimally addresses the task
- Is descriptive; may lack understanding or application
- Includes minimal or no relevant outside information
- Includes a few relevant facts and/or examples from the documents; may make only vague, unclear references to the documents; may include inaccuracies

Score of 0:

Fails to develop the task; *OR* includes no relevant facts or examples; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

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

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

Key Ideas from the Documents

(This list is not all-inclusive.)

<p>Document 1—Manhattan Project scientists’ petition to President Truman, July 1945 Since defeat of Germany no more fear U.S. will be attacked by atomic bombs Atomic bombs may be effective to end war quickly Atomic bomb attack on Japan not justified unless Japan warned and given opportunity to surrender Refusal of Japan to surrender might force United States to drop bomb Serious consideration of moral responsibility is necessary No limit to destructive power of atomic bomb Nation that sets precedent of using atomic bomb responsible for opening door to era of devastation on unimaginable scale</p>	<p>Document 2—Truman’s speech announcing use of atomic bomb on Hiroshima, August 6, 1945 Japanese began war at Pearl Harbor U.S. added new and revolutionary weapon to supplement power of armed forces More powerful bombs in development United States will destroy Japanese docks, factories, communications/power to make war Ultimatum issued at Potsdam to spare Japanese from utter destruction Rejection of ultimatum by Japanese leaders Japan may expect attacks from air, sea, land, in number/power never seen if terms rejected</p>
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Relevant Outside Information

(This list is not all-inclusive.)

<p>Attack on Pearl Harbor despite ongoing negotiations with Japan (calls for revenge) Two-front war but defeat of Hitler priority over full onslaught in Pacific theater High American death toll in perimeter fighting around Japan (Iwo Jima, Okinawa) creates concern about invasion of Japanese islands President Roosevelt urged by exiled scientists (Einstein) to develop atomic bomb in secret program (J. Robert Oppenheimer director of program) After atomic bombing of Nagasaki, suspension of further bombing of Japan with their surrender Alternative to using atomic bomb discussed (detonation demonstration, further conventional bombing, blockade, give Japan more time to consider surrender) Suggestion by some that diplomatic reasons for Truman’s decision was to show American power to Soviet Union Most Americans support decision by Truman to use atomic bombs (end war quickly, save American lives) End of American nuclear monopoly with detonation of atomic bomb by Soviet Union in 1949 (nuclear arms race, intensification of Cold War)</p>

Reliability of Document 2

(This list is not all-inclusive.)

<p>Reliable—<i>Purpose</i>: As commander in chief, President Truman has a full understanding of the military challenges involving the defeat of Japan, which means his statement can be seen as a reliable source to study the decision to use the atomic bomb against them. <i>Point of View</i>: Since Japan rejected the United States’ ultimatum that would have spared them from destruction, President Truman views it as his “moral responsibility” to end the war quickly with the fewest number of casualties and that required using the atomic bomb to avoid an invasion of the island.</p>	<p>Unreliable—<i>Bias</i>: The source might be less reliable because although the United States offered an ultimatum to Japan that would have spared their destruction, President Truman’s opening statement suggests his motive for using the atomic bomb against Japan was revenge for Pearl Harbor. <i>Audience</i>: Although it would seem President Truman is announcing the use of the atomic bomb to the American people, most of his statement is a warning to Japan to either accept United States surrender terms or expect another “rain of ruin” from another atomic bomb.</p>
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Following World War I, an Austrian soldier who was resentful with the terms of the Treaty of Versailles, which ended the war, and frustrated by his country's suffering, took power over Germany, now Nazi Germany. Nazi Germany fought alongside Imperial Japan against the United States, and fears of the development of nuclear weapons spurred a contest to develop an atomic bomb in which the Allies (led by the US) and the Axis powers (led by Nazi Germany) raced to produce the first one. The American endeavor to develop an atomic bomb, called the Manhattan project, was successful. Document 1 was written by the scientists of the Manhattan Project following Nazi Germany's surrender, regarding American plans to use the atomic bombs against Japan. Document 2 was a speech by Truman explaining why the US used its atomic weapons on Japan, "who began the war from the air at Pearl Harbor."

The point of view of President Truman in his speech strengthens its reliability as a source of evidence. As commander-in-chief, President Truman's highest priority would be to end the war with the least loss of American soldiers' lives. The brilliant scientists who developed this weapon clearly understood the dangerous destructive power of the atomic bomb. They had just witnessed its massive fireball and frightening mushroom cloud. But while the scientists were secretly working in Los Alamos, President Truman faced the military operations in the Pacific with the difficulty of achieving victory against the Japanese through "island hopping". While the scientists were focused mostly on the weapon they had just created and whether it should be used, President Truman provided a reliable justification for bombing Japan so that there would be fewer American casualties. He

asked people to remember that Japan had started the war and refused to surrender.

Set 2, Anchor Level 5

The response:

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

Historical Context: Nazi Germany fought alongside Imperial Japan against the United States, and fears of the development of nuclear weapons spurred a contest to develop an atomic bomb; Document 2 was a speech by Truman explaining why the U.S. used its atomic weapons on Japan “who began the war from the air at Pearl Harbor”

Point of View: As commander in chief, President Truman’s highest priority would be to end the war with the least loss of American soldiers’ lives; while the scientists were focused mostly on the weapon they had just created and whether it should be used, President Truman provided a reliable justification for bombing Japan, so that there would be fewer American casualties

- Integrates relevant outside information
World War I; Austrian soldier; Treaty of Versailles; Nazi Germany; Imperial Japan; contest to develop an atomic bomb; Allies; Axis Powers, Manhattan Project; commander in chief; frightening mushroom cloud; Los Alamos; the Pacific; “island hopping”

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

Document 1: written by the scientists of the Manhattan Project; American plans to use the atomic bombs against Japan; understood the dangerous, destructive power of the atomic bomb; Los Alamos

Document 2: speech by Truman explaining why the United States used its atomic weapons on Japan; “began the war from the air at Pearl Harbor”; he asked people to remember that Japan had started the war and refused to surrender

Conclusion: Overall, the response includes much information about the role of the nuclear physicists and the United States president. The strong connection between the documents and the use of outside information make this a Level 5 paper.

The historical context surrounding both Document 1 and Document 2 is the end of the Second World War, a total war that was fought between Allied Powers such as Britain, the USSR, and the US and the Axis Powers including Germany and Japan.

The Second World War, which occurred due to the failure of the Treaty of Versailles as Germany lacked economic and militaristic power, served as the deadliest war in terms of the warfare used.

Unlike WWI where forces commonly utilized trench warfare with machine guns and grenades, WW2 was primarily influenced by lightning fast warfare, aerial firebombs and armored tanks. The most “revolutionary” weapon of the war was the atomic bomb, which was developed by the U.S. under the top secret Manhattan Project. This powerful bomb was utilized to force Japan’s unconditional surrender and end the Pacific Theatre with an Allied victory. However, the use of this bomb and its detrimental effects became an exceedingly contentious point within the U.S.

The documents both discuss the destructive power of the atomic bomb and whether it should be used on Japan. Document 2 is the point of view of the president, Harry Truman, and it is a very reliable source. He had knowledge of the Japanese use of island hopping and the amount of American soldiers lives that would be lost in a land invasion. To learn the reasons why the United States dropped the A-bomb, what better primary source is there than an address by the commander-in-chief on the day of the bombing?

Set 2, Anchor Level 4

The response:

- Develops *both* aspects of the task but does so somewhat unevenly by discussing the reliability of Document 2 less thoroughly than the historical context
- Is both analytical and descriptive
Historical Context: Unlike World War I, where forces commonly utilized trench warfare with machine guns and grenades, World War II was primarily influenced by lightning fast warfare, aerial fire bombs and armored tanks; the most “revolutionary” weapon of the war was the atomic bomb, which was developed by the U.S. under the “top secret” Manhattan Project
Point of View: Document 2 is the point of view of President Harry Truman and it is a very reliable source; to learn the reasons why the United States dropped the A-bomb, what better primary source is there than an address by the commander-in-chief on the day of the bombing?
- Integrates relevant outside information
Second World War; total war; Allied Powers, such as Britain, USSR, U.S.; Axis Powers, including Germany and Japan; failure of the Treaty of Versailles; deadliest war; trench warfare; aerial firebombs and armored tanks; Japan’s unconditional surrender; Pacific theater, primary source; commander in chief
- Supports the theme with many relevant facts and/or examples from the documents
Document 1: Manhattan Project; the destructive power of the atomic bomb
Document 2: President Harry Truman; knowledge of Japanese use of island hopping; reasons why the United States dropped the atomic bomb; address on the day of the bombing

Conclusion: Overall, the response fits the criteria for Level 4. The response uses many aspects of World War II to describe the historical context. The discussion of Document 1 lacks similar development.

Prior to the events of these Documents, the US had become involved in the Global conflict of WWII, after Japan had launched a sudden and unprovoked attack on the American territory of Pearl Harbor. Throughout the course of the war, the US would go on to develop its weaponry in an attempt to strengthen their forces for the war and one such development came in this form of the Atomic Bomb. This nuclear weapon, never before utilized at times of war, was highly destructive and could cause levels of destruction never seen before at the time, its usage was initially planned only because we knew the Germans might get an atomic bomb.

Document 2's purpose is Truman's defense for using the A-bomb on Japan. President Truman said that they were repaid for their unprovoked attack on Pearl Harbor. And that we tried to spare the Japanese people from utter destruction by giving them an ultimatum and a chance to surrender. His arguments are strong and reliable.

Set 2, Anchor Level 3

The response:

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

Historical Context: the U.S. had become involved in the global conflict of WWII after Japan had launched a sudden and unprovoked attack on the American territory of Pearl Harbor; throughout the course of the war, the U.S. would go on to develop its weaponry in an attempt to strengthen their forces for the war and one such development came in the form of the atomic bomb

Purpose: President Truman said that they were repaid for their unprovoked attack on Pearl Harbor; we tried to spare the Japanese people from utter destruction by giving them an ultimatum and a chance to surrender

- Includes some relevant outside information
global conflict of World War II; never before utilized
- Includes some relevant facts and/or examples from the documents

Document 1: highly destructive; we knew the Germans might get an atomic bomb

Document 2: attack on Pearl Harbor; we tried to spare the Japanese people; giving them an ultimatum

Conclusion: The response meets the criteria for a Level 3 paper. The historical context lacks depth. The response shows the main purpose of Document 2 and Truman's key arguments for using the bomb. The historical context, however, lacks depth and integration into the discussion.

Before 1945, WWI took place in 1917. Originally, the U.S. was not involved in this war, but after the bombing of the Lusitania, the U.S. entered WWI. Eventually, it ended in 1918 with the victory of the allies and the loser Germany. The U.S. originally wasn't involved in WWII, but after the Japanese bombed Pearl Harbor, the U.S. declared war on Japan. This also led to the development of the nuclear bomb, which would later be used on Japan.

In document 2, President Truman discusses his point of view on why he decided to use the atomic bomb on Japan. As commander-in-chief, the president had to make this decision. The document is a reliable source to understand his reasons for using the bomb but not to understand the arguments against it.

