

REGENTS EXAM IN U.S. HISTORY AND GOVERNMENT (FRAMEWORK)

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

**UNITED STATES HISTORY
AND GOVERNMENT (FRAMEWORK)**

Thursday, August 17, 2023 — 8:30 to 11:30 a.m., only

Student Name _____

School Name _____

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

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

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

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

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

Part III is based on several documents:

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

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

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

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

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

Part I

Answer all questions in this part.

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

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

. . . My object is to consider that undefined, unbounded and immense power which is comprised [included] in the following clause—“And to make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this constitution in the government of the United States; or in any department or offices thereof.” Under such a clause as this, can anything be said to be reserved and kept back from Congress? . . .

Source: *Antifederalist Papers No. 46*, November 2, 1788 (adapted)

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| 1 The purpose of this statement was to | 2 Which provision in the Constitution is the author of this passage questioning? |
| (1) give reasons to support the ratification of the Constitution | (1) due process (3) elastic clause |
| (2) question the power granted to Congress under the Constitution | (2) equal protection (4) rule of law |
| (3) decide which powers would be given to the president in the Constitution | |
| (4) encourage support for an amendment to limit personal taxation in the Constitution | |
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Base your answers to questions 3 and 4 on the excerpt below and on your knowledge of social studies.

. . . No Person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the Office of President; neither shall any Person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a Resident within the United States.

In Case of the Removal of the President from Office, or of his Death, Resignation, or Inability to discharge the Powers and Duties of the said Office, the Same shall devolve on [pass on to] the Vice President, and the Congress may by Law provide for the Case of Removal, Death, Resignation or Inability, both of the President and Vice President, declaring what Officer shall then act as President, and such Officer shall act accordingly, until the Disability be removed, or a President shall be elected. . . .

Source: Article II, Section 1, United States Constitution

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| 3 The Constitution gives the power to determine presidential succession beyond the vice president to | 4 The 22nd amendment, added in 1951, changed presidential eligibility by |
| (1) the Supreme Court | (1) establishing a two-term limit |
| (2) the president's cabinet | (2) raising the minimum age |
| (3) Congress | (3) requiring four years of college |
| (4) state governors | (4) ending the residency clause |
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Base your answers to questions 5 and 6 on the passage below and on your knowledge of social studies.

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

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

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

Source: President George Washington, Farewell Address, 1796 (adapted)

5 In this address, President George Washington states that the United States can stay out of foreign entanglements because of its

- (1) ethnic diversity
- (2) well-established military
- (3) large industrial capacity
- (4) geographical location

6 Based on this passage, President Washington would urge the United States to avoid

- (1) trade agreements
- (2) permanent political alliances
- (3) foreign travel
- (4) industrial development

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



Source: Robert A. Divine et al., *America: Past and Present*, Scott, Foresman (adapted)

- 7 A historian could best use this map to study
- (1) the Monroe Doctrine
 - (2) American nativism
 - (3) Manifest Destiny
 - (4) Dutch imperialism in North America

- 8 Which statement can best be supported by the information found on this map?
- (1) Territorial expansion during the 1800s was achieved through a variety of methods.
 - (2) Colonial goals had been realized once the Louisiana Purchase was complete.
 - (3) The annexation of Texas was an effort to avoid war with Mexico.
 - (4) The Great Plains was the last area settled.

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

. . . The history of mankind is a history of repeated injuries and usurpations [wrongdoings] on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise.

He has compelled her to submit to laws, in the formation of which she had no voice.

He has withheld from her rights which are given to the most ignorant and degraded men—both natives and foreigners.

Having deprived her of this first right of a citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.

He has made her, if married, in the eye of the law, civilly dead.

He has taken from her all right in property, even to the wages she earns. . . .

Source: *Declaration of Sentiments*, Seneca Falls, 1848

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| 9 Based on this excerpt from the Seneca Falls' <i>Declaration of Sentiments</i> , women should | 10 Which government action addressed a grievance included in this declaration? |
| (1) remain in the home | (1) the 13th amendment |
| (2) serve in the military | (2) the <i>Plessy v. Ferguson</i> decision |
| (3) give up their personal property | (3) the <i>Schenck v. United States</i> decision |
| (4) have equal rights with men | (4) the 19th amendment |
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Base your answers to questions 11 and 12 on the excerpt below and on your knowledge of social studies.

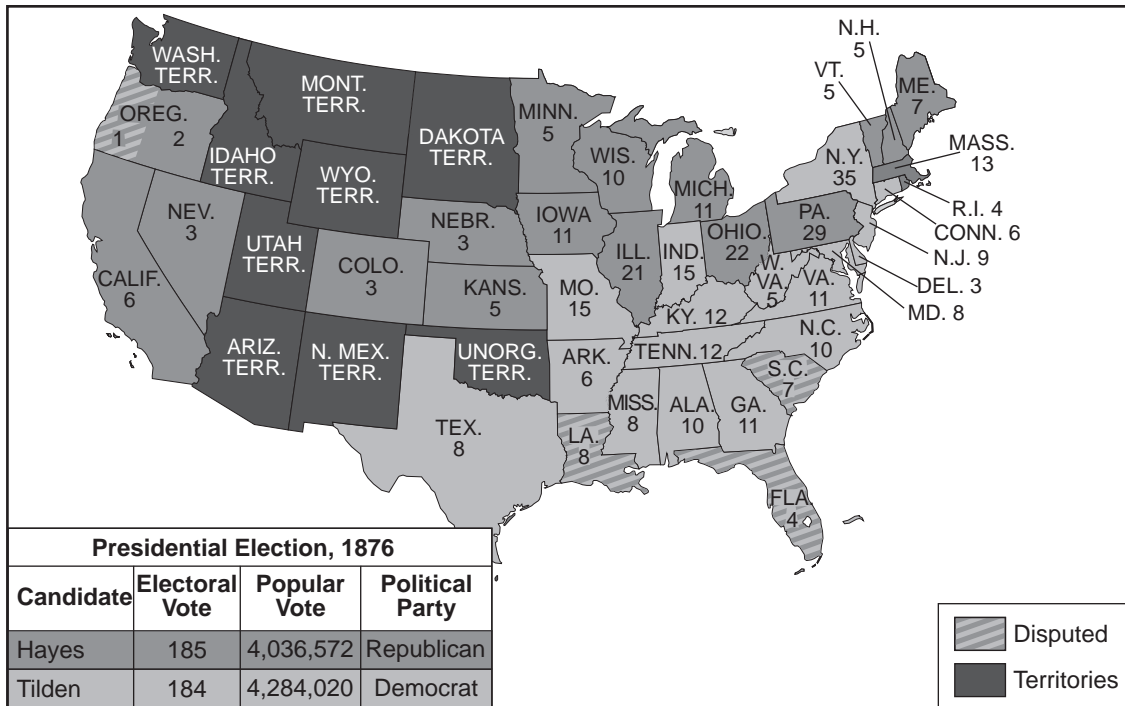
Browns Station, Kansas Territory, 14th Decem 1855
Dear Sir,
I have just returned from the Kansas War (about which you have no doubt learned by the newspapers;) & find your Letter of the 19th Nov[ember]. As I intend to send you shortly a paper published here giving you a more full account of the invasion that I can consistently afford the time to give; I will only say at this time that the Territory is now entirely in the power of the Free State men; & notwithstanding this result has been secured by means of some bravery, & tact; with a good deal of trickery on the one side; & of cowardice, folly, & drunkenness on the other yet so it is; & I believe the Missourians will give up all further hope of making Kansas a Slave State.
Tomorrow the people of Kansas will decide whether to adopt or to reject the Free Constitution submitted to them; & I have no doubt of its adoption. Indeed I consider it no longer a question whether this is to be a Free or a Slave State. . . .

Source: John Brown, Letter to Orson Day, December 14, 1855 (adapted)

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| 11 What was a major cause of the invasion John Brown refers to in this letter?
(1) the forced relocation of Native American tribes into Kansas
(2) the passage of the Kansas-Nebraska Act
(3) the decision in the <i>Dred Scott</i> case
(4) the deployment of Union troops into border states | 12 The situation described in this letter led to which outcome?
(1) It was a contributing factor to the Civil War.
(2) It illustrated the political influence of the Midwest.
(3) It reflected the impact of nationalism on territorial expansion.
(4) It resulted in a decline in sectional tensions. |
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Base your answers to questions 13 and 14 on the map below and on your knowledge of social studies.

The Election of 1876



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

- 13 Which conclusion about presidential elections is supported by the information on this map?
- (1) Territories receive a minimum of three electoral votes.
 - (2) The geographically larger states receive more electoral votes.
 - (3) Most northern states voted for the Democratic candidate.
 - (4) The popular vote does not solely determine the outcome of elections.

- 14 What was one result of the election of 1876?
- (1) Fighting in the Civil War continued.
 - (2) Reconstruction officially ended.
 - (3) Federal troops remained in the South.
 - (4) Discrimination ended in the South.

Base your answer to question 15 on the cartoon below and on your knowledge of social studies.

“The Condition of the Laboring Man at Pullman”



Source: *Chicago Labor*, July 7, 1894 (adapted)

15 A historian could best use this cartoon to study

- (1) expansionism
- (2) sectionalism
- (3) industrialism
- (4) imperialism

Base your answer to question 16 on the cartoon below and on your knowledge of social studies.