Set 2, Anchor Level 2

The response:

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

Historical Context: The U.S. originally wasn't involved in WWII, but after the Japanese bombed Pearl Harbor, the U.S. declared war on Japan; this also led to the development of the nuclear bomb, which would later be used on Japan

Point of View: as commander in chief, the president had to make this decision; the document is a reliable source to understand his reasons for using the bomb, but not to understand the arguments against it

- Includes little relevant outside information
The U.S. was originally not involved in World War I; *Lusitania*; World War I ended in 1918; World War II; U.S. declared war on Japan; commander in chief; includes a minor inaccuracy (bombing of the *Lusitania*)
- Includes some relevant facts and/or examples from the documents
Document 2: the Japanese bombed Pearl Harbor; President Truman discusses why he decided to use the atomic bomb on Japan

Conclusion: Overall, the response fits the criteria for Level 2. Both aspects of the task are minimally developed.

The Japanese War had an impact on the United States because Japanese had advanced technology and unlimited power. Since Japan has a lot of power they are trying to build atomic bombs to destroy the United States. Document 1 shows "we had to fear that the United States might be attacked by atomic bombs during this war..." Because of this comment it led to the attack of Pearl Harbor which was located in Hawaii "The Japanese began from the air of Pearl Harbor. They have repaid many fold (Document 2)." Because of the attack Japan was blamed for destroying Pearl Harbor. The relationship between these two documents is a cause and effect; it shows how advanced technology led to this big distraction in the United States. As Hitler was gaining power in Germany he took control over Germany fast after coming back from prison. He started investing in technology to build big military and also weapons and atomic bombs were one of them so he tried to get more dictatorship and started to control the military. Since Germany was accused for the damage of WWI Germany was in debt for him to gain power, he told them that he was going to industrialize Germany so the people agreed. This led to the distraction on the United States, and other countries started to invest in the new technology. This new technology led to war.

In conclusion the Japanese war had an impact on the United States which led to these distractions on the United States and the United States getting attacked.

Set 2, Anchor Level 1

The response:

- Minimally addresses the task
- Is primarily descriptive

Historical Context: The Japanese had advanced technology and unlimited power; because of the attack, Japan was blamed for destroying Pearl Harbor; Hitler started investing in technology to build big military and also weapons, and the atomic bomb was one of them

- Includes some relevant outside information
Japan had advanced technology; Hitler was gaining power in Germany
- Includes a few relevant facts and/or examples from the documents
includes several inaccurate or unclear statements

Document 1: Germany was investing in technology to build big military and atomic bomb

Document 2: The Japanese began from the air at Pearl Harbor

Conclusion: Overall, the response fits the criteria for Level 1. The response includes a couple of facts about the historical context surrounding the documents. It does not, however, recognize the major task of this Set 2 question.

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

The historical context surrounding these documents is the use of the atomic bomb on Japan to make them surrender in World War 2. Germany had surrendered but the Japanese kept fighting. Both documents acknowledge that the use of the atomic bomb was necessary if the Japanese would refuse to surrender. However, document 1 argues that the use of this bomb “would open the door to an era of devastation on an unimaginable scale,” while document 2 justifies the use of the atomic bomb

Document 2 has a bias that makes it less reliable because President Truman blames Japan for beginning the war with a surprise attack on Pearl Harbor that killed over two thousand Americans. Using the A-bomb on Japan repaid them for Pearl Harbor.

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

In document 1 and 2 it talks about the atomic bomb during and after WW2. In document 1 a scientist talks about how destructive the bomb can be. He also says that it shouldn't be used due to the fact that nuclear warfare would never end and the world would be standing. On the other hand document 2 talks about how we should use it because Japan deserves it for all the destruction they've caused up through pearl harbor.

In document 2 the point of view is very important. The scientists who built the atomic weapon know how they work and know how much damage it can do. The scientists hate toward Japan isn't as strong as Truman's. Therefore they don't think Japan should be bombed but Truman's point of view is the opposite.

By 1945 the United States had suffered through four horrible years of a bloody and global war. The two documents show that the United States was looking for an end to WWII and the war in the Pacific. The war in the Pacific was very costly to both sides with battles like Iwo Jima and Guadalcanal being very costly in manpower. This island hopping operation was done by the U.S. as a way to get closer to the Japanese mainland and force a Japanese surrender. Unfortunately, the Japanese code of Honor made this goal extremely difficult in terms of lost American and allied lives. The atomic bomb described in the documents was seen as a way to finally end the war by forcing a surrender. This led to both the petition by the scientists at Los Alamos shown in document 1 and the speech by President Truman in document 2.

In his radio address to the American people President Truman's purpose was to justify his decision to bomb Hiroshima by reminding Americans that Japan "began the war at Pearl Harbor" and had refused the ultimatum by the U.S. on July 26. But the President's statement is definitely unreliable because he ignored the concerns of the top nuclear physicists who had first hand knowledge about the bomb's destructive power and warned of setting a dangerous precedent. History has proven that the scientists were right because within a few years the USSR developed atomic weapons and the arms race exploded.

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

Documents 1 and 2 share a variety of historical circumstances. While the European nations were in the midst of waging war, on an early December morning in Hawaii, the United States woke up to an attack. American battle ships stationed in Pearl Harbor found themselves terrorized under Japanese aircraft who intended to heavily disable the U.S.'s powerful navy. Following the attack on Pearl Harbor, the United States declared war against Japan and joined forces with Great Britain to fight against the axis powers. Domestic fear spread throughout the United States paranoia and prejudice against Japanese-Americans plagued the country. As the United States took on Japan in the Pacific Ocean, and had troops out in Europe, the technological advances in the war were increasing by the day. The United States was in constant competition to produce the most advanced technological warfare. This led to the development of the Manhattan Project, a scientific creation hidden from the public in the field of atomic power. America's greatest attempt in ending World War Two—the atomic bomb.

Document 2 had the purpose of convincing the American public that using the A-bomb on Japan was necessary. Trumans' statement was reliable because Germany had already surrendered, but the war in the Pacific raged on. The public was eager to return to peacetime and accepted his decision as commander-in-chief.

The historical context surrounding Documents 1 and 2 is World War 2 and the arms race. During World War 2, The United States and Germany competed with each other to be the first country to develop atomic bombs. The U.S. won the arms race which greatly helped them and their allies win the war. The United States dropped an atomic bomb on Hiroshima and Nagasaki to end the Japanese fight against the U.S. The use of atomic bombs was controversial because they killed hundreds of thousands of Japanese citizens. The U.S. started researching how to make atomic bombs with the Manhattan Project.

In Document 2, the President is addressing an audience of war weary Americans who want the soldiers to come home. Truman recognized his listeners views and directed all his points to them—making his words hopeful but maybe less reliable because they are one sided, leaving out concerns about using atomic weapons.

Set 2, Practice Paper A—Score Level 2

The response:

- Minimally develops *both* aspects of the task
- Is primarily descriptive
Historical Context: the use of the atomic bomb on Japan to make them surrender in World War II; both documents acknowledge that the use of the atomic bomb was necessary if the Japanese would refuse to surrender
Bias: Document 2 has a bias that makes it less reliable because President Truman blames Japan for beginning the war with a surprise attack on Pearl Harbor that killed more than 2,000 Americans; using the A-bomb on Japan repaid them for Pearl Harbor
- Includes minimal outside information
World War II; killed more than 2,000 Americans
- Includes a few relevant facts and/or examples from the documents
Document 1: Both documents acknowledge that the use of the atomic bomb was necessary if the Japanese would refuse to surrender; “would open the door to an era of devastation on an unimaginable scale”
Document 2: justifies the use of the atomic bomb; President Truman blames Japan for beginning the war; surprise attack on Pearl Harbor; using the A-bomb on Japan repaid them

Conclusion: Overall, the response fits the criteria for Level 2. The response understands the task but lacks development, especially the description of the historical context.

Set 2, Practice Paper B—Score Level 1

The response:

- Minimally addresses the task
- Is descriptive
Historical Context: Japan deserves it for all the destruction they’ve caused up through Pearl Harbor
Point of View: The scientists’ hate toward Japan isn’t as strong as Truman’s; they don’t think Japan should be bombed, but Truman’s point of view is the opposite
- Includes minimal outside information
World War II
- Includes a few relevant facts and/or examples from the documents
Document 1: a scientist talks about how destructive the bomb can be; it shouldn’t be used due to the fact that nuclear warfare would never end
Document 2: we should use it because Japan deserves it for all the destruction they’ve caused up through Pearl Harbor

Conclusion: Overall, the response meets the criteria for Level 1. The response lacks a description of historical context and fails to make a clear argument of how point of view affects the reliability of Document 2.

Set 2, Practice Paper C—Score Level 5

The response:

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

Historical Context: By 1945, the United States had suffered through four horrible years of a bloody and global war; this island-hopping operation was done by the U.S. as a way to get closer to the Japanese mainland and force a Japanese surrender

Purpose: In his radio address to the American people, President Truman's purpose was to justify his decision to bomb Hiroshima by reminding Americans that Japan "began the war at Pearl Harbor" and had refused the ultimatum by the U.S. on July 26. But the president's statement is definitely unreliable because he ignored the concerns of the top nuclear physicists who had firsthand knowledge about the bomb's destructive power and warned of setting a dangerous precedent

- Integrates relevant outside information
four horrible years of a bloody global war; World War II; war in the Pacific; Iwo Jima and Guadalcanal; island hopping; Japanese code of honor; wipe out entire cities; radio address; within a few years, USSR developed atomic weapons; arms race exploded
- Supports the theme with many relevant facts and/or examples from the documents
Document 1: petition by the scientists at Los Alamos, concerns of the top nuclear physicists; bombs destructive power; warned of setting a dangerous precedent
Document 2: speech by President Truman to justify decision to bomb Hiroshima; Japan began the war at Pearl Harbor; refused the ultimatum by the U.S. on July 26

Conclusion: Overall, the response fits the criteria for a Level 5 paper. The response recognizes the difficulties of ending the war with Japan and how Truman's statements are unreliable when compared to the scientists' warnings.

Set 2, Practice Paper D—Score Level 4

The response:

- Thoroughly develops *both* aspects of the task in depth
- Is both descriptive and analytical
 - Historical Context:* American battleships stationed in Pearl Harbor found themselves terrorized under Japanese aircraft who intended to heavily disable the U.S.'s powerful navy; the United States was in constant competition to produce the most advanced technological warfare
 - Purpose:* Document 2 had the purpose of convincing the American public that using the a-bomb on Japan was necessary; Truman's statement was reliable because Germany had already surrendered but the war in the Pacific raged on
- Includes relevant outside information
 - early December morning in Hawaii; Pearl Harbor disabled the U.S.'s powerful navy; declared war against Japan; joined forces with Great Britain; Axis Powers, paranoia and prejudice against Japanese-Americans; Pacific Ocean; advanced technological warfare; Germany had already surrendered, but war in the Pacific raged on; the public was eager to return to peace time
- Supports the theme with relevant facts, ideas and/or examples from the document
 - Document 1:* Manhattan Project; atomic power
 - Document 2:* using the A-bomb on Japan was necessary

Conclusion: Overall, the response fits the criteria for Level 4. It clearly understands the task with a good discussion of the historical context and Truman's purpose in making the address.

Set 2, Practice Paper E—Score Level 3

The response:

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

Historical Context: During World War II, the United States and Germany competed with each other to be the first country to develop an atomic bomb; the U.S. started researching how to make atomic bombs with the Manhattan Project

Audience: In Document 2, the president is addressing an audience of war-weary Americans who want the soldiers to come home; Truman recognized his listeners' views and directed all his points to them—making his words hopeful, but maybe less reliable, because they are one-sided, leaving out concerns about using atomic weapons

- Includes some relevant outside information
World War II; arms race; United States and Germany competed with each other; Allies won the war; Nagasaki; killed hundreds of thousands of Japanese citizens; war-weary Americans

- Includes some relevant facts and/or examples from the documents

Document 1: the United States and Germany competed with each other to be the first country to develop atomic bombs; the United States won the arms race; Manhattan Project

Document 2: the president is addressing an audience; one-sided, leaving out concerns about using atomic weapons

Conclusion: The response fits the criteria for a Level 3 paper. The response conveys an understanding of the task but addresses it without much depth or analysis.

June 2025 Regents Examination in United States History and Government
Test Questions by Key Idea

Question Number	Key Idea
1	11.1
2	11.1
3	11.2
4	11.2
5	11.2
6	11.2
7	11.2
8	11.2
9	11.3
10	11.3
11	11.4
12	11.4
13	11.5
14	11.5
15	11.5
16	11.5
17	11.6
18	11.6
19	11.6
20	CT
21	11.7
22	11.7
23	11.8
24	11.9
25	11.9
26	11.9
27	11.10
28	CT
29- SEQ-1	11.9
30- SEQ-2	11.8
31- SCF- 1	11.3
32- SCF- 2	11.3
33- SCF- 3	11.3
34- SCF- 4	11.3
35- SCF- 5a/5b	11.3
36- SCF- 6	11.3
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 June 2025 Regents Exam in U. S. History and Government will be posted on the Department’s web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students’ final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT

Friday, June 20, 2025 — 9:15 a.m. to 12:15 p.m., only

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

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

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

Rating the Essay Questions

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

Rating the Scaffold (Open-Ended) Questions

(1) Follow a similar procedure for training raters.

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

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

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

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

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

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

**United States History and Government
Content-Specific Rubric (Questions 31-36)
Civic Literacy Essay (Question 37)
June 2025**

Go on to the next page ➡

Document 1

. . . When the United States won its independence from Great Britain in 1783, one of its major concerns was having a European power on its western boundary, and the need for unrestricted access to the Mississippi River. As American settlers pushed west, they found that the Appalachian Mountains provided a barrier to shipping goods eastward. The easiest way to ship produce was to build a flatboat and float down the Ohio and Mississippi Rivers to the port of New Orleans, from which goods could be put on ocean-going vessels. The problem with this route was that the Spanish owned both sides of the Mississippi below Natchez.

In 1795 the United States negotiated the Pinckney Treaty with Spain, which provided the right of navigation on the river and the right of deposit [right to store goods until export] of U.S. goods at the port of New Orleans. . . . Spain was eager to divest [relieve] itself of Louisiana, which was a drain on its financial resources. On October 1, 1800, Napoleon Bonaparte, First Consul of France, concluded the Treaty of San Ildefonso with Spain, which returned Louisiana to French ownership in exchange for a Spanish kingdom in Italy. . . .

Source: "The Louisiana Purchase," *Museum Gazette*, National Park Service, December 1991 (adapted)

31 Based on this document, what is *one* historical circumstance that led to the purchase of the Louisiana Territory?

Score of 1:

- States a historical circumstance that led to the purchase of the Louisiana Territory, based on this document

Examples: major concern of United States after winning independence was having a European power on western boundary/need for unrestricted access to Mississippi River; Appalachian Mountains provided barrier to shipping goods eastward; easiest way for western settlers to ship produce was to use Ohio and Mississippi Rivers to get to port of New Orleans; goods could be put on ocean-going vessels in New Orleans; Spain owned both sides of Mississippi River below Natchez; Pinckney Treaty with Spain in 1795 provided right of navigation on Mississippi River/right of deposit at port of New Orleans; Louisiana returned to French ownership in Treaty of San Ildefonso in 1800

Score of 0:

- Incorrect response

Examples: United States won independence from Great Britain in 1783; Appalachian Mountains provided easy route for western settlers to ship goods eastward; Pinckney Treaty negotiated with France/Napoleon; Louisiana was returned to Spanish ownership in 1800

- Vague response

Examples: build a flatboat; Napoleon Bonaparte was First Consul of France; exchanged for a Spanish kingdom in Italy; negotiations; the U.S. wanted more

- No response

Document 2

. . . Jefferson asked James Monroe, a former member of Congress and former governor of Virginia, to join [Robert R.] Livingston in Paris as minister extraordinary with discretionary powers to spend \$9,375,000 to secure New Orleans and parts of the Floridas (to consolidate the U.S. position in the southeastern part of the continent). . . .

By the time Monroe arrived in Paris on April 12, the situation had, unknown to him, radically altered: Napoléon had suddenly decided to sell the entire Louisiana Territory to the United States. He had always seen Saint Domingue, with a population of more than 500,000, producing enough sugar, coffee, indigo, cotton and cocoa to fill some 700 ships a year, as France's most important holding in the Western Hemisphere. The Louisiana Territory, in Napoléon's view, was useful mainly as a granary for Saint Domingue. With the colony in danger of being lost, the territory was less useful. Then, too, Napoléon was gearing up for another campaign against Britain and needed funds for that. . . .

Source: Joseph A. Harriss, "How the Louisiana Purchase Changed the World," *Smithsonian*, April 2003 (adapted)

32 According to Joseph A. Harriss, what is *one* historical circumstance that led to the purchase of the Louisiana Territory?

Score of 1:

- States a historical circumstance that led to the purchase of the Louisiana Territory, according to Joseph A. Harriss

Examples: Jefferson asked James Monroe and Robert Livingston to spend \$9,375,000 to secure New Orleans and parts of the Floridas/consolidate United States position in southeastern part of continent; Napoleon decided to sell entire Louisiana Territory to United States; Louisiana was less useful to Napoleon as Saint-Domingue was in danger of being lost; Napoleon needed money as he was gearing up for another campaign against Britain

Score of 0:

- Incorrect response
Examples: Saint-Domingue most important French holding in Western Hemisphere; Saint-Domingue produced sugar/coffee/indigo/cotton/cocoa; Napoleon decided to keep Louisiana Territory; Saint-Domingue used mainly as granary for Louisiana; Britain needed money to fight Napoleon; Livingston was minister to Paris
- Vague response
Examples: discretionary powers; situation radically altered; Monroe arrived in Paris; things would be better for the United States
- No response

Document 3

. . . While the deal [Napoleon’s offer to sell the entire Louisiana Territory] was instantly popular, there were problems. Negotiations would need to start with Great Britain and Spain about shared boundaries. And there was a debate about whether and how such a large property purchase was allowed under the Constitution.

Jefferson took a strict, literal view of constitutional powers, meaning that specific powers reserved for the President and Executive Branch needed to be spelled out in the Constitution. The ability to buy property from foreign governments was not among these powers listed [in] the Constitution. . . .

Instead, Jefferson considered a constitutional amendment the only way to conclude the deal with France. “The General Government has no powers but such as the Constitution gives it,” he wrote to John Dickinson in 1803. “It has not given it power of holding foreign territory, and still less of incorporating it into the Union. An amendment of the Constitution seems necessary for this.”. . .

Jefferson’s cabinet, including James Madison, disagreed about the need for a constitutional amendment. The President also had been assured earlier in the year by Albert Gallatin, his Treasury Secretary, that any potential deal with France would be permissible and implied under the Constitution’s treaty-making provisions. . . .

The debate in the Senate only lasted for two days. On October 20, 1803, the Senate voted for ratification 24-7, and the treaty was signed on October 31, 1803. . . .

Source: “The Louisiana Purchase: Jefferson’s Constitutional Gamble,” *Constitution Daily*, National Constitution Center (adapted)

33 Based on this document, state *one* way the constitutional issue raised by the Louisiana Purchase was addressed.

Score of 1:

- States a way the constitutional issue raised by the Louisiana Purchase was addressed, based on this document

Examples: debate about whether/how such large property purchase would, be allowed under Constitution; Jefferson believed he should use strict/literal view of constitutional powers since specific powers reserved for president and executive branch needed to be spelled out in Constitution; Jefferson considered a constitutional amendment only way to conclude deal with France; Jefferson assured by Treasury Secretary Albert Gallatin that any potential deal with France would be permissible and implied under Constitution’s treaty-making provision; Senate debated for two days; discussion between president and cabinet members

Score of 0:

- Incorrect response
Examples: Napoleon’s offer instantly popular; negotiations ended with Great Britain and Spain; amendment added to Constitution; Senate voted against ratification of treaty; Senate debated for one day
- Vague response
Examples: there were efforts; large property purchase; General Government no powers; incorporating everything into Union; Jefferson’s cabinet couldn’t decide
- No response

Document 4

. . . While Jefferson and his followers were altering their political philosophy to accommodate Louisiana, the Federalists of New England, led by [Timothy] Pickering, were also doing an about-face, from broad to strict interpretation of the Constitution. In this way, they hoped to prevent the inclusion of Louisiana in the Union. . . .

Standing alone, New England Federalism began to attack the Louisiana Purchase on various grounds. . . . Much attention was given to the huge sum that was to be paid for this desolate wilderness. . . . There was concern among some that the French title to Louisiana was not clear and that an attempt to occupy this region would involve the United States in a war with Spain, from whom France had obtained Louisiana. Other voices of New England Federalism urged that the purchase was unconstitutional, that the general government did not have the power to acquire foreign territory. . . .

When Jefferson called a special session of Congress in October, 1803, to consider the Louisiana treaty, Pickering and his fellow Federalists in Congress proceeded to Washington with much determination to defeat the agreement. Their attack was to be launched on constitutional grounds. . . .

Source: Thomas J. Farnham, "The Federal-State Issue and the Louisiana Purchase," *Louisiana History: The Journal of the Louisiana Historical Association*, 1965 (adapted)

34 According to Thomas J. Farnham, what is *one* effort by Federalists to oppose the Louisiana Purchase?

Score of 1:

- States an effort by Federalists to oppose the Louisiana Purchase, according to Thomas J. Farnham

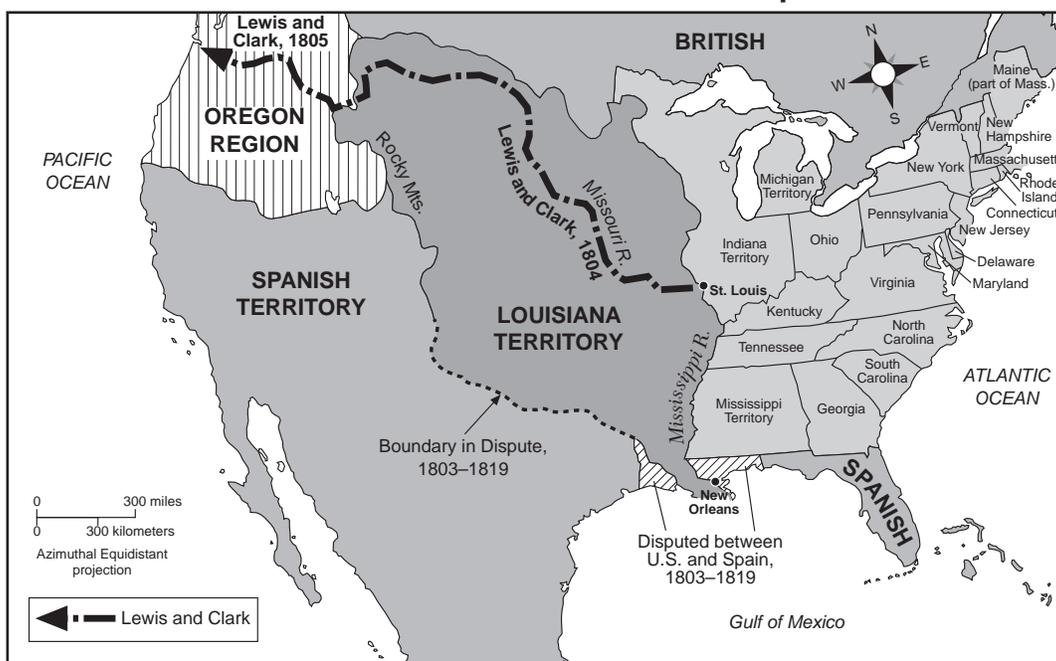
Examples: Federalists and Pickering changed from broad to strict interpretation of Constitution; attacked huge sum being paid for desolate wilderness; expressed concern that French title to Louisiana not clear and attempt to occupy region would involve United States in war with Spain; urged that purchase was unconstitutional/general government did not have power to acquire foreign territory; went to special session of Congress determined to defeat Louisiana treaty on constitutional grounds; Federalists attacked on constitutional grounds