“The Big Stick in the Caribbean Sea”



Source: W. A. Rogers, 1904 (adapted)

- 16 This cartoon reflects the foreign policy belief that the United States should
- (1) oppose independence movements in Latin America
 - (2) remain neutral in the affairs of Latin America
 - (3) become the protector of the Western Hemisphere
 - (4) annex the countries of the Western Hemisphere

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

. . . In May a friend in the southwestern county of Kansas voluntarily sent me a list of the people who had already left their immediate neighborhood or were packed up and ready to go. The list included 109 persons in 26 families, substantial people, most of whom had been in that locality over ten years, and some as long as forty years. In these families there had been two deaths from dust pneumonia. Others in the neighborhood were ill at that time. Fewer actual residents have left our neighborhood, but on a sixty mile trip yesterday to procure [obtain] tract repairs we saw many pitiful reminders of broken hopes and apparently wasted effort. Little abandoned homes where people had drilled deep wells for the precious water, had set trees and vines, built reservoirs, and fenced in gardens—with everything now walled in half buried by banks of drifted soil, told a painful story of loss and disappointment.

Source: Letter from Caroline A. Henderson, printed in *The Atlantic* (adapted)

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| <p>17 The events described in this letter took place in</p> <ul style="list-style-type: none">(1) the Hudson River valley after the opening of the Erie Canal in the 1820s(2) California during the 1849 Gold Rush(3) San Francisco after the 1906 earthquake(4) the Great Plains during the Dust Bowl in the 1930s | <p>18 Which action by the federal government was designed to help correct the problems described in this letter?</p> <ul style="list-style-type: none">(1) creation of the Civilian Conservation Corps (CCC)(2) passage of the Social Security Administration (SSA)(3) creation of the Federal Communications Commission (FCC)(4) passage of the National Labor Relations Act (Wagner Act) |
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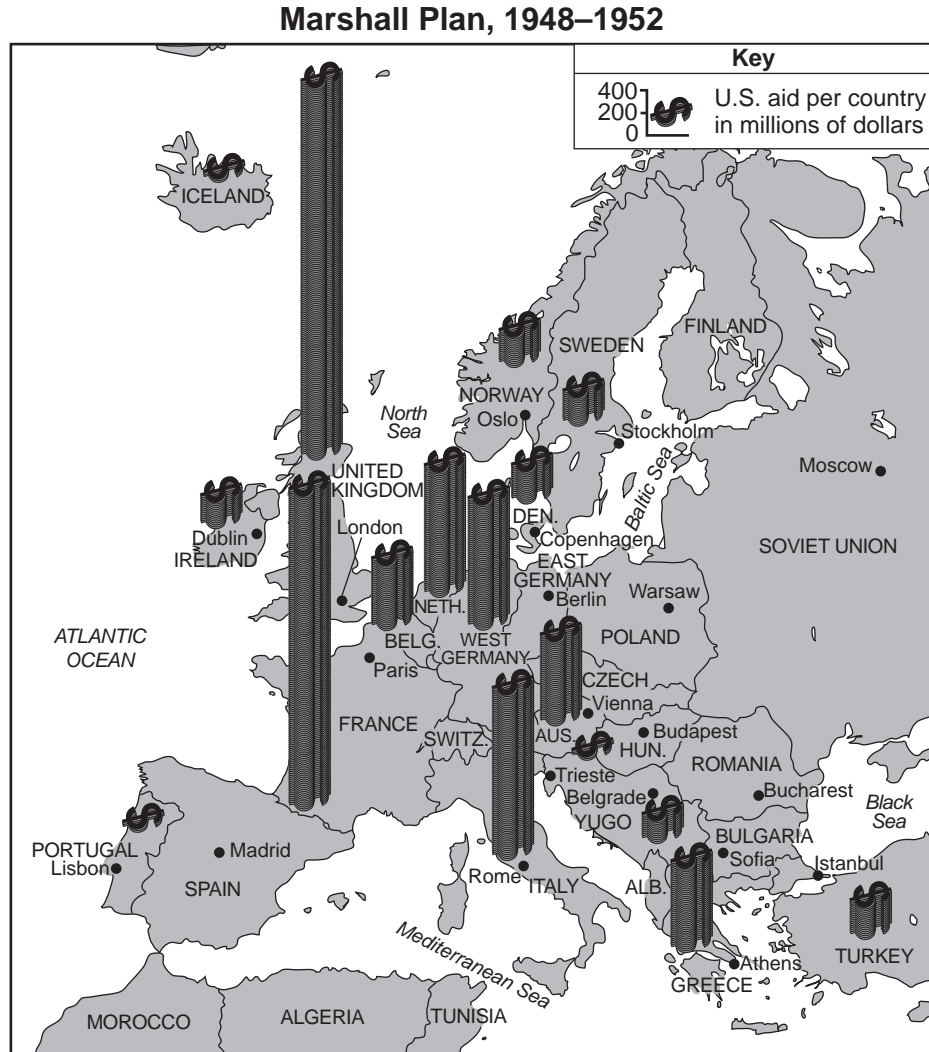
Base your answers to questions 19 and 20 on the passage below and on your knowledge of social studies.

. . . In the present world situation of course there is absolutely no doubt in the mind of a very overwhelming number of Americans that the best immediate defense of the United States is the success of Great Britain in defending itself, and that, therefore, quite aside from our historic and current interest in the survival of democracy as a whole in the world, it is equally important from a selfish point of view of American defense that we should do everything to help the British Empire to defend itself. . . .

Source: President Franklin D. Roosevelt, Press Conference, December 17, 1940 (adapted)

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| <p>19 What foreign policy goal does President Franklin D. Roosevelt’s statement illustrate?</p> <ul style="list-style-type: none">(1) shifting the United States away from neutrality(2) uniting imperial nations in joint defense of their colonies(3) promoting United States trade interests in Asia(4) expanding democracy throughout the world by military force | <p>20 Which United States action resulted from the ideas expressed in this passage?</p> <ul style="list-style-type: none">(1) rejection of the Treaty of Versailles(2) establishment of the Lend-Lease program(3) nonintervention in the Spanish Civil War(4) announcement of the Good Neighbor policy |
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Base your answers to questions 21 and 22 on the map below and on your knowledge of social studies.



Source: Robert A. Divine et al., *America Past and Present*, Addison Wesley Longman, 1999 (adapted)

21 What countries received the most aid from the Marshall Plan?

- (1) Austria and Bulgaria
- (2) East Germany and West Germany
- (3) Norway and Sweden
- (4) France and the United Kingdom

22 One major goal of the Marshall Plan was to

- (1) punish Germany as a result of World War II
- (2) contain the spread of communism in Europe
- (3) increase immigration to the United States
- (4) improve economic relations with the Soviet Union

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

Federal law said that there should be no segregation in interstate travel. The Supreme Court had decided that. But still state laws in the southern states and local ordinances ordered segregation of the races on those buses. Why didn't the federal government enforce its law? We decided it was because of politics. If we were right in assuming that the federal government did not enforce federal law because of its fear of reprisals from the South, then what we had to do was to make it more dangerous politically for the federal government not to enforce federal law. And how would we do that? We decided the way to do it was to have an interracial group ride through the South. This was not civil disobedience, really, because we would be doing merely what the Supreme Court said we had a right to do. The whites in the group would sit in the back of the bus, the blacks would sit in the front of the bus, and would refuse to move when ordered. At every rest stop, the whites would go into the waiting room for blacks, and the blacks into the waiting room for whites, and would seek to use all the facilities, refusing to leave. We felt that we could then count upon the racists of the South to create a crisis, so that the federal government would be compelled to enforce federal law. That was the rationale for the Freedom Ride. . . .

Source: James Farmer, Director of the Congress of Racial Equality, in *Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s through the 1980s*, Random House, 1990

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| 23 According to this passage, why was the Supreme Court decision about this federal law not enforced?
(1) Literacy tests and poll taxes had been declared unconstitutional.
(2) The president supported segregation.
(3) Politicians feared that they would lose the support of southern white voters.
(4) There was an increase in the frequency of migration in Northern cities. | 24 Based on this passage, what was the goal of the Freedom Riders?
(1) to desegregate the buses and bus terminals in the South
(2) to maintain racial segregation in public transportation
(3) to improve bus safety features throughout the nation
(4) to protest the United States Supreme Court decision |
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Base your answer to question 25 on the excerpt below and on your knowledge of social studies.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act shall be known as the "Voting Rights Act of 1965."
SEC. 2. No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color. . . .

Source: United States Congress, August 6, 1965

- 25 What was the primary reason that Congress passed this 1965 law?
- (1) to end the Montgomery bus boycott
 - (2) to expand veterans benefits
 - (3) to eliminate segregation in public schools
 - (4) to protect rights guaranteed in the 15th amendment

Base your answers to questions 26 and 27 on the passage below and on your knowledge of social studies.