Score of 0:

- Incorrect response
Examples: changed from strict to broad interpretation of Constitution; expressed concern that attempt to occupy would involve United States in war with Great Britain; refused to attend special session of Congress called by Jefferson; France obtained Louisiana from Spain
- Vague response
Examples: Timothy Pickering; about-face; stood alone; concern among some; voices of New England Federalism; they met to change things
- No response

Document 5a

The Louisiana Purchase and Western Exploration



Source: Joyce Appleby et al., *The American Journey*, Glencoe McGraw-Hill, 2003 (adapted)

Document 5b

. . . Most people had a mental picture of what a normal country size should be. They were accustomed to smaller ones, as in Europe. The United States suddenly seemed in danger of becoming clumsily huge, as a giant would appear among men. Nearly nine hundred thousand square miles of almost virgin territory was emptiness indeed, and at first, it had seemed to fill hardly at all. Most of it was still a wilderness, largely uninhabited and not yet demanding much governance; this was not an immediate concern, only a fear for the future. But for a time, the fear was shared by many Americans. . . .

The enormous expanse to the north and west of New Orleans, the key city that had been the primary object of the Louisiana Purchase, meant that thirteen new states would eventually be created, in whole or in substantial part, from the eight hundred seventy-five thousand square miles that had been bought. These, ascending from the Gulf of Mexico to the Canadian border, are Louisiana, Arkansas, Oklahoma, Missouri, Kansas, Iowa, Nebraska, Minnesota, South Dakota, North Dakota, Colorado, Wyoming, and Montana. Their movement into statehood would take most of the nineteenth century, but during that period, there was little question that the people of the east were part of the process. Even those who never planned a trip to the west coast thought of it as part of their country, and most would have fought to defend it. . . .

Source: Charles A. Cerami, *Jefferson's Great Gamble*, Sourcebooks, 2003 (adapted)

35 Based on these documents, what is *one* impact of the Louisiana Purchase on the United States?

Score of 1:

- States an impact of the Louisiana Purchase on the United States, based on these documents
Examples: doubled size of United States/changed size of United States; part of southern boundary disputed with Spain; gave United States the port of New Orleans; many Americans feared it was too big/still wilderness/largely uninhabited; nearly nine hundred thousand square miles of virgin territory; it gave United States land between Canada and Gulf of Mexico; it would mean 13 new states eventually created (Louisiana; Arkansas; Oklahoma; Missouri; Kansas; Iowa; Nebraska; Minnesota; South Dakota; North Dakota; Colorado; Wyoming; Montana); most people thought of it as part of their country; most would fight to defend it; it led to boundary disputes with Spanish; it extended United States from Ohio River west to Rocky Mountains; Lewis and Clark expedition explored lands west of Mississippi River; exploration of northern part of Louisiana territory

Score of 0:

- Incorrect response
Examples: it went to Pacific Ocean; caused problems with France; gave United States more land on Atlantic; totally uninhabited
- Vague response
Examples: Spain owned Florida; provided mental picture; clumsily huge; took much of 19th century
- No response

Document 6

Many historians have written about the Louisiana Purchase and its impact.

The Louisiana Territory was the great unknown. There were fewer facts [than] fantasy about it. What was clear at the time of the Louisiana Purchase was that it had put America on the road to becoming a truly continental power. . . .

Historian Henry Adams wrote: “The annexation of Louisiana was an event so portentous [considerable] as to defy measurement; it gave a new face to politics, and ranked in historical importance next to the Declaration of Independence and the adoption of the Constitution—events of which it was the logical outcome; but as a matter of diplomacy it was unparalleled, because it cost almost nothing.” The Louisiana Purchase changed America’s shape and destiny—but also affected international relations. . . .

Although the Louisiana Purchase provided the structure for the nation’s expansion, it also provided the seeds for its potential destruction. Historian Sean Wilentz wrote: “Over the coming decades, the consequences of the Purchase would indeed disturb public opinion over constitutional issues connected to the expansion of slavery—and help rip the country to pieces.” . . .

Source: “The Louisiana Purchase: Aftermath,” The Lehrman Institute online (adapted)

36 Based on this document, state *one* impact of the Louisiana Purchase on the United States.

Score of 1:

- States an impact of the Louisiana Purchase on the United States, based on this document
Examples: put America on road to becoming continental power; according to historian Henry Adams it gave new face to politics and ranked in historical importance next to Declaration of Independence/adoption of Constitution; as matter of diplomacy was unparalleled; changed America’s shape/destiny; affected international relations; provided structure for nation’s expansion; provided seeds for potential destruction of United States; divided public opinion over constitutional issues connected to expansion of slavery; provided seeds for Civil War

Score of 0:

- Incorrect response
Examples: led to adoption of Constitution; destroyed international relations; unified public opinion over constitutional issues; stopped nation’s expansion
- Vague response
Examples: portentous event; put America on a road; provided seeds; had consequences; it was connected; logical outcome; made things better/made things worse
- No response

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

Historical Context: Purchase of the Louisiana Territory

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

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 purchase of the Louisiana Territory, 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 purchase of the Louisiana Territory 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 purchase of the Louisiana Territory may be positive, negative, or a combination of both.
6. The discussion of the impact of the efforts to address the purchase of the Louisiana Territory 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 purchase of the Louisiana Territory 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 purchase of the Louisiana Territory 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 purchase of the Louisiana Territory and the impact of the efforts from different perspectives as long as the position taken is supported by accurate historical facts and examples.
12. For the purpose of meeting the criteria of using *at least four* documents in the response, Documents 5a and 5b may be considered separate documents *if* the response uses specific information from *each* document.
13. When scoring, the rubric should not be used as a checklist, and no one bullet should prevent a paper from receiving a higher score, e.g., if a response lacks a conclusion, it could still receive a score of 5 if it meets the other criteria for that score point.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing the historical circumstances surrounding the purchase of the Louisiana Territory, 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.

Purchase of the Louisiana Territory

Key Ideas from the Documents

(This list is not all-inclusive.)

Historical Circumstances

Doc 1—Concerns of United States after winning independence from Great Britain in 1783 (presence of European power on western boundary; need for unrestricted access to Mississippi River)
Appalachian Mountains barrier to shipping goods eastward (building flatboat to float down Ohio and Mississippi Rivers to port of New Orleans was easiest way to ship produce; Spanish owning both sides of Mississippi River below Natchez was problem)
Signing of Pinckney Treaty with Spain in 1795 (provided right of navigation on Mississippi River and right of deposit of United States goods at New Orleans)
Signing of Treaty of San Ildefonso between Spain and Napoleon Bonaparte returning Louisiana to France

Doc 2—Jefferson asked Monroe and Livingston to spend \$9,375,000 to secure New Orleans and parts of Florida to consolidate United States position in southeastern part of continent
Sudden decision of Napoleon to sell entire Louisiana Territory to United States (saw Louisiana mainly as granary for most important holding, Saint-Domingue, and less useful when Saint-Domingue was in danger of being lost; needed funds for planned campaign against Britain)

Key Ideas from the Documents

(This list is not all-inclusive.)

Efforts to Address

Doc 3—Negotiations to start with Great Britain and Spain about shared boundaries
Debate over whether and how such a large property purchase was allowed under Constitution
Strict, literal view of constitutional powers taken by Jefferson (specific powers reserved for president and executive branch needed to be spelled out in Constitution; ability to buy property from foreign governments not among powers listed in Constitution; constitutional amendment only way to conclude deal with France)
Belief of Jefferson's cabinet that constitutional amendment is not necessary
Assurance from Treasury Secretary Albert Gallatin to Jefferson that any potential deal with France permissible and implied under Constitution's treaty-making provision
Approval from Senate after two-day debate with 24-7 vote
Treaty signed October 31, 1803

Doc 4—Opposition to Louisiana Purchase from Federalists of New England led by Timothy Pickering (altering of philosophy from broad to strict interpretation of Constitution)
Concerns of New England Federalists about Louisiana Purchase (huge sum to be paid for desolate wilderness; French title to Louisiana not clear; attempt to occupy region could involve United States in war with Spain; purchase unconstitutional as government did not have power to acquire foreign territory)
Use of constitutional grounds to launch opposition to Louisiana Purchase by Pickering and fellow Federalists in Congress

Purchase of the Louisiana Territory

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

Impact of Efforts

Doc 5—Control of Missouri and Mississippi Rivers gained by United States

Lewis and Clark sent to explore territory

Concerns of many people to adding nearly nine hundred thousand square miles of almost virgin territory to United States (would make United States much bigger than European countries; most of territory wilderness and uninhabited; fear of future governance; New Orleans primary object of Louisiana Purchase but included enormous expanse of land north and west of New Orleans)

Throughout most of 19th century, thirteen new states were created, stretching from Gulf of Mexico to Canadian border (Louisiana; Arkansas; Oklahoma; Missouri; Kansas; Iowa; Nebraska; Minnesota; South Dakota; North Dakota; Colorado; Wyoming; Montana)

Became an integral part of United States

Doc 6—Put America on road to becoming a truly continental power

Gave new face to American politics

Ranked in historical importance next to Declaration of Independence and adoption of Constitution of which it was logical outcome

As matter of diplomacy unparalleled as it cost almost nothing

Changed America's shape and destiny

Affected international relations

Provided structure for nation's expansion

Provided seeds for potential destruction of United States (constitutional issues connected to expansion of slavery; helped rip country to pieces)

Purchase of the Louisiana Territory

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances

Migration of large numbers of Americans to Kentucky and Tennessee in late 1700s
Dependence of northwestern and southwestern farmers on Mississippi River
Goals of Jefferson to avoid both war with France and alliance with Great Britain
Loss of French interest in Louisiana Territory as result of French inability to suppress slave rebellion in Saint-Domingue (Toussaint L'Ouverture)
French fear of American alliance with British that could take New Orleans by force
Avoidance of war with either United States or Great Britain important to France
Control of New Orleans and Mississippi River pivotal to American economic prospects
Belief of Jefferson that United States destined to expand "empire of liberty" westward
Forced removal of eastern Native American tribes possible with more available western land

Efforts to Address

United States preparation for war over right of deposit in New Orleans
Negotiations for all of Louisiana Territory after offer by French
Instructions to buy New Orleans and west Florida exceeded by Livingston and Monroe
Instructions by Jefferson to negotiate with British to establish alliance if negotiations with French fail
Agreement to purchase all of Louisiana Territory for \$15 million negotiated by Monroe and Livingston
Warning from Monroe and Livingston that constitutional amendment process was time-consuming and France could change its mind on sale
Evolution from strict interpretation beliefs to loose construction by Jefferson
Jefferson exercising implied power of president to protect country
Submission of Louisiana Purchase treaty to Senate for ratification

Impact of Efforts

End of threat of Napoleon and France in North America
Uncharted land an inspiration for exploration (details about Lewis and Clark; Zebulon Pike)
Expansion of knowledge as result of Lewis and Clark's exploration of northern Louisiana Territory (science; maps; Native Americans; natural environment)
Motivation for further westward migration and settlement (missionaries; fur traders; pioneers)
Negative impact on Native Americans as Americans move west (unfair treaties; Trail of Tears)
Potential for development of natural resources (gold; silver; ores; forests; fertile land)
Expansion of national market as people move west
Increased support for national policies to further Manifest Destiny goals
United States claims to Oregon strengthened as settlement in Northwest increased
New spirit of national unity and nationalism
Continued loss of power at national level by Federalist Party
Divisive national debate over expansion of slavery into Louisiana Territory (Missouri Compromise; Kansas-Nebraska Act)
Stage set for future acquisitions of territory and more debates over expansion of slavery (Treaty of Guadalupe Hidalgo; Compromise of 1850)
Precedent set for acquisition of foreign territories and peoples

During the Jefferson Presidency, many changes were made to President Adams' Federalist policies and actions were taken that resulted in more power for the Democrat Republicans. Jefferson's decision to purchase the Louisiana Territory using a broad interpretation of the Constitution increased the power of the President and the country. He was able to buy such a vast piece of land from France because France lost interest in North America when they lost valuable land in the western Hemisphere, Haiti. France lost Haiti because of the Haitian Revolution, a slave uprising that made the island difficult to control. The Louisiana Territory that France held was a means of accessing Haiti, so without Haiti the territory was essentially useless to the French (Doc 2). As a result of this France was willing to give up the land for a small fee in comparison to what it was worth which would help finance Napoleon's war with the British. The United States wanted only New Orleans and parts of Florida but accepting the offer of the entire Louisiana Territory would give them greater access to the west, land beyond the Appalachian mountains granting them full access to the Mississippi River a valuable area important for trade (Doc 1). Thousands of farmers had already moved into the Mississippi and Ohio River valleys and needed to transport their goods to market. The timing of the purchase was complicated because of geographic distance and debates over the power of the President in relation to the Constitution because it was not directly stated in the constitution that Jefferson could purchase land and add it to the United States. Although the Louisiana purchase created political division caused by disagreement over how the constitution should be interpreted, its impacts shaped the future of the country. Expanding

our democracy westward increased the power of the country but was not a positive experience for everyone living in the West.

There was a lot of controversy over whether the President had the constitutional right to purchase land from foreign countries. During this time there were two major political parties, the Federalists and the Democratic-Republicans. The Federalists had believed in the use of implied powers and a looser interpretation of the constitution meaning what was not explicitly stated could still be allowed. Democratic-Republicans and Jefferson had long believed in a strict interpretation of the Constitution. So, it was shocking to many people when Jefferson who rejected the idea of Hamilton's Bank of the United States because of strict interpretation, suggested purchasing this territory. He first addressed this issue by stating that in order to buy Louisiana an amendment was needed allowing foreign land to be bought and then he changed his mind. (Doc 3) Since buying Louisiana was popular Democratic-Republicans in his Cabinet said an amendment wasn't necessary because Presidents have the right to make treaties. Federalists began to oppose the Purchase and began speaking out and rejected a loose interpretation stating that it was unconstitutional. They said it could lead to war with Spain, and was a waste of money for worthless land (Doc 4). Federalists in New England did not think they had much to gain economically or politically from the Purchase. They went to Washington to speak out against it at a special session of congress. This shows how polarizing the issue was and how political parties change their views depending on how the issue affects them.

Despite the controversy, the impacts of the Purchase were significant for American society. The vast amount of land that the United States

got grew the country exponentially making it large by size (Doc 6). Some people wondered if it would be too large to govern under the Constitution. Taking over and controlling such a large territory shows the increased power and dominance that the national government would have and the power the government would have over so many people. This territory became inhabited with settlers and eventually turned into states as a benefit of Manifest Destiny was to move westward. They also expanded because of a fundamental American belief that land was power. This meant that people going west challenged Native Americans for their tribal lands which led to Indian removal, reservations, and to wars that ended with Wounded Knee and increased government control over the lives of Native Americans. It also shaped the conflict of slavery as there were disagreements over slavery and statehood and the balance between slave states and non slave states in the Louisiana Territory (Doc 5). This furthered tension which was fixed temporarily when Missouri became a slave state and Maine became a free state in the Missouri Compromise. Adding more western territory to the United States after the Mexican-American War led ultimately to more conflicts over slavery, failed compromises and to the civil war. The impacts of Louisiana were everlasting in shaping the country in both positive and negative ways.

The United States future as a powerful and prosperous country was shaped by the Louisiana Purchase. Although initially people disagreed about its constitutionality it showed the strength of the nation that the system didn't collapse after such a divisive issue. In the end the Senate vote was 24 to 7 which showed national approval of the Louisiana Purchase and both sides could compromise and see the potential benefits of adding so much valuable land to the United States.

Anchor Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the purchase of the Louisiana Territory
- Is more analytical than descriptive (United States accepted offer of entire Louisiana Territory as would give greater access to land beyond Appalachians and full access to Mississippi; timing of purchase complicated because of geographic distance and debates over power of president; although Purchase created political division caused by disagreement over interpretation of Constitution it shaped future of country; although expansion of democracy westward increased power of country, not a positive experience for everyone already living in West; Jefferson first suggested an amendment and then changed his mind; Federalists in New England did not think they had much to gain economically or politically; Purchase polarizing and shows how political parties change views depending on how an issue affects them; some people wondered if, with Purchase, country too large to govern under Constitution; taking over and controlling such a large territory shows increased power and dominance of national government; Purchase shaped country in both positive and negative ways; although people disagreed about constitutionality, Purchase showed strength of nation that system did not collapse after such a divisive issue and both sides could compromise and see potential benefits)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (France lost interest in North America when lost Haiti because of a slave uprising; thousands of farmers already moved into Mississippi and Ohio river valleys and needed to transport their goods to market; Federalists had believed in use of implied powers and a looser interpretation of Constitution, meaning what not explicitly stated could still be allowed; Democratic-Republicans and Jefferson had long believed in strict interpretation, so shocking when Jefferson suggested Purchase; Purchase showed benefits of Manifest Destiny; people going west challenged Native Americans for their tribal lands which led to Indian removal, reservations, and wars that increased government control over their lives; also shaped disagreements over slavery, statehood, and balance between slave and non-slave states in Louisiana Territory; tension fixed temporarily when Missouri became a slave state and Maine a free state in Missouri Compromise; adding more western territory to United States after Mexican-American War led ultimately to more conflicts over slavery, failed compromises, and civil war)
- Richly supports the theme with many relevant facts, examples, and details (France willing to give up Louisiana to help finance war with Britain; United States wanted only New Orleans and parts of Florida; members of Jefferson's cabinet said an amendment not necessary as presidents have right to make treaties; Federalists rejected loose interpretation and opposed Purchase stating it was unconstitutional and went to Washington to speak out about it at a special session of Congress; Federalists said Purchase could lead to war with Spain; in the end Senate vote 24 to 7 for Purchase)
- 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. Substantive relevant historical details support effective document usage. Analytical conclusions demonstrate a thoughtful understanding of the complexities associated with the Purchase and its aftermath.

Upon the creation of the United States, it was a very young and small country. Our territory was limited to the East Coast, combining the 13 colonies into a single nation. With the formation of the country came a formation of a new government – they began with the Articles of Confederation, which failed, but proceeded to draft a Constitution. The Constitution attempted to provide a balance between federal power and state power, allowing for both to coexist. The Constitution set the basis for the foundation of the United States, and would be the determining factor in resolving a wide array of political issues in the country. One primary example of a political debate that took place was that of the Louisiana Purchase, which, as described in Document 2, began with the offering of the entire Louisiana Territory by Napoleon to the United States which included the Mississippi River which was important for our economy. His offer was instantly popular because the purchasing of the Louisiana Territory would eliminate Napoleon's influence in North America, giving us permanent control of the river and New Orleans. It would also give us room to expand our population and help build a national economy (Document 1). However, attempts to purchase this territory posed as an instant issue for Thomas Jefferson, as the Constitution doesn't specifically permit the president to make land purchases from foreign governments.

In order to tackle the issue at hand, people in different government roles made a variety of efforts. One example of an individual's efforts to address the constitutional issue of the Louisiana Purchase was made by President Thomas Jefferson, who proposed the sole solution would be to create a constitutional amendment (Document 3). Jefferson, as a Democrat Republican, believed in the strict interpretation of

the Constitution, as well as showing support for the rights of the state government as he did in his support for the Bill of Rights. He believed that it would be an overreach of power on behalf of the federal government if they were to have made that purchase. An example of a group's efforts to address this issue was made by New England Federalists, as discussed in Document 4. They decided it would be unconstitutional and supported the strict interpreters of the Constitution. They were in opposition to the acquisition of this territory, and their efforts included publicly speaking out against all of the negative effects that would result from the Louisiana Purchase. Some of their arguments included that it would be a waste of money for "desolate wilderness", as well as that it could lead to war with Spain. A third effort made in support of purchasing the territory was advocated by individuals in his cabinet such as James Madison who helped write the Constitution and who, in comparison to Thomas Jefferson, believed that it was a treaty-making right of the President. He saw it as an implied power. Supporters advocated for the purchase based on the security benefits of Napoleon not being on our western boundary and the desire to expand and benefit the country. They convinced Jefferson to accept their point of view and do what he really wanted to do which was to buy Louisiana.

The purchase of the Louisiana Territory led to widespread impact, with the most immediate effect being that the United States nearly doubled in size (Document 5a.) The map shows the Lewis and Clark Expedition, showing the vast amount of land that was gained and had to be explored. Consequently, the United States began to adopt a mentality rooted in Manifest Destiny, it being the God given right of

expansion and spreading of democratic wisdom.

Another less positive input would be the conflicts that resulted from the acquisition of the territory, since it contributed to massive debates over whether the new states would permit slavery or be free. This, in turn, alongside the further settlement into the west, contributed as attempts to resolve the issues at hand, including the Missouri Compromise, Kansas Nebraska Act, and so on. However, these attempts would fail leading to the eventual start of the Civil War. Finally, a last impact that the Louisiana Purchase had on the United States was that it led to increased conflict between the Native Americans and Americans. Since the Native Americans already lived there the encroachment on their territory by the Americans, led to fighting and a wide array of issues.

Overall, the Louisiana Purchase was one of the most impactful events in United States history, opening up a world of possibilities while also leading to issues that would practically tear the country apart. Despite this, it certainly posed a constitutional issue that led to the formation of many different opinions.