. . . From 1991 to 1995 the United States had been reluctant to act in Bosnia. But after Srebrenica [massacre in Bosnia and Herzegovina], President Bill Clinton knew that although the American people would not like it, the United States could no longer avoid involvement there. Thus began the diplomatic and military policy that led to the Dayton accords, to peace in Bosnia and, four years later, to the liberation of the Albanian people in Kosovo from Slobodan Milosevic's oppression. . . .

Source: Richard Holbrooke, "Was Bosnia Worth It?", *Washington Post*, July 19, 2005

- 26 What was a main reason for the public's opposition to President Bill Clinton's intervention in Bosnia?
- (1) Americans feared that the result would begin a nuclear war.
 - (2) North Atlantic Treaty Organization (NATO) forces refused to participate.
 - (3) Americans were hesitant to support foreign military actions after the Vietnam War.
 - (4) There were a large number of American casualties in the Persian Gulf War.
- 27 Based on this passage, what was a major reason for President Clinton's decision?
- (1) defending human rights
 - (2) obtaining supplies of natural resources
 - (3) acquiring new territories
 - (4) establishing a military alliance

Base your answer to question 28 on the newspaper headlines below and on your knowledge of social studies.



Source: *New York Daily News*, November 10, 1989

- 28 The event shown on the front page of this newspaper is most closely associated with the
- (1) failure of the Berlin airlift
 - (2) dissatisfaction of East Germans with United States policy
 - (3) end of the Cold War with the Soviet Union
 - (4) Allied victory in World War II
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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

. . . This is not an issue as to whether the people are going hungry or cold in the United States. It is solely a question of the best method by which hunger and cold can be prevented. It is a question as to whether the American people on the one hand will maintain the spirit of charity and of mutual self-help through voluntary giving and the responsibility of local government as distinguished on the other hand from appropriations out of the Federal Treasury for such purposes. My own conviction is strongly that if we break down this sense of responsibility, of individual generosity to individual, and mutual self-help in the country in times of national difficulty and if we start appropriations of this character we have not only impaired something infinitely valuable in the life of the American people but have struck at the roots of self-government. Once this has happened it is not the cost of a few score millions, but we are faced with the abyss of reliance [trap of relying] in [the] future upon Government charity in some form or other. The money involved is indeed the least of the costs to American ideals and American institutions. . . .

Source: President Herbert Hoover, Press Statement, February 3, 1931

Document 2

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

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources. . . .

Source: Franklin D. Roosevelt, Inaugural Address, March 4, 1933

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

Interrupting the Ceremony



Source: Carey Orr, *Chicago Daily Tribune*, December 27, 1918 (adapted)

Document 2

The following is an excerpt from a Senate speech given by Senator Robert La Follette opposing United States membership in the League of Nations.

. . . We have already paid a fearful price for our participation in the late war. It has cost us the lives of more than 50,000 of our finest young men slain in battle, and over 200,000 maimed and wounded, and many thousands of others who lost their lives through disease growing out of the war. It has cost us some thirty billions of dollars, most of which still remains to be wrung from our people—principal and interest—by heartbreaking taxes which must be paid by this and succeeding generations. . . .

But, sir, there is one thing which is now demanded of us that we did not bargain for when we entered this war, and that is the surrender of our right to control our own destiny as a Nation.

After all, . . . that is what membership in this proposed league of nations is to cost us. Up until the present time we are still free to travel the road which the founders of our Government intended us to travel. We are still free to fulfill the destiny for which we are fitted by the genius of our people, the character of our institutions, our great resources, and our fortunate geographical position. All this we are asked to surrender in order to become a member of this league of nations. . . . We are asked to depart from the traditional policy which our position on the American Continent has enabled us to pursue of keeping free from entangling alliances of European politics, and to become a party to every political scheme that may be hatched in the capitals of Europe or elsewhere in this world of ours. . . .

Source: United States Senator Robert M. La Follette, Speech on the League of Nations, November 13, 1919

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: Rights of Native Americans

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 *rights of Native Americans*.

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

U.S.–Native American Treaties

Virtually all inhabitable land in North America was occupied by Native Americans when Europeans arrived. By the 1990s, Indian [Native American] reservations in the United States represented about 2.5 percent of the country. A study of treaties reveals the changing nature of Indian and white relations. . . .

Between 1778 and the early 1800s, federal power over Indians expanded dramatically, especially in the eastern states. Eventually all tribes came to be regarded as quasi-sovereign peoples, not national equals. This view led to diminished tribal control over their destiny, their increasing exploitation, and federal paternalism. Tribes came to be regarded as dependent nations, and treaties were considered in the same light as other statutes of the U.S. Congress. It may come as a surprise that, despite military conflicts between the federal government and various tribes, the United States never formally declared war on hostile Indians.

Treaties with Indians were negotiated by the president of the United States and were binding when approved by the Indians and two-thirds of the U.S. Senate. It is important to note that a treaty could not provide funds for Indians; monetary commitments required separate congressional action. Nearly 400 treaties were negotiated. The greatest number, nearly 260, were arranged during the great westward expansion of white settlers following the War of 1812. The majority of these treaties, 230, involved Indian lands. A block of 76 treaties called for Indian removal from their lands and resettlement on other lands. Two tribes, the Potawatomi and Ojibwa (Chippewa), negotiated 42 treaties each, a record number. . . .

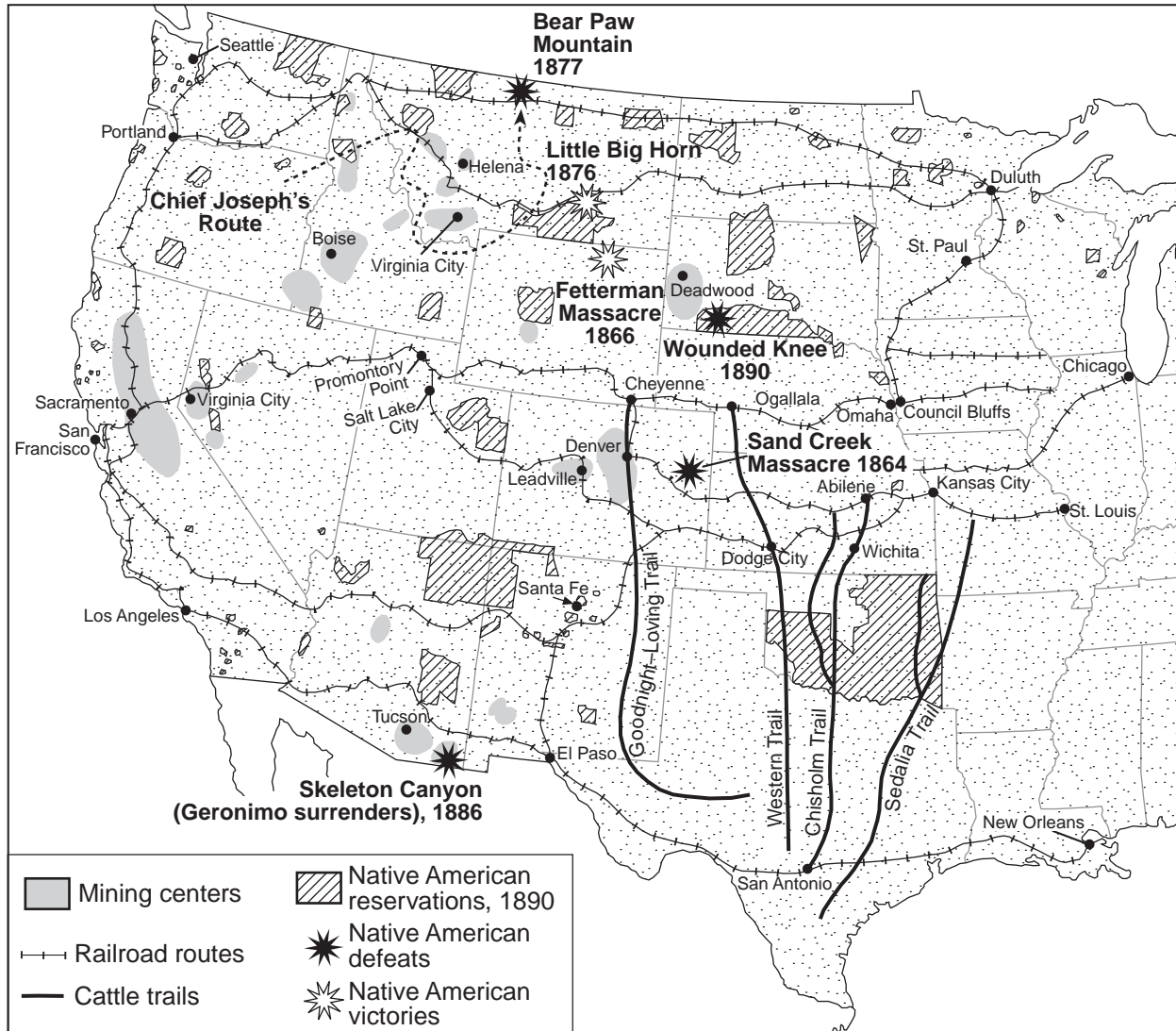
Source: Wendell H. Oswalt, *This Land Was Theirs: A Study of Native North Americans*, Eighth Edition, 2006

- 31 According to Wendell H. Oswalt, what is **one** historical circumstance surrounding the rights of Native Americans? [1]