Anchor Level 4

The response:

- Develops all aspects of the task for the purchase of the Louisiana Territory but discusses historical circumstances less thoroughly than the other aspects of the task
- Is both descriptive and analytical (Constitution set basis for foundation of United States and would be determining factor in resolving wide array of political issues; Purchase would eliminate Napoleon’s influence in North America; Purchase would give United States room to expand population and help build national economy; Purchase posed an instant issue for Jefferson as Constitution does not specifically permit president to make land purchases from foreign governments and he believed in strict interpretation; Jefferson believed Purchase would be overreach of power on behalf of federal government; New England Federalists believed Purchase unconstitutional and supported strict interpretation of Constitution; supporters advocated for Purchase based on security benefits of not having Napoleon on our western boundary and desire to expand and benefit country; supporters convinced Jefferson to accept their point of view and do what he really wanted to do which was to buy Louisiana)
- Incorporates relevant information from all of the documents
- Incorporates relevant outside information (Articles of Confederation failed; Constitution attempted to provide balance between federal and state power, allowing for both to coexist; Jefferson a Democratic-Republican believed in showing support for state governments as he did in his support for Bill of Rights; Madison helped write Constitution and saw Purchase as implied power; with Purchase United States began to adopt mentality rooted in Manifest Destiny—God-given right of expansion and spread of democratic wisdom; Purchase resulted in conflict as contributed to massive debates over whether new states would permit slavery or be free; attempts to settle question of slavery included Missouri Compromise and Kansas-Nebraska Act which would fail leading to Civil War; rapid encroachment on Native American lands led to increased conflict)
- Supports the theme with relevant facts, examples, and details (Napoleon offered entire Louisiana Territory to United States; Purchase would give United States permanent control of Mississippi and New Orleans; Jefferson proposed sole solution for Purchase would be to create a constitutional amendment; efforts of New England Federalists included publicly speaking out against all of negative effects that would result from Purchase; arguments of New England Federalists included that it was a waste of money for a “desolate wilderness” and could lead to war with Spain; Madison supported Purchase as part of treaty-making power of president; United States nearly doubled in size with Purchase; Lewis and Clark sent to explore territory)
- 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. Analytical statements support document interpretation and good conclusions. While relevant historical references are included in the impact of the Purchase, additional supporting facts and details would have benefited the discussion.

The Purchase of the Louisiana Territory ignited debate on the many civic and constitutional issues that come with acquiring new territory. The impacts of this event formed the basis of continuing United States' territorial expansion. Efforts by different groups, people, and governments to address these questions had different degrees of success.

The Louisiana Territory was a large section of the North American continent owned by the Spanish. While the United States negotiated their right to navigate on the Mississippi river from Spain, it was a long-time goal of Thomas Jefferson to own the territory surrounding the Mississippi river and the port of New Orleans. (Doc 1) Spain, looking to rid itself of the territory, ceded it to France in 1800 in exchange for a Spanish kingdom. (Doc 1) This worried the United States. Colonists had begun moving west almost as soon as they arrived in America. They defied the Proclamation of 1763 and after the United States gained its independence from Great Britain, many more Americans moved west of the Appalachians. One of its most important needs as more people moved west was to expand its trading routes, gain the port of New Orleans, and get control of the Mississippi River. Buying that property from France was one way to do that. (Doc 1) Facilitated by Jefferson, James Monroe and Robert R. Livingston were given discretionary spending powers to negotiate the purchase of New Orleans and parts of Florida from France. (Doc 2) Unbeknownst to them, Napoléon was already considering selling all of the Louisiana Territory to the United States because he needed money to fight a war with Great Britain more than he needed Saint Dominque. (Doc 2) Instability on that island and a growing threat of war with Great Britain drove

Napoléon to offer all of Louisiana for \$15 million dollars which was more than Monroe and Livingston were authorized to spend. When offered Louisiana, however, the American diplomats quickly left at the opportunity because it would increase the size of the country and give the United States control of the Mississippi. (Doc 2)

Though the deal was widely accepted, there was some skepticism. Jefferson was concerned that the purchase and incorporation of foreign territory was beyond the constitutional powers of the President.

(Doc 3 This issue was thoroughly debated by the Federalists and the Jeffersonians. Jefferson believed a constitutional amendment was necessary to diffuse any confusion, but his cabinet, including James Madison, and his treasury secretary assured him that the deal was already permitted by the constitution. (Doc 3) A short debate concluded that the purchase could be allowed under the treaty ratification process in the constitution. (Doc 3) However, many federalists were still uneasy with the decision. They believed it was unconstitutional for the general government to have the power to purchase foreign territory and went to Congress during the debate over the Purchase to express that opinion. If the Federalists had won the debate and Louisiana was not purchased the expansion of slavery might not have ripped the country apart.

Because of its nuance and the debates it created, the Louisiana purchase drastically changed how Americans thought countries should look. Many initially feared that the creation of such a large country would cause it to be ungovernable. (Doc 5b) However, those who live in Eastern America quickly came to accept the new territory as part of their nation. Indeed, many who have never even thought of traveling

Anchor Paper – Civic Literacy Essay—Level 3

into western territories soon became fiercely patriotic and would have fought to defend it. (Doc 5b)

The Louisiana purchase was an event that helped mold America's image as a world power. Not only did it increase America's physical size, but also its international influence. An example of America's diplomatic success, the purchase set a high standard for the United States international relations.

Anchor Level 3

The response:

- Develops all aspects of the task with some depth for the purchase of the Louisiana Territory
- Is both descriptive and analytical (Purchase formed basis of continuing United States territorial expansion; after United States gained independence one of most important needs as more people moved west was to expand its trading routes, gain port of New Orleans, and get control of Mississippi River—buying that property from France one way to do that; unbeknownst to Jefferson, Monroe, and Livingston, Napoleon already considering selling all of Louisiana Territory to United States; Purchase widely accepted but some skepticism; issue thoroughly debated by Federalists and Jeffersonians; Jefferson believed constitutional amendment necessary to diffuse any confusion; many Federalists uneasy with Purchase; if Federalists had won debate and Louisiana not purchased, expansion of slavery might not have ripped country apart; Purchase drastically changed how Americans thought countries should look; many initially feared creation of such a large country would cause it to be ungovernable; many soon became fiercely patriotic and would have fought to defend Territory; Purchase helped America’s image as a world power and increased America’s international influence; set a high standard for United States international relations)
- Incorporates relevant information from all the documents
- Incorporates limited relevant outside information (longtime goal of Jefferson to own territory surrounding Mississippi River and port of New Orleans; colonists began moving west almost as soon as arrived in America; colonists defied Proclamation of 1763; after United States declared independence from Britain many more Americans moved west of Appalachians; instability on island of Saint Dominque and growing threat of war with Great Britain drove Napoleon to offer all of Louisiana for \$15 million dollars which was more than Monroe and Livingston authorized to spend but they quickly jumped at opportunity)
- Includes relevant facts, examples, and details (large section of North American continent owned by Spanish; United States negotiated right to navigate on the Mississippi with Spain; Spain looking to rid itself of territory, ceded it to France in 1800 in exchange for a Spanish kingdom; facilitated by Jefferson, Monroe and Livingston given discretionary spending powers to negotiate purchase of New Orleans and parts of Florida from France; Napoleon needed money to fight a war with Great Britain; Purchase would increase size of country and give United States control of Mississippi; Jefferson concerned Purchase and incorporation of foreign territory beyond constitutional powers of president; Jefferson’s cabinet, including James Madison and his treasury secretary, assured him deal was permitted by Constitution under treaty ratification process; Federalists went to Congress during debate over Purchase to express their opinion; people who lived in eastern United States quickly came to accept new territory as part of their nation)
- 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. Document interpretation is supported by good explanations and some relevant outside history, especially in the treatment of historical circumstances. A more balanced approach, however, would have strengthened the discussion.

The Louisiana Purchase by the United States was the first step the newly established country took to become a continental nation, ranked among the great nations of the world. Previous to its purchase it had been difficult to move goods eastward due to the Appalachian Mountains. The Mississippi River naturally presented itself as an easy means of floating goods towards shipment through New Orleans, where it could then be sold. (Doc 1). It is also important to note that while the U.S. realized the importance of the resources the territory provided Napoleon shared a very different perspective, instead favoring having financial support for another war campaign with Britain, regarding the colony as being loss and less useful. (Doc2)

The purchase of Louisiana however had a big political and social impact as many questioned its constitutionality. While Jefferson took a strict, literal view of the constitution it meant that he constitutionally could not directly make the treaty and purchase the land as the power to do so was not directly delegated to general government, more specifically the Executive Branch. (Doc 3) While a compromise was later made by having the proposal be ratified by Senate, in a 24-7 vote to ratify, some still continued to challenge the Louisiana purchase. Such as the New England Federalist who not only argued that general government does not have the power to acquire foreign territory but also that if was a huge sum of money, \$9,375,000, to pay for a desolated wilderness. (Doc4)

And as stated by all who discussed the Louisiana purchase it had both a positive and negative impact showing that the original concerns of its constitutionality should have not been all that was in question when it came to expanding. While the Lewis and Clark expaditious took

away the fear of the west being just a desolated wilderness (Doc 5a) showing instead the beauty and success that could be found, causing people to go west and places they had previously otherwise never thought of (Doc 5b), the growth sparked conflict. The movement westward of people, property, and beliefs pushed into light the moral question of the expansion of slavery. Directly setting the stage for what would become the foundation of, what can be labeled as Americas biggest crisis, the civil war. (Doc 6) In the steps the government took when discussing the purchase was not extended to the impact it would have on the already existing states. The government seemed to have only discussed the now never switching perspectives to why or future forward thinking, of if what.

Anchor Level 2

The response:

- Develops all aspects of the task in little depth for the purchase of the Louisiana Territory
- Is primarily descriptive (Purchase first step newly established country took to become a continental nation to be ranked among great nations of the world; while United States realized importance of resources Territory provided, Napoleon had a very different perspective favoring having financial support for another war campaign with Britain; Napoleon regarded colony as being less and less useful; Purchase big political and social impact as many questioned its constitutionality; Jefferson felt he could not directly make the treaty and purchase the land as power to do so not directly delegated to executive branch; original concerns of constitutionality not all that should have been in question; Purchase pushed into light moral question of expansion of slavery)
- Consists of limited information from all the documents
- Presents little relevant outside information (Lewis and Clark expedition took away fear of west being just desolate wilderness, showing instead beauty and success that could be found; directly set state for America's biggest crisis, the Civil War)
- Includes relevant facts, examples, and details (previous to Purchase, difficult to move goods eastward due to Appalachian Mountains; Mississippi River naturally presented itself as an easy means of floating goods for shipment through New Orleans where it could then be sold; Jefferson took strict literal view of Constitution; proposal ratified by Senate in a 24 to 7 vote; New England Federalists continued to challenge Purchase arguing general government no power to acquire foreign territory and huge sum of money to pay for desolate wilderness; growth sparked conflict); includes an inaccuracy (\$9,375,000 paid for Purchase)
- Demonstrates a general plan of organization; includes an introduction that is beyond a restatement of the theme and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 2. Although all aspects of the task are addressed, lack of supporting facts and details weaken the effort. The recognition that the impact was both positive and negative is thoughtful, but lacks development.

Anchor Paper – Civic Literacy Essay—Level 1

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 the issues. These efforts have achieved varying degrees of success. One of these constitutional and civic issues is the purchase of Louisiana Territory.