Score

Document 2

The West and Native Americans, 1860–1890



Source: Mary Beth Norton et al., *A People and a Nation*, Houghton Mifflin and Robert A. Divine et al., *America: Past and Present*, HarperCollins (adapted)

32 Based on this document, what was **one** effect of westward settlement on Native Americans? [1]

Score

Document 3

Selected Events in Native American Relations with the United States

1879	Carlisle Indian Industrial School founded
1887	Dawes Severalty Act allotted reservation lands to individual Native Americans
1924	Indian Citizenship Act granted United States citizenship to indigenous Americans
1934	Indian Reorganization Act attempted to reverse the impact of the Dawes Act by restoring land to reservations
1968	AIM (American Indian Movement) founded to ensure past treaties made with the United States honored; AIM occupied Alcatraz Island in 1969 and headquarters of the Bureau of Indian Affairs in 1972
1970	President Nixon called for a new era of self-determination for Native American peoples
1988	Indian Gaming Regulatory Act affirmed the right of Native Americans to conduct gaming operations (casinos, etc.) on tribal lands
2009	President Obama established White House Tribal Nations Conference to encourage dialogue between government and tribal leaders

Source: Kathy Weiser, ed., "Native American Timeline of Events," Legends of America online (adapted)

33 Based on this document, what is **one** effort to address the rights of Native Americans? [1]

Score

Document 4a

. . . While some steps have been taken to undo damage to Native American religious liberties and to sacred places, most remain threatened by extractive minerals production from gold to uranium and the runoff poisons used to mine them; by commercial and recreational development from strip malls to ski resorts; by housing and highway expansion from acceleration lanes to landfills; by dams and urban sprawl that dry up water resources and deplete the water tables; and by munitions storage, bombing ranges, and other military activity. One sacred place—a ceremonial, burial, and historic site of one Native nation—is even being buried by the construction of a casino and hotel resort of another tribe. . . .

Federal-tribal agreements have been entered into for return of ownership and/or control of sacred places, for joint management or co-stewardship, or for other kinds of protections. Some of these legislative, administrative, or judicial agreements have been in place and working to the satisfaction of all parties for over 40 years. While details of these agreements are a matter of public record, information about some locations is not available, in order to prevent future violations. . . .

Source: Suzan Shown Harjo, "Threatened and Damaged: Protecting Sacred Places," *Expedition Magazine*, Penn Museum, Vol. 55, Issue 3, 2013

Document 4b

. . . Montana's Indian Education for All Act [1999] is generally regarded as the most thorough attempt by any state to integrate teaching about the state's Native American tribes into the curriculum of public schools.

The law had its origins in the state's 1972 constitution, which included a provision stating that Montana "recognizes the distinct and unique cultural heritage of the American Indian and is committed in its educational goals to the preservation of their cultural heritage." . . .

Educators hope both that Montanans gain a greater appreciation of a significant part of their state's history and population, and that Native American students will feel more at home in the public school system and will see their own cultures recognized and celebrated.

Source: *CQ Researcher*, April 24, 2015, Volume 25, Number 16

34 Based on these documents, state **one** impact of the efforts to restore Native American history and culture. [1]

Score

Document 5a

. . . The Standing Rock Sioux tribe has opposed the Dakota Access Pipeline since first learning about plans for the pipeline in 2014. But it's only been in recent months that the issue has gained national attention, as thousands of protesters—including many Native Americans—have gathered in North Dakota in attempt to block the 1,200-mile project. And, with both supporters and opponents vowing to fight through the harsh North Dakota winter, the battle shows no signs of ending anytime soon. . . .

Source: Justin Worland, "What to Know About the Dakota Access Pipeline Protests," *Time*, October 28, 2016

Document 5b

Washington tribes stand with Standing Rock Sioux against North Dakota oil pipeline



. . . Tribes from across Washington and the Northwest have journeyed to remote Cannon Ball, N.D., to join the Standing Rock Sioux Tribe in a peaceful occupation of ancestral lands where the tribe seeks an injunction to stop construction of an oil pipeline until its waters and cultural resources are protected. . . .

Source: *Seattle Times* online, September 1, 2016

35 Based on these documents, what was **one** effort to protect the rights of Native Americans in North Dakota? [1]

Score

Document 6

A 2017 North Dakota voter identification law required that voters present identification displaying a street address, not just a post office box. Street addresses are not common on reservations.

A controversial new voter ID law in North Dakota made casting a ballot more difficult for thousands of Native Americans living on reservations in the state this year [2018]. But in the face of a law critics called “plainly unconstitutional,” Native Americans in parts of North Dakota appeared to turn out to vote in record numbers in Tuesday’s 2018 midterm elections. . . .

Proponents of the law argued it would reduce voter fraud, but voting rights advocates have warned it would systemically disenfranchise thousands of Native American voters. And activists on the ground Tuesday said there was a lot of confusion at the polls, describing instances of voters being turned away because poll workers did not accept tribal identification letters or because of discrepancies with their addresses. . . .

Alexis Davis, a 19-year-old member of the Turtle Mountain youth council, helped lead get-out-the-vote efforts on the reservation during the past few days, though she was not particularly involved in politics before this election.

“But then this voter ID law came, and then I was paying attention, and then I started seeing quotes about how this election is so important and this election is going to make history,” she says. “They were trying to take a right away from us. It made us want to go in there and vote twice as much and make a statement.”

Source: Katie Reilly, “A New North Dakota Law Threatened Native American Votes. They Responded by Turning Out in Historic Numbers,” *Time*, November 7, 2018

36 According to Katie Reilly, what is **one** impact of the 2017 voter identification law on Native Americans? [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: Rights of Native Americans

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 *rights of Native Americans*.

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 (FRAMEWORK)

August 2023 Regents Examination in United States History and Government (Framework)

Scoring Key: Part I (Multiple-Choice Questions)

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

MC = Multiple-choice question

August 2023 Regents Examination in United States History and Government (Framework)

Scoring Key: Parts II, IIIA, and IIIB

Examination	Date	Question Number	Scoring Key	Question Type	Credit	Weight
United States History & Government	August '23	Part II: SEQ I - 29	-	ES	5	1
United States History & Government	August '23	Part II: SEQ II - 30	-	ES	5	1
United States History & Government	August '23	Part IIIA - 31	-	SCF	1	1
United States History & Government	August '23	Part IIIA - 32	-	SCF	1	1
United States History & Government	August '23	Part IIIA - 33	-	SCF	1	1
United States History & Government	August '23	Part IIIA - 34	-	SCF	1	1
United States History & Government	August '23	Part IIIA - 35	-	SCF	1	1
United States History & Government	August '23	Part IIIA - 36	-	SCF	1	1
United States History & Government	August '23	Part IIIB: CLE - 37 Essay	-	ES	5	3

SCF = Scaffold Question

ES = Essay

The chart for determining students' final examination scores for the **August 2023 Regents Examination in United States History and Government (Framework)** will be posted on the Department's web site at <https://www.nysedregents.org/ushg-framework/> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT (FRAMEWORK)

Thursday, August 17, 2023 — 8:30 to 11:30 a.m., only

RATING GUIDE FOR PART II (SHORT-ESSAY QUESTIONS)

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

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

Contents of the Rating Guide

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

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

General:

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

Mechanics of Rating

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

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

Rating the Essay Questions

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

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

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

Introduction to the task—

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

Introduction to the rubric and anchor papers—

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

Practice scoring individually—

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

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

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

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

United States History and Government (Framework)
Short-Essay Question Set 1 (Question 29)
August 2023

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

. . . This is not an issue as to whether the people are going hungry or cold in the United States. It is solely a question of the best method by which hunger and cold can be prevented. It is a question as to whether the American people on the one hand will maintain the spirit of charity and of mutual self-help through voluntary giving and the responsibility of local government as distinguished on the other hand from appropriations out of the Federal Treasury for such purposes. My own conviction is strongly that if we break down this sense of responsibility, of individual generosity to individual, and mutual self-help in the country in times of national difficulty and if we start appropriations of this character we have not only impaired something infinitely valuable in the life of the American people but have struck at the roots of self-government. Once this has happened it is not the cost of a few score millions, but we are faced with the abyss of reliance [trap of relying] in [the] future upon Government charity in some form or other. The money involved is indeed the least of the costs to American ideals and American institutions. . . .

Source: President Herbert Hoover, Press Statement, February 3, 1931

Document 2

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

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources. . . .

Source: Franklin D. Roosevelt, Inaugural Address, March 4, 1933

United States History and Government (Framework)
Content-Specific Rubric
Short-Essay Question Set 1 (Question 29)
August 2023

Scoring Notes:

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

Score of 5:

- Thoroughly develops *both* aspects of the task in depth by discussing the historical context surrounding these documents and explaining the relationship between the events and/or ideas found in these documents
- Is more analytical than descriptive (analyzes and/or evaluates information), e.g., (*Historical Context*: connects widespread unemployment and suffering during the Great Depression to the 1932 Presidential candidates holding widely different views regarding the role of the federal government in addressing the economic crisis facing the nation; *Difference*: incumbent President Herbert Hoover argued for rugged individualism and reliance on voluntary giving and local government action while newly elected President Roosevelt called for a New Deal with federal public-works projects to alleviate unemployment and stimulate the use of natural resources; *Turning Point*: President Roosevelt’s Inaugural Address calling for a New Deal of federal economic intervention through public works signals a sharp departure from traditional laissez-faire as expressed by President Hoover because it called for the federal government to be responsible for the economic well-being of individual citizens)
- Integrates relevant outside information (See Outside Information Chart)
- Supports the theme with many relevant facts and/or examples from the documents (See Key Ideas from Documents Chart)

Score of 4:

- Develops *both* aspects of the task in depth
- Is both descriptive and analytical (applies, analyzes, and/or evaluates information), e.g., (*Historical Context*: discusses the misery and unemployment during the Great Depression and how the two presidents disagreed about the role of the federal government in addressing the Depression; *Difference*: discusses how President Hoover supported a traditional approach of responsibility for economic well being and private relief while newly elected President Roosevelt called for direct government creation of jobs to put people to work; *Turning Point*: President Roosevelt’s promise of a New Deal with public-works projects to end unemployment is a clear turning point away from the traditional government attitude of laissez-faire and self-reliance as stated by President Hoover)
- 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

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—Solely question of best method to prevent hunger and cold Maintenance of spirit of charity and mutual self help Voluntary giving and responsibility of local government rather than appropriations from federal treasury Danger of future reliance on federal treasury during times of national difficulty Threat to American ideals and institutions if reliance on government charity</p>
<p>Document 2—Our greatest task is to put people to work Unemployment should be treated like the emergency of a war Employment to accomplish greatly needed projects</p>

Relevant Outside Information

(This list is not all-inclusive.)

<p>Economics of Roaring Twenties/growing consumerism/buying on margin Policy of laissez-faire Rugged individualism Stock market crash (causes and/or impacts) One-quarter of the labor force unemployed Hoovervilles First 100 days Fireside chats Civilian Conservation Corps (CCC) Works Progress Administration (WPA) Social Security Keynesian Economics/pump priming/deficit spending Election of 1932 Home/Farm foreclosures Great Depression</p>

Relationship between the Documents

(This list is not all-inclusive.)

<p>Cause and Effect: The failure of Hoover’s strategy of limited government involvement in the economy became a contributing factor in the election of Franklin D. Roosevelt and his beliefs that stressed government wartime power was needed to help the unemployed.</p>	<p>Turning Point: The failure of Hoover’s emphasis on limited government involvement in the economy to Roosevelt’s support for an expanded role of the federal government to help the unemployed by putting people to work on greatly needed projects.</p>	<p>Similarity/Difference: Hoover’s concern that government charity threatens the roots of American self-government in contrast to Roosevelt’s belief that the dark realities of the movement demand the federal government takes steps to put people to work. Both Hoover and Roosevelt recognize that unemployment is a problem.</p>
---	---	--

The Great Depression prompted a turning point in American history in which we radically changed the role of the government plays in aiding our citizens through crises. A series of events toward the end of the roaring 1920's had a significant impact on our economy. Stock Market speculation with overreliance on credit, or buying on margin, created a fragile economic bubble. When the bubble popped, millions of Americans were left impoverished, unemployed, and banks were crippled. To solve the problems of the dead and stagnant economy, two depression-era presidents, FDR and Herbert Hoover, took two drastically different approaches.

The earlier of the two, Hoover, believed in a strong sense of American rugged individualism. In Hoover's opinion, government spending to alleviate the symptoms of the Great Depression through sponsored and subsidized social programs was not only unnecessary, but a dissolution of American values and principles. He left the burden of social programs instead to independent charities, believing that philanthropy and individual generosity would be enough to solve these issues. Ultimately, Hoover's inaction and reluctance to use federal intervention worsened the depression, with many angry Americans blaming Hoover and calling shantytowns "Hoovervilles" instead.

FDR took a very different approach to governance during the Great Depression relative to Hoover. Through the use of deficit spending, or Keynesian economics, Roosevelt stimulated the economy directly with utilization of government resources. Not only was this a new practice, but it was also a turning point for the United States toward a more socialist-driven style of government. His two New Deals created new jobs directly through subsidized public programs such as the Public

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

Works Administration and Tennessee Valley Authority which directly contrasts with Hoover's Laissez-faire policy that proved ineffectual, whereas FDR's policy lightened the load of the crisis for the American populace and created agencies which, in some cases, became permanent to prevent future economic catastrophes.

Set 1, Anchor Level 5

The response:

- Thoroughly develops **both** aspects of the task in depth
- Is more analytical than descriptive (*Historical Context*: stock market speculation with overreliance on credit, or buying on margin, created a fragile economic bubble; when the bubble popped millions of Americans were left impoverished, unemployed, and banks were crippled; *Difference*: Hoover believed in a strong sense of rugged individualism; he left the burden of social programs instead to independent charities, believing that philanthropy and individual generosity would be enough to solve these issues; through the use of deficit spending, or Keynesian economics, Roosevelt stimulated the economy directly with utilization of government resources; it was also a turning point for the United States toward a more socialist-driven style of government)
- Integrates relevant outside information (Great Depression; Roaring Twenties; stock market speculation, overreliance on credit; buying on margin; economic bubble; banks were crippled; rugged individualism; charities; Hoovervilles; deficit spending or Keynesian economics; socialist; two New Deals; subsidized public programs, Public Works; Tennessee Valley Authority; laissez-faire; created permanent agencies)
- Supports the theme with many relevant facts and/or examples from the documents (individual generosity; reluctance to use federal intervention; federal programs are not only unnecessary but a threat to American values and principles; the government should put people to work on needed projects)

Conclusion: Overall, the response fits the criteria for Level 5. The response shows a clear understanding of the differences between Hoover's belief in rugged individualism and private philanthropy versus Roosevelt's concept of using deficit spending on projects to alleviate unemployment. The response includes an analytical discussion of the change toward a more socialist economy.

President Herbert Hoover had barely begun his term as President when the Great Depression gripped the nation. Contrary to popular belief there were major weaknesses in the economy before the Stock Market Crash of 1929. The Depression came about from the combination of overproduction of food and goods, overextension of credit, and a weakly regulated banking system. Herbert Hoover responded to the crisis, as unemployment skyrocketed and trade collapsed, by using skills he previously used under Woodrow Wilson. When the American public deemed his efforts to be too little, Franklin D. Roosevelt won a landslide election against Hoover in 1932.

The statements made by Herbert Hoover and Franklin D. Roosevelt demonstrate a major difference between their ideas. Herbert Hoover during the Depression advocated for limited intervention by the federal government. Hoover instead encouraged voluntary aid and private charities to solve the crisis. Hoover felt that should the federal government directly provide aid, the American people would rely on government handouts forever. In contrast to Hoover's policies, Franklin D. Roosevelt prioritized a more active role for the federal government. FDR proposed that the federal government employ people for public works which would stimulate the economy. Unlike Hoover's previous policies, the federal government, would treat the Depression as a national emergency like a war. The ideas of Franklin D. Roosevelt allowed far more flexibility for the federal government; if one policy failed, the federal government would continue with another rather than standing by as the Depression deepened.

Set 1, Anchor Level 4

The response:

- Develops **both** aspects of the task in depth
- Is both descriptive and analytical (*Historical Context*: the Depression came about from the combination of overproduction of food and goods, overextension of credit, and a weakly regulated banking system; when the American public deemed his efforts to be too little, Franklin D. Roosevelt won a landslide election against Hoover in 1932; *Difference*: Hoover advocated the intervention from the government and instead encouraged voluntary aid and private charity to solve the crisis; Roosevelt proposed that the federal government employ people for public works such as conservation and highways which would stimulate the economy)
- Includes relevant outside information (stock market crash; overproduction of food and goods; overextension of credit; weakly regulated banking system; trade collapsed; under Woodrow Wilson; Roosevelt won a landslide election in 1932; private charities; public works)
- Supports the theme with relevant facts and/or examples from the documents (encouraged voluntary aide; responsibility of local government; the American people would rely on government handouts forever; treating the Depression as a national emergency of a war; employment on needed projects)

Conclusion: Overall, the response meets the criteria for Level 4. The response recognizes the underlying causes of the Great Depression and the stark differences between Hoover and Roosevelt's policies. Additional facts and supporting details would have strengthened the discussion.

All throughout history the United States has faced hardships and struggles. The Great Depression is a prime example of this. One of the causes of the Great Depression was the stock market crash. The Stock Market is a market in which you can invest into businesses by buying into their stock. Shortly after the Stock Market Crash occurred many U.S. citizens began to panic and took as much of their money out of banks as banks began to go bankrupt. Millions of people were left without jobs or money. Men began to leave their families in search for work while the woman stayed home and took care of the children.

As seen in both documents, both President Herbert Hoover and then future President Franklin D. Roosevelt seem to address the crisis at hand but they have completely different outlooks on the situation. In document 1 it states "American people ... have struck at the roots of self-government." This quote from President Hoover's press statement shows that he believes the people of the U.S. must work on being more self-reliant in a time of crisis to prevent a permanent reliance on the government. Charities and voluntary giving could help the needy. This did not work as people referred to their makeshift towns as "Hoovervilles", this shows that he did not help the U.S. citizens get out of this mess. In document 2 it states "our greatest primary task is to put people to work" this shows President FDR's completely different outlook on the Great Depression as he says that is the government's responsibility to put people to work by the use of the word "our". He later goes on to introduce his New Deal programs to put people back to work using many new agencies like the CCC and WPA. And the Social Security Act still to this day helps elderly people stay financially stable after retirement.