In 1783, the United States won its independence from Great Britain. Their biggest concern was having a European power on their western boundary. The U.S. also wanted more access to the Mississippi River. As they pushed west, they found the Appalachian Mountains which provided barriers to shipping goods eastward. The U.S. negotiated the Pinckney Treaty with Spain in 1795, which provided the right to store goods until export of U.S. goods at the port of New Orleans.

(Doc #1).

First consul of France, Napoléon Bonaparte, concluded the Treaty of San Ildefonso with Spain, which returned Louisiana to French ownership. But then Napoléon needed funds for another campaign against Britain so he decided to sell the entire Louisiana territory to the U.S. He had always seen the Louisiana territory as a granary for Saint Domingue. (Doc #2)

Federalists were opposing the Louisiana Purchase. They urged that the purchase of Louisiana Territory was unconstitutional because the general government didn't have the power to acquire foreign territory. If the U.S. attempts to occupy this region would involve the U.S. in a war with Spain. (Doc #4)

Anchor Level 1

The response:

- Addresses some aspects of the task for the purchase of the Louisiana Territory
- Is descriptive (biggest concern of newly independent United States was having a European power on their western boundary)
- Consists primarily of relevant information copied from Documents 1, 2, and 4
- Presents no relevant outside information
- Includes relevant facts, examples, and details (United States won independence from Great Britain in 1783; United States wanted more access to Mississippi River; Appalachian Mountains provided barriers to shipping goods east; United States negotiated Pinckney Treaty with Spain in 1795 which provided right to store goods until export at port of New Orleans; First Consul Napoleon of France concluded Treaty of San Ildefonso with Spain which returned Louisiana to French ownership; Napoleon needed funds for a campaign against Britain so he decided to sell entire Louisiana Territory to United States; Napoleon had always seen Territory as a granary for Saint Dominique; Federalists opposed Purchase saying it was unconstitutional because general government did not have power to acquire foreign territory; Federalists feared United States attempts to occupy region would involve country in war with Spain)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and no conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Brief statements of document information are employed in the treatment of historical circumstances; however, only the Federalist point of view is presented for efforts. While a basic understanding of the issue is demonstrated, general statements surrounding efforts lack supporting facts and details, which limits development.

The Louisiana Purchase, under Thomas Jefferson's presidential administration, will forever be remembered as one of the most defining moments in American history. The annexation of the territory doubled the country's land mass and cost practically nothing for the benefits it would reap in the future. However, such an action could not go uncontested and would prove to cause and be a precedent for future constitutional and civic issues.

With the spirit of Manifest Destiny beneath their wings, American citizens felt the need to continue to expand further westward, past the Appalachian Mountains and Mississippi River. These new settlements came with the need to find faster and easier ways to ship their goods. This led to negotiations with Spain to use the Mississippi River and their port in New Orleans which were successful. (Doc. 1). Unfortunately, after gaining that access in the Pinckney Treaty France became the new owners. Jefferson proceeded to send delegates to France to secure use of Mississippi and negotiate for New Orleans and parts of Florida (Doc. 2). At this time Napoleon was preparing for war and needed funds for his army. Because of this, he decided to sell the Louisiana Territory, which had become useless in his eyes but extremely valuable in others', the Americans. Napoleon was able to financially support his war with Britain and the U.S. gained a significantly larger plot of land than had been previously expected.

However, while the addition of the land was valuable, many found issue with the circumstances that came with the purchase. As a Democratic-Republican, Jefferson favored a strict interpretation of the Constitution which meant only doing exactly what it stated in order to limit federal power so as to not encourage tyranny. The purchase of

the Louisiana Territory went against those ideals. The power to acquire and hold land was not a power within the Constitution and raised many concerns, regarding the expanding of executive power. (Doc 3). Federalists, the opposite party to Jefferson's, also raised concerns. The purchase was unnecessary in their eyes and was not something that should have occurred (Doc 4). They reasoned that the land was mainly unexplored and it was risky to buy potentially desolate wilderness.

The purchase became constitutionally accepted by Jefferson, the contradiction of his ideals aside. The Purchase of Louisiana ended up being one of the nation's most important events. With Louisiana would come many new states in the Union and cause a shock to present citizens as the country was now larger than many countries in Europe. (Doc 5b). It would also serve to increase tensions regarding slavery in the future (Doc. 6). The states admitted beginning with Missouri would have different and conflicting viewpoints regarding the expansion of slavery. As more people got involved with that debate there would be more disagreements about how far west slavery could go. These disagreements would finally lead to southern states seceding from the Union and a civil war. Many Native Americans also faced many tribulations regarding their land and were often forced further and further west and on to reservations. The Louisiana Purchase represented a major change in the United States' history. With its benefits came many questions and interpretations of the Constitution. While that debate was resolved, it marked only the beginning of conflicting views about national issues and eventual compromises within the United States.

In the period surrounding the purchase of the Louisiana Territory from France, the United States was still a country figuring out its identity. Historically speaking, the country was not far removed from the American Revolution and the formation of the US Constitution. The Louisiana Purchase offered a chance to vastly expand American borders when France decided Saint Domingue was not as important as the need to focus their resources on political issues elsewhere as in war with Britain. Although the Louisiana Purchase set America on a path to become a strong global power, it also raised constitutional issues both short-term and long-term that threatened American unity.

For Jefferson a Democratic-Republican, guaranteeing access to the Mississippi River was politically and economically important. Isolated mid-western farmers needed to know they could use the river to ship their goods to New Orleans after Spain gave up control of the river to France (Document 1). Jefferson worried that he might have to fight a war with France to protect American rights to use the river. He was also interested in United States expansion even further westward to the Pacific Ocean. Owning the Louisiana Territory could begin the process in sending Lewis and Clark on their trip along the Missouri through the Oregon region to the Pacific Ocean would be a step toward Manifest Destiny (Document 5A). Accepting Napoleon's offer would be good for farmers, the expanding economy, and the Democrat-Republicans. At face value, the Louisiana Purchase seems like it should have been heavily favored, however, there were those who had both constitutional and logistical concerns about the purchase. Notably, Federalists like those in New England led by Timothy Pickering argued first that the federal government had no given power in the Constitution to

acquire foreign lands, and second that there was not much wealth to be gained from most of the territory (Document 4). Federalists had always believed in using a broad interpretation of the Constitution but now they were worried about what Louisiana would mean for them. Even though they claimed the territory was a “desolate wilderness” people might want to leave New England for new opportunities in the West which would not be good for New England or the Federalists politically. Based on their arguments, there were a decent number of people who opposed the purchase ideologically, although there were also many more who defended the purchase’s constitutionality. Although Jefferson himself originally took a strict view of the Constitution, members of his cabinet argued more broadly that the Constitution’s given power to make treaties included the ability to acquire foreign lands (Document 3). At first, Jefferson hoped to just buy New Orleans but after the Napoleon offer of the entire territory his thinking began to change. He felt America would be safer and be on its way to becoming a continental power. Turning the offer down would not be good for the country so he decided against an amendment when he became convinced the purchase was constitutionally justified. Although both sides of this constitutional argument are viewing the same document, there are significant differences in how different people interpret the same words.

Ultimately, however, the Louisiana Purchase was ratified by the Senate with those in favor of buying Louisiana winning the most votes – 24-7. It massively increased the size of America and served the country up for both growth and conflict in the future. Beyond the key city of New Orleans, thirteen new states would emerge over

time from this territory, encouraging American nationalism as the country's power grew (Document 5). However, expansion into the Louisiana Territory also led to sectionalism as Southern planters took their slaves with them. A constitutional disagreement over whether Congress could keep slavery out of the new West was temporarily settled by the Missouri Compromise. This began years of debate over slavery expansion, increasing sectionalism that ended in national division. At the same time the national economy was strengthened by new markets, railroads, and mining, which was significant for developing the large global influence that America would gain over time. Yet, it is also important to remember that what started as a constitutional disagreement would be the spark for achieving the dream of Manifest Destiny and causing another constitutional disagreement over slavery that "would help rip the country to pieces" (Document 6). Whether discussing the positives or negatives, the Louisiana Purchase undoubtedly impacted the lives of many American citizens in a profound way, and it was a major factor in how American history has developed since then.

Constitutional issues are present in every stage of American history, but in this case the result of a passionate constitutional debate was the purchase of a territory that "changed America's shape and destiny."

The United States purchased the Louisiana Territory. This purchase led to many things. This purchase allowed the United States “unrestricted access to the Mississippi River”. (Document 1). It also kept afloat Saint Dominique colony.

Although the Louisiana purchase brought about many great things, people still saw issues with it. In Document 3 it says “there was a debate”, Jefferson’s cabinet disagreed. They debated whether the purchase was constitutional or not. Federalists were not in favor of the Louisiana purchase. The Federalists said it “was unconstitutional” (Document 4). The Federalists also believed it would lead to “war with Spain”. (Document 4). Both of these groups addressed the issue of the Louisiana Purchase.

There were many impacts of the Louisiana Purchase on the United States. One impact was the expansion of the country “to the north and west” (Document 5b) The purchase also changed politics. Document 6 states “affected international relations”. The Louisiana Purchase greatly impacted the United States.

There is no doubt that the Louisiana Purchase was one of the largest turning points in United States history. It more than doubled the size of the country, gave it unrestricted access to an extremely important part, and paved the way for the US to become a world power. Despite this, the Louisiana Purchase also created a wide array of issues; the effects of which would be felt hundreds of years into the future.

When Napoleon gained control of the Louisiana Territory it put in danger America's use of the Mississippi River. President Jefferson's idea was to buy New Orleans but Napoleon offered the river and the entire Louisiana Territory. This would not only benefit farmers who were to Jefferson the backbone of the nation but it also would help avoid a possible war. Boundaries were unknown but the territory could be a step towards America reaching the Pacific Ocean.

Before the United States went through with the purchase of the Louisiana territory, there were already concerns. Many people, including the US President at the time, held strict views on the constitution. They believed the federal government only had the powers explicitly stated in the constitution. The ability to purchase land from other governments was not one of them. President Jefferson proposed an amendment to the constitution to circumvent this, but was assured by his cabinet and his Treasury Secretary that purchasing the land was permissible under the Constitution's treaty-making provisions. In the end the Senate voted on ratifying the treaty, and agreed with a vote of 24-7. Seven Federalist Senators voted against the treaty because they believed the purchase was unconstitutional.

Another issue raised in opposition to the Louisiana Purchase was the ability to govern it. Almost nine-hundred-thousand square miles in

size, it was mostly empty and untouched land. This was a good thing for the purpose of resources and expansion, but it brought up many issues revolving around how its governance would be handled. On top of this, there were some concerns that the French title to the Louisiana territory was not clear, as it had recently been acquired by France from Spain. Some thought that the purchase of the land could lead to conflict or even war with Spain.

Finally the largest, and what would soon prove to be the most important issue, was how the new territory would be governed. The purchase of the Louisiana territory led to the creation of 13 additional states, and with almost every single one the topic of slavery was highly debated. The southern plantation economy was reliant on slavery, and there were fears in the south that if there were more free states than slave states, and thus more anti-slavery representation in the government, slavery may be abolished. One of the ways to address this issue was the Missouri Compromise, in which all new states admitted into the US from the Purchase would be slave or free states based on whether they were above or below the compromise line, which ran south of Missouri and went west. While this was a temporary fix, as new territory was acquired and new states created, tensions continued to rise. When President Abraham Lincoln was elected and opposed the extension of slavery a number of Southern states seceded from the Union which began the Civil War. While not the sole direct cause, the Louisiana Purchase was one of the first steps towards the civil war. It led to the escalation of an already existing issue, and proved that a peaceful resolution was likely impossible.