Set 1, Anchor Level 3

The response:

- Develops **both** aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: shortly after the stock market crash occurred many United States citizens began to panic and took as much of their money out of banks as banks began to go bankrupt; millions of people were left without jobs or money; *Difference*: Hoover’s press statement shows that he believes the people of the United States must work on being more self-reliant in a time of crisis to prevent a permanent reliance on the government; charities and voluntary giving could help the needy; this shows President Franklin D. Roosevelt’s completely different outlook on the Great Depression as he says that it is the government’s responsibility to put people to work; he later goes on to introduce his New Deal program to put people back to work using many new agencies like the Civilian Conservation Corps and the Works Progress Administration); includes faulty analysis (in document one it states “American people ... have struck at the roots of self government)
- Includes some relevant outside information (Great Depression, stock market crash, banks began to go bankrupt; Hooverilles; New Deal; Civilian Conservation Corps; Works Progress Administration; Social Security Act)
- Includes some relevant facts and/or examples from the documents (work on being more self-reliant; prevent a permanent reliance on the government; charities and voluntary giving; greatest primary task is to put people to work)

Conclusion: Overall, the response meets the criteria for Level 3. The response shows understanding of the tasks and the differences between the two presidents. Quotations from the documents established the foundation for the discussion; however, the summary of that information is somewhat simplistic.

The two documents provided discuss the Great Depression and the two executive ideas on how to remedy the situation. Document 1 is a press statement given by Hoover addressing the economic situation at hand. During the Great Depression, Hoover believed that America would fix itself. No government assistance to the people was needed in Hoover's mind. The Document states that he believed America could escape the Great Depression with the spirit of charity and mutual self help. This went hand and hand with his belief in trickle down economics. Document 2 was Franklin D. Roosevelt, the president following Hoover, addressing the situation in the way he thought was best. Franklin believed that government assistance was needed in order to get the American people out of the economic hardship they faced at the time. He created the New Deal, which created thousands of jobs and helped aid the citizen's of America get back on their feet. Ultimately it was world war II that got the United States out of the Great Depression. Hoover and Roosevelt had very different ideas when it came to helping Americans and what they thought was best for them. FDR had more liberal ideals while Hoover was more conservative. Even though their ideas differed, they both only wanted what they thought was best for the country.

Set 1, Anchor Level 2

The response:

- Develops one aspect of the task in some depth
- Is both descriptive and analytical (*Difference*: Hoover believed that America wanted to fix itself. No government assistance to the people was needed in Hoover's mind, he believed America could escape the Great Depression with the spirit of charity and self-help; while Roosevelt believed government assistance was needed and created the New Deal which created thousands of jobs and helped aid the citizens of America get back on their feet; FDR had more liberal ideals while Hoover was more conservative)
- Includes little relevant outside information (Great Depression; trickle-down economics; New Deal; World War II; FDR had more liberal ideas; Hoover was more conservative)
- Includes a few relevant facts and/or examples from the documents (charity and mutual self-help; government assistance was needed)

Conclusion: Overall, the response meets the criteria for Level 2. The response generally describes the difference between the ideas of presidents Hoover and Roosevelt. The historical context is minimally addressed, except for the reference to the Great Depression.

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

The two documents are from presidents Herbert Hoover and Franklin Roosevelt. These presidents were in power during the great depression in the United States. Both had a very different way of solving the problem of the great depression.

There are many different ways that Hoover and Roosevelt went after fixing the depression. Hoover for instance said the American people were responsible for the depression and they needed to work with the government. He says “self government” is the solution to the depression. Franklin Roosevelt on the other hand had a very different view. He believes that the government must supply the people with jobs and recruit the people for government made jobs. This shows just how different the two presidents beliefs were.

The Great depression was a huge problem to face. The information stated show the differences in Herbert Hoovers ideas and Franklin Roosevelts ideas. This also shows who’s ideas were better in the end when Roosevelt solved the problem and fixed America.

Set 1, Anchor Level 1

The response:

- Minimally addresses the task
- Is descriptive (*Difference:* both had a very different way of solving the Great Depression; he believes that the government must supply the people with jobs and recruit the people with government-made jobs) lacks understanding (Hoover, for instance said the American people were responsible for the depression and they needed to work with the government; he says “self-government” is the solution to the Depression; Roosevelt solved the problem and fixed America)
- Includes minimal outside information (Great Depression; recruit the people)
- Includes one relevant fact from the documents (the government must supply the people with jobs; government-made jobs)

Conclusion: Overall, the response meets the criteria for Level 1. Although the response recognizes Hoover and Roosevelts different approaches to the Depression, the historical circumstances surrounding the documents are referenced but not developed. The statements about Hoover’s views lack understanding.

During the 1930s, America was experiencing the Great Depression after the Roaring twenties. After the crash of the stock market, unemployment, poverty and home foreclosures ran rampant within America. With the election of Hoover in the year preceding this economic downturn, he exclaimed that prosperity for all was just around the corner. In fact, by the 1932 election, the depression had gotten worse.

Hoover's policies in addressing the Great Depression involved "self-help" and for Americans to "maintain the spirit of charity" (Doc 1). He encouraged the American people to help each other and not to rely upon the government for federal aid. He feared that dependence on federal aid would threaten American ideals. On the other hand, Franklin D. Roosevelt advocated programs ranging from the bank holiday in order to redesign the banking structure and the creation of agencies like the AAA. The latter provided government assistance to farmers in order to sell crops at controlled rates. Furthermore, he set up the C.C.C for the environment and the Public Works Administration in order to provide more jobs for the American people. Thus, Hoover was opposed to offering federal government aid to the American society whereas Roosevelt was willing to use federal funds on unconventional projects throughout his New Deal.

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

Following the first World War, the United States saw great economic prosperity in the 1920's. The 1920's was tagged the name "The Roaring 20's", based on what appeared to be a paramount time of partying and drinking. What failed to be acknowledged were factors such as: overproduction in agriculture, overspending on credit, and rising stock prices that encouraged people to buy on margin. Ultimately, this led to a crash in the stock market in 1929. The crash would devastate the U.S. economy in the decade to follow leaving millions of Americans to live in poverty, with no jobs in sight.

While in office, President Hoover attempted to assuage the problem by implementing a few plans such as the Reconstruction Finance Corporation to aid large banks and businesses. Generally, he upheld his conservative laissez-faire approach which angered suffering Americans. His reasoning was to avoid, "the abyss of reliance in the future upon Government charity." When President Franklin D Roosevelt succeeded him he took the opposite approach. In his inaugural speech in 1933, FDR makes the Depression the central idea by comparing it to the emergency of a war. Roosevelt claims that it is an issue that must be solved through the means of federal government involvement. Also, unlike Hoover, he addresses the American people with words such as "our" to make his audience feel involved and promises them a New Deal with greatly needed projects to put America back to work. For the first time in history the federal government would be responsible for the general welfare of the people, a philosophy that continues today.

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

During the Great Depression our country was in chaos, with millions of Americans being homeless, and jobless. President Herbert Hoover's plan to fix America's problems was to not have the government involved at all and let the American people figure it out themselves, but for President Franklin D. Roosevelt he had an opposite philosophy and he thought the Government should help by putting the American people to work with Government-funded projects.

President Hoover's ideas of non-government involvement took a toll on the U.S. people because nothing was getting done and the U.S. economy wasn't growing or strengthening very much. President Franklin D. Roosevelt on the other hand wanted the government to be involved and help build the U.S. economy again. FDR's idea to do this was by creating government funded projects around the country that would create jobs for Americans and strengthen the U.S. economy. Also, while FDR's was in office he passed many significant laws that would help to bring the U.S. economy back to stable.

As history shows, Government involvement in economic problems can be two-sided, but during the Great Depression President Hoover and President FDR did what they thought was best for the U.S. economy greater a better America for future generations to come...

Throughout the 1920's Americans were investing in the stock market, and buying a lot on margin or credit. In October of 1929 the stock market crashed and Americans were in a panic, and the nation would enter the Great Depression. The Great Depression would lead to many banks closing down and more than a quarter of Americans were unemployed with little to no money to their name.

In Document 1 you see that it is a press statement from Herbert Hoover stating that the government shouldn't step in to help Americans for fear of "reliance in [the] future upon Government" (Doc 1). Instead they should seek help from churches and other charities. This press statement and little to no help from President Herbert Hoover would cause Americans to seek a new President that saw their struggles and was willing to help. The effect of Herbert Hoover not helping Americans was he wasn't elected for another 4 years in office and Franklin D. Roosevelt stepped in. In Document 2, FDR addresses the issue in his Inaugural Address by letting Americans know he is willing to help by creating new jobs and "treating the task as we would treat the emergency of a war" (Doc 2). This New Deal would give Americans hope but it would also give them the idea of relying on the government whenever they're in a time of crisis. Today, in any kind of major disaster, people expect help from the government. Between Document 1 and 2 there is a direct relationship of cause and effect because Herbert Hoover wouldn't help Americans for fear of them always relying on the government, so as a result Franklin D. Roosevelt easily won the election and stepped in to help pull American out of their struggles.

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

At the start of the Great Depression in 1929, President Herbert Hoover had many ideas to get us out of this big hole we dug ourselves in, throughout the whole 1920's. Hoover's plans did not work because he didn't create many jobs and didn't have the government intervene with business. Hoover believed that if we came together as a country and created strong bonds, Money is the least of concerns to our ideals. However, Hoover's plans didn't work out, so the American People wanted someone new. FDR had big plans to get out of this depression but he didn't know exactly what it was to do the trick. His beliefs were to create jobs to spark the economy with relief.

Set 1, Practice Paper A—Score Level 4

The response:

- Develops **both** aspects of the task in depth
- Is both descriptive and analytical (*Historical Context*: after the crash of the stock market unemployment, poverty, and home foreclosures ran rampant within America; by the 1932 election over one quarter of the workforce was unemployed; *Difference*: he encouraged the American people to help each other and not to rely on the government for federal aid; he feared that dependence on federal aid would threaten American ideals; on the other hand Franklin D. Roosevelt advocated national programs ranging from the Bank Holiday in order to redesign the banking structure and the creation of agencies like the Agriculture Adjustment Administration; Roosevelt was willing to use federal funds on unconventional projects)
- Includes relevant outside information (Great Depression; after the Roaring Twenties; crash of the stock market; poverty; home foreclosures; prosperity for all was just around the corner; over one quarter of the workforce was unemployed; Election of 1932; Bank Holiday; AAA; Civilian Conservation Corps; Public Works Administration; federal funds on unconventional projects; New Deal)
- Supports the theme with relevant facts and/or examples from the documents (mutual self-help; charity; cost to American ideals; unemployed citizens; task is to put people to work)

Conclusion: Overall, the response meets the criteria for Level 4. The response demonstrates a clear understanding of the presidents' differing perspectives on federal intervention in the economy. The discussion of the relationship between the perspectives would benefit from accidental supporting facts and details.

Set 1, Practice Paper B—Score Level 5

The response:

- Thoroughly develops **both** aspects of the task in depth
- Is more analytical than descriptive (*Historical Context*: what failed to be acknowledged were factors such as overproduction in agriculture, overspending on credit, and rising stock prices that encouraged people to buy on margin; the crash would devastate the U.S. economy in the decade to follow leaving millions of Americans to live in poverty with no jobs in sight; *Difference*: President Hoover upheld his conservative laissez-faire approach which angered suffering Americans; his reasoning was to avoid the “abyss of reliance in the future upon Government charity”; Roosevelt claims that it is an issue that must be solved through the means of federal government involvement; *Turning Point*: for the first time in history, the federal government would be responsible for the general welfare of the people)
- Integrates relevant outside information (following the First World War; economic prosperity in the 1920s; Roaring Twenties; overproduction in agriculture; overspending on credit; rising stock prices; buy on margin; crash in the stock market in 1929; millions of Americans in poverty; Reconstruction Finance Corporation; conservative, laissez-faire approach, New Deal)
- Supports the theme with many relevant facts and/or examples from the documents (the abyss of reliance on government charity; makes the Depression the central idea by comparing it to the emergency of a war)

Conclusion: Overall, the response fits the criteria for Level 5. The response includes an analytical discussion of the economic disruptions of the 1920’s and the differences between Hoover’s approach and Roosevelt’s approach to solving the crisis. The response also recognizes that the differences in policy marked a major turning point in United States history.

Set 1, Practice Paper C—Score Level 2

The response:

- Minimally develops **both** aspects of the task
- Is primarily descriptive (*Historical Context*: during the Great Depression our country was in chaos with millions of Americans being homeless and jobless; *Difference*: President Herbert Hoover’s plan to fix America’s problems was to not have the government involved at all and let the American people figure it out by themselves; President Franklin D. Roosevelt on the other hand wanted the government to be involved and help build the United States economy again; Franklin D. Roosevelt’s idea to do this was by creating government-funded projects around country that would create jobs for Americans and strengthen economy)
- Includes little relevant outside information (Great Depression; homeless and jobless)
- Includes a few relevant facts and/or examples from the documents (government-funded projects; create jobs)

Conclusion: Overall, the response meets the criteria for Level 2. The discussion of historical context is limited. General statements attempt explanation weaken the effort to explain the relationship between the two documents.

Set 1, Practice Paper D—Score Level 3

The response:

- Develops **both** aspects of the task in some depth
- Is both descriptive and analytical (*Historical Context*: throughout the 1920s Americans were investing in the stock market and buying a lot on credit; the Great Depression would lead to many banks closing down and many Americans unemployed with little-to-no money to their name; *Cause and Effect*: a press statement from Herbert Hoover stating that the government should not step in to help Americans; little-to-no help from President Herbert Hoover would cause Americans to seek a new president that saw their struggles and was willing to help; Franklin D. Roosevelt addresses the issue in his inaugural address by letting Americans know he is willing to help by creating new jobs and “treating the task as we would treat the emergency of a war”; there is a direct relationship of cause and effect because Herbert Hoover wouldn’t help Americans for fear of them always relying on the government, so as a result Franklin D. Roosevelt easily won the election and stepped in to help pull Americans out of their struggles)
- Includes some relevant outside information (investing in the stock market; buying a lot on credit; stock market crashed, Great Depression, many banks closing down; many Americans unemployed; little-to-no money; give Americans hope; Roosevelt easily won the election)
- Includes some relevant facts and/or examples from the documents (government should not step in to help Americans for fear of reliance in the future upon government; they should seek help from charities; creating new jobs; emergency of a war)

Conclusion: Overall, the response meets the criteria for Level 3. The response addressed the cause and effect relationship between the two documents, but in general terms. Provides a description of the historical context, but relies on document excerpts to explain the relationship between the two documents.

Set 1, Practice Paper E—Score Level 1

The response:

- Minimally addresses the task
- Is descriptive (*Historical Context*: at the start of the Great Depression in 1929, this big hole we dug ourselves in throughout the 1920s; *Difference*: he didn’t create many jobs and didn’t have the government intervene with business; however, Hoover’s plans didn’t work out, so the American people wanted someone new; his beliefs were to create jobs to spark the economy with relief); lacks understanding (Hoover believed that if we came together as a country and created strong bonds; money is the least of concern to our ideals)
- Includes minimal outside information (Great Depression in 1929; American people wanted someone new)
- Includes a relevant fact from the documents (his beliefs were to create jobs to spark the economy)

Conclusion: Overall, the response meets the criteria for Level 1. The response addresses the task with a few general statements. Differences between the plans of the two presidents are implied but not developed.

United States History and Government (Framework)
Short-Essay Question Set 2 (Question 30)
August 2023

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



Source: Carey Orr, *Chicago Daily Tribune*, December 27, 1918 (adapted)

Document 2

The following is an excerpt from a Senate speech given by Senator Robert La Follette opposing United States membership in the League of Nations.

. . . We have already paid a fearful price for our participation in the late war. It has cost us the lives of more than 50,000 of our finest young men slain in battle, and over 200,000 maimed and wounded, and many thousands of others who lost their lives through disease growing out of the war. It has cost us some thirty billions of dollars, most of which still remains to be wrung from our people—principal and interest—by heartbreaking taxes which must be paid by this and succeeding generations. . . .

But, sir, there is one thing which is now demanded of us that we did not bargain for when we entered this war, and that is the surrender of our right to control our own destiny as a Nation.

After all, . . . that is what membership in this proposed league of nations is to cost us. Up until the present time we are still free to travel the road which the founders of our Government intended us to travel. We are still free to fulfill the destiny for which we are fitted by the genius of our people, the character of our institutions, our great resources, and our fortunate geographical position. All this we are asked to surrender in order to become a member of this league of nations. . . . We are asked to depart from the traditional policy which our position on the American Continent has enabled us to pursue of keeping free from entangling alliances of European politics, and to become a party to every political scheme that may be hatched in the capitals of Europe or elsewhere in this world of ours. . . .