Overall, the Louisiana Purchase is an extremely important part of

Civic Literacy Essay—Practice Paper – D

American history. It, for all of its issues, was the key factor that led the United States to become the world power that it is today. Because of this I would say that it was one of, if not the most important events in United States history.

The Louisiana Purchase allowed the United States to gain more territory and power. The impact it had on the United States was good and bad. But without the Louisiana purchase the United States wouldn't be what it is today.

America benefited greatly from the Louisiana purchase. They gained tons of land and that brought power. "What was clear at the time of the Louisiana Purchase was that it had put America on the road to becoming a truly continental power." (Document 6). It led to a new face for politics, and it changed our destiny. The purchase cost almost nothing for what we got with it. "The enormous expanse to the north and west of New Orleans, the key city that had been the primary object of the Louisiana purchase, meant that thirteen new states would eventually be created..." (document 5b). Within this purchase, we got the city of New Orleans which was geographically important. The United States had lots of good come out of the Louisiana Purchase.

There was a couple bumps in the way when trying to purchase the Louisiana territory. Lots of people felt it wasn't ok to buy land from foreign governments. "Other voices of New England Federalism urged that the purchase was unconstitutional, that the general government did not have the power to acquire foreign territory" (document 4). Federalism groups believed getting this territory would result in a war with Spain. They didn't like the idea of the Louisiana territory. There was another talk about the size of property, if it was too big to purchase. "And there was a debate about whether and how such a large property purchase was allowed under the constitution." (document 3). Jefferson wanted to make an amendment to sort it out but Madison didn't think

Civic Literacy Essay—Practice Paper – E

it was necessary. Overall the Louisiana Purchase was a little difficult but worth it.

The Louisiana Purchase improved the country's size and power. The purchase was worth it for the money we spent and what we got out of it.

Practice Paper A—Score Level 3

The response:

- Develops all aspects of the task with some depth for the purchase of the Louisiana Territory
- Is both descriptive and analytical (Purchase will forever be remembered as one of most defining moments in American history; territory cost practically nothing considering benefits it would reap in future; Purchase served as precedent for future constitutional and civic issues; with new settlements came need to find faster and easier ways to ship goods; Louisiana had become useless in Napoleon's eyes but extremely valuable to others; United States gained significantly larger piece of land than previously expected; Jefferson favored strict interpretation of Constitution to limit federal power so as not to encourage tyranny; Purchase raised many concerns regarding expansion of executive power; in eyes of Federalists, Purchase should not have occurred; Federalists felt risky to buy potentially desolate wilderness)
- Incorporates some relevant information from all the documents
- Incorporates relevant outside information (With spirit of Manifest Destiny beneath their wings, American citizens felt need to expand further westward; Jefferson a Democratic-Republican; new states admitted beginning with Missouri would have different and conflicting viewpoints regarding expansion of slavery; Purchase led to more disagreements about how far west slavery could go, which would finally lead to Southern states seceding from the Union and a civil war; Native Americans faced many tribulations regarding their land and often forced further and further west and onto reservations)
- Includes relevant facts, examples, and details (annexation of territory doubled country's land mass; Americans expanded past Appalachians and Mississippi River; negotiations with Spain to secure use of Mississippi and negotiate for New Orleans and parts of Florida; Pinckney Treaty with Spain gave United States access to Mississippi and New Orleans but unfortunately soon after France became new owners; Jefferson sent delegates to France to secure use of Mississippi and negotiate for New Orleans and parts of Florida; Napoleon preparing for war and needed funds for his army so decided to sell Louisiana Territory; Jefferson favored strict interpretation of Constitution which meant only doing exactly what it stated; power to acquire and hold land not a power within Constitution; Federalists reasoned Purchase largely unexplored; Purchase became constitutionally acceptable to Jefferson; Purchase led to many new states and a country larger than many countries in Europe)
- 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. Document interpretation is supported by good explanations and some analytical statements. Although important concepts are referenced, additional explanation and details would have strengthened the discussion.

Practice Paper B—Score Level 5

The response:

- Thoroughly develops all aspects of the task evenly and in depth for the purchase of the Louisiana Territory
- Is more analytical than descriptive (In period surrounding purchase of Louisiana Territory United States still figuring out its identity; Purchase offered a chance to vastly expand American borders; France sold Louisiana to focus their resources on political issues elsewhere; although Purchase set America on path to become a strong global power, it also raised constitutional issues both short- and long-term that threatened American unity; Jefferson felt guaranteeing access to Mississippi politically and economically important; isolated midwestern farmers needed to know they could still use Mississippi to ship their goods to New Orleans after Spain gave up control of river to France; while at face value Purchase seemed like it should have been favored by America, there were those who had both constitutional and logistical concerns; decent number of people who ideologically opposed Purchase, although also some defended constitutionality of Purchase; Federalists worried what Purchase would mean for them as people might want to leave New England for new opportunities in West which were not good for New England or Federalists politically; Jefferson felt turning Purchase down not good for country so he decided against an amendment when he became convinced Purchase constitutionally justified; Purchase encouraged American nationalism as country's power grew)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (Jefferson a Democratic-Republican; Jefferson worried he might have to fight a war with France to protect American rights to use Mississippi; Jefferson interested in expansion further westward to Pacific Ocean, a step toward Manifest Destiny; Federalists always believed in using broad interpretation of Constitution; Purchase led to sectionalism as Southern planters took their slaves with them; constitutional disagreement over whether Congress could keep slavery out of new West temporarily settled by Missouri Compromise; years of debate over expansion of slavery ended in national division; Purchase strengthened national economy with new markets, railroads, and mining)
- Richly supports the theme with many relevant facts, examples, and details (Federalists in New England led by Timothy Pickering argued federal government not given power in Constitution to acquire foreign lands; Jefferson took strict view of Constitution; Lewis and Clark traveled along Missouri River through Oregon region to Pacific; members of Jefferson's cabinet argued Constitution gave power to make treaties that included ability to acquire foreign lands; Purchase ratified by Senate by a vote of 24 to 7; beyond key city of New Orleans, thirteen new states would emerge from the territory)
- 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. A critical appraisal of document information supports an analytical discussion of the Louisiana Purchase. Thoughtful conclusions support a good political and historical understanding of the constitutional issues surrounding the Purchase and its aftermath.

Practice Paper C—Score Level 1

The response:

- Minimally addresses all aspects of the task for the purchase of the Louisiana Territory
- Is descriptive (people saw issues with Purchase; Purchase affected international relations)
- Includes minimal information from Documents 1, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (Purchase allowed United States unrestricted access to Mississippi River; Purchase kept colony of Saint-Domingue afloat; Jefferson’s cabinet disagreed about whether Purchase constitutional or not; Federalists not in favor of Purchase as believed it would lead to war with Spain; with Purchase, country expanded north and west)
- Demonstrates a general plan of organization; includes a general introduction and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. General statements that briefly refer to all aspects of the task demonstrate a basic understanding of the task. Lack of supporting facts and details and minimal explanation, especially in the treatment of impact, further weaken the effort.

Practice Paper D—Score Level 4

The response:

- Develops all aspects of the task for the purchase of the Louisiana Territory, but discusses historical circumstances less thoroughly than the other aspects of the task
- Is both descriptive and analytical (gave unrestricted access to extremely important port; paved way for United States to become world power; Purchase created wide array of issues; effects of which would be felt hundreds of years into the future; Napoleon gaining control of Territory put America's use of Mississippi River in danger; Jefferson assured by Cabinet and Treasury Secretary that purchasing land permissible under treaty-making provisions of Constitution; many issues around how governance of Territory would be handled; some concerns that French title to Territory not clear as land recently acquired from Spain; Purchase led to escalation of already existing issue and proved that peaceful resolution likely impossible: Purchase key factor that led United States to become world power it is today)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (Purchase would benefit farmers who to Jefferson were backbone of nation and would help avoid possible war; with almost every state created from this territory topic of slavery highly debated; southern plantation economy reliant on slavery; fears in South that if more free states than slave states—and thus more anti-slavery representation in government—slavery may be abolished; according to Missouri Compromise all new states admitted into United States from the Purchase would be slave or free based on whether above or below compromise line; Missouri Compromise a temporary fix and tensions continued to rise; when Lincoln who opposed extension of slavery elected president a number of Southern states seceded from Union beginning Civil War; while not sole direct cause of Civil War, Purchase one of first steps)
- Supports the theme with relevant facts, examples, and details (more than doubled size of country; Jefferson's idea to buy New Orleans but Napoleon offered river and entire territory; boundaries unknown but territory could be a step toward America reaching Pacific Ocean; many people including Jefferson had strict views on Constitution, believing federal government only had powers explicitly stated in Constitution and ability to purchase land from other governments not one of them; Jefferson proposed an amendment to Constitution; Senate ratified treaty with a vote of 24 to 7; seven Senators voted against treaty because believed it was unconstitutional; territory almost 900,000 square miles in size but mostly empty and untouched land; some thought Purchase could lead to conflict and even war with Spain; Purchase led to creation of thirteen additional 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 4. Analytical statements and good conclusions support document interpretation. The treatment of impact of the Purchase primarily focuses on the debate over slavery, effectively using relevant outside history.

Practice Paper E—Score Level 2

The response:

- Minimally addresses all aspects of the task for the purchase of the Louisiana Territory
- Is primarily descriptive (Purchase allowed United States to gain more territory and power; put America on road to becoming truly continental power; led to a new face for politics and changed our destiny; Purchase cost almost nothing for what we got with it; New Orleans primary object of Purchase; New Orleans geographically important; Federalist groups believed getting the territory would result in war with Spain; there was talk about whether size of territory was too big; Jefferson wanted to make an amendment but Madison did not think that was necessary; overall Purchase a little difficult but worth it)
- Consists primarily of relevant information copied from Documents 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (enormous expanse to north and west of New Orleans meant thirteen new states would eventually be created; lots of people felt not OK to buy land from foreign governments; voices of New England Federalism urged that Purchase unconstitutional)
- Demonstrates a general plan of organization; includes an introduction and a conclusion that states why the Purchase was important

Conclusion: Overall, the response fits the criteria for Level 2. Although the historical circumstances and efforts to support the Louisiana Purchase are only briefly mentioned, the treatment of efforts to oppose the Purchase and the impact demonstrate a limited understanding of the task. Although some good conclusions are included, additional supporting facts and details—and less repetition of and reliance on direct information copied from the documents—would have strengthened the effort.

The Chart for Determining the Final Examination Score for the June 2025 Regents Exam in U. S. History and Government will be posted on the Department’s web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students’ final scores for this administration.

Online Submission of Teacher Evaluations of the Test to the Department

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

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

June 2025 Regents Exam in United States History and Government

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

To determine the total score for Part I, Part II and Part IIIA, add together the total number of Part I multiple-choice questions answered correctly, the total credits received for Part II (Set 1 and Set 2) and the total credits received for Part IIIA. For example, a student answering **18** multiple-choice questions correctly on Part I, receiving **8** credits on Part II and receiving **5** credits on Part IIIA would have a total score for Part I, Part II and Part IIIA of **31** (= 18 + 8 + 5).

To determine the student's final score, locate the student's total Part IIIB essay score across the top of the chart and the total Part I, Part II and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of **3.5** and a total Part I, Part II and Part IIIA score of **31** would receive a final examination score of **80**.

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

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