Source: United States Senator Robert M. La Follette, Speech on the League of Nations, November 13, 1919

United States History and Government (Framework)
Content-Specific Rubric
Short-Essay Question Set 2 (Question 30)
August 2023

Scoring Notes:

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

Score of 5:

- Thoroughly develops *both* aspects of the task in depth by discussing the historical context surrounding these documents and explaining how *audience, or purpose, or bias, or point of view* affects the use of Document 2 as a reliable source of evidence
- Is more analytical than descriptive (analyzes and/or evaluates information), e.g., (*Historical Context*: discusses how United States traditional isolationist foreign policy and massive loss of life created widespread public disillusionment with World War I and opposition to membership in the League of Nations; *Point of View*: La Follette’s speech presents the traditional isolationist perspective of America’s relationship with the outside world and the document is a reliable source of evidence because his speech reflects the isolationist belief that United States participation in the League of Nations would result in the loss of American sovereignty and involvement in future international conflicts; *Audience*: La Follette’s speech to a war-weary public angered by the bitter costs of the war and desperate to stay out of future conflicts is reliable both as a reflection of public sentiment and traditional United States foreign policy)
- Integrates relevant outside information (See Outside Information chart)
- Supports the theme with many relevant facts and/or examples from the documents (See Key Ideas chart)

Score of 4:

- Develops *both* aspects of the task in depth *or* may do so somewhat unevenly by thoroughly developing *one* aspect of the task in depth while developing the other aspect of the task in *some* depth
- Is both descriptive and analytical (applies, analyzes, and/or evaluates information), e.g., (*Historical Context*: discusses the United States tradition of isolationism, the tremendous costs of World War I, and Senate opposition to membership in the League of Nations; *Point of View*: discusses how Document 2 is not a reliable source because it presents only the isolationist side of the Senate debate; *Bias*: discusses how La Follette’s speech opposing participation in the League of Nations is not reliable because he had been an outspoken critic of United States entry into foreign conflicts, including World War I) who feared that participation in the League of Nations would involve the United States in future wars; *Audience*: discusses how La Follette’s speech opposing participation in the League of Nations is reliable as he emphasized the concerns of isolationists that the League would involve the United States in another war)
- 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 Documents

Document 1—League of Nations would cause foreign entanglements
 Uncle Sam/Executive Branch/President Wilson favors League
 Senate interrupts peace proceedings/constitutional right of Senate to ratify treaties

Document 2—Senator La Follette’s objections to proposed League of Nations
 High cost of war in casualties, dollars, and future taxes are reasons to reject League
 We would be surrendering our right to control the nation’s destiny
 There is a tradition of isolationism in the United States including a history of avoiding entangling alliances and European political schemes
 Our fortunate geographic position has made us a great nation

Description of Historical Context (This list is not all inclusive.)

Document Information	<p>Document 1—League of Nations would cause foreign entanglements Uncle Sam/Executive Branch/President Wilson favors League Senate interrupts peace proceedings/constitutional right of Senate to ratify treaties</p> <p>Document 2—Senator La Follette’s objections to proposed League of Nations High cost of war in casualties, dollars, and future taxes are reasons to reject League We would be surrendering our right to control the nation’s destiny There is a tradition of isolationism in the United States, including a history of avoiding entangling alliances and European political schemes Our fortunate geographic position has made us a great nation</p>
Relevant Outside Information	<p>Washington’s Farewell Address Fourteen Points; Wilson’s idealism Disillusionment with World War I Democratic president did not invite prominent Republicans to Versailles Checks and balances/separation of powers Power of Senate to ratify treaties Treaty ratification process Article X of League Charter Republican opposition/Reservationists and Irreconcilables including Senator Lodge President’s whistle-stop tour to win support</p>

Reliability of Document 2 (This list is not all inclusive.)

Reliable—*Point of view*: La Follette expressed the traditional isolationist perspective that was popular since President Washington’s Farewell Address
Audience: La Follette’s speech appealed to a war-weary public disillusioned with the outcome of the war and increased opposition to the treaty

Unreliable—*Point of view*: La Follette’s view is politically motivated and fails to show Wilson’s arguments in favor of the treaty
Bias: La Follette’s isolationism fails to consider the benefits of a world-wide peace-keeping organization

Document 1 and 2 both show a distaste for involving the United States into the League of Nations. Document 1 illustrates Wilson's desire to entangle the US in European affairs but many people strongly opposed the union. Document 2 is a first hand account of why an isolationist senator is so opposed to such a union. At the creation of this country, George Washington ended his second term with a Farewell Address. His address contained many thoughts and warnings to Americans in the future. One of these warnings was for the United States to stay out of European affairs which set the precedent for isolationism. This warning had held true prior to WWI for the most part. So we maintained neutrality until the Germans began using unrestricted submarine warfare and England translated the Zimmermann telegram, which promised Mexico help to obtain U.S. land in exchange to attacking us. After America's efforts in WWI lead to the win for the allied Nations, the president at the time, Woodrow Wilson, wrote the 14 points which he believed Europeans who won the war should use as a model for reconstruction. He included his vision of a League of Nations to help prevent future wars. But the U.S. tradition of isolationism lead to the Senate's rejection the League of Nations.

Document 2's bias effects it's ability to act as reliable evidence because of La Follette's strong isolationist beliefs which ignored an honest look at why the U.S. may have benefited from membership in the League of Nations. The bias was that there should be no further American resources spent on Europe because we had paid "a fearful price" already by fighting for them. As a leading Progressive, La Follette favored domestic spending over foreign intervention and had even opposed United States entry into World War I. This document

reflects one Senator's biased view that the United States should not join the League of Nations, making it an unreliable source of evidence since it only presents one side of the argument.

Set 2, Anchor Level 5

The response:

- Thoroughly develops **both** aspects of the task in depth
- Is more analytical than descriptive (*Historical Context*: one of these warnings was for the United States to stay out of European Affairs which set the precedent for isolationism; he included his vision of a League of Nations to help prevent future wars; *Bias*: document 2's bias affects its ability to act as reliable evidence because of La Follette's strong isolationist beliefs which ignored an honest look at why the United States may have benefitted from membership in the League of Nations; as a leading Progressive, La Follette favored domestic spending over foreign intervention and had even opposed United States entry into World War I)
- Integrates relevant outside information (isolationist Senator; George Washington; Farewell Address; warnings to Americans; precedent for isolationism; neutrality; unrestricted submarine warfare; Zimmermann telegram; win for the Allied nations; Fourteen Points; Senate's rejection; leading Progressive; opposed United States entry into World War I); includes an inaccuracy (after America's efforts in World War I led to the win for the Allied nations, the President at the time, Woodrow Wilson, wrote the 14 points)
- Supports the theme with many relevant facts and/or examples from the documents (Wilson's desire to entangle the United States in European affairs; there should be no further American resources spent on Europeans; we had paid a fearful price already fighting for them)

Conclusion: Overall, the response fits the criteria for Level 5. The response includes an analytical discussion of the historical context of the documents, especially regarding the strong tradition of American isolationism. Connecting La Follette's Progression to his bias leads to good evaluation of reliability.

By 1919 the war to end all wars (world war I) had come to a close. Negotiations were being set, and Germany was being severely punished as most European nations wanted. European representatives blamed Germany for starting the war by violating freedom of the seas and invading other countries. However, President Woodrow Wilson had a different set of ideas of what to do after the war. The plan/objectives he proposed were the Fourteen Points, and the 14th point on the list was his idealistic dream of creating a League of Nations. Many nations were on board with this idea and Wilson wanted the U.S. to join but the United States Senate said otherwise. Critics argued that joining the League of Nations meant weakening a few constitutional powers of Congress and more importantly getting the United States involved with foreign entanglements (Doc 1). After a contentious debate, Senators rejected ratification of the treaty, and the U.S. did not join the League of Nations.

In Document 2 Senator Robert LaFollette spoke for opposing U.S. membership in the League of Nations just as he spoke up against going to war with Germany in the first place. He believed the U.S. should be more civilized about our own country. He states that the U.S. paid a price for the war and joining the League would only cost the U.S. even more. He also argues that the League would limit some of our most cherished traditions. Nonetheless, the document's point of view hinders it from becoming a reliable source of information. This is because it is the only speech included and so there is no counterclaim to his argument. Therefore readers don't see any arguments for joining the League from President Wilson or other leading Democrats.

Set 2, Anchor Level 4

The response:

- Develops **both** aspects of the task in some depth
- Is both analytical and descriptive (*Historical Context*: the plan/objectives he proposed were the Fourteen Points and the 14th point on the list was his idealistic dream of creating a League of Nations; after a contentious debate Senators rejected ratification of the treaty and the United States did not join the League of Nations; *Point of View*: he states that the United States paid a price for the war and joining the League would only cost the United States even more, therefore, readers don't see any arguments from President Wilson or other leading Democrats)
- Includes relevant outside information (war to end all wars; World War I; freedom of the seas; Germany was being severely punished; President Woodrow Wilson; Fourteen Points; senators rejected ratification of the treaty)
- Supports the theme with relevant facts and/or examples from the documents (Senator La Follette spoke for avoiding membership; United States paid a price for the war; League would limit cherished traditions)

Conclusion: Overall, the response meets the criteria for Level 4. The strength of the response is in the discussion of opposing view points regarding United States membership in the League of Nations. Although some analytical statements are included throughout the paper. Additional supporting facts and details would have strengthened the argument.

When the Great War came to an end on November 11th, 1918, President Woodrow Wilson sought to prevent another war of that caliber by proposing a League of Nations. The Allied leaders at Versailles hoped that nations would use diplomacy instead of war to resolve conflicts because they had suffered so much during World War I. The League of Nations was an organization similar to that of the United Nations; a council of representatives for each country that is supposed to prevent violence between them. Although President Wilson fought for U.S. membership in the League of Nations, the Senate did not allow the country the ability to join the organization. The League of Nations would ultimately fail due to this.

Document 2 was written from a specific point of view that may affect the source's credibility as a reliable document. Senator La Follette harbors an anti-interventionalist viewpoint which stresses the importance of keeping America out of "foreign entanglements." Since considering the opposing viewpoint on this subject are not presented, the document alone isn't a reliable source when writing about the League of Nations.

Set 2, Anchor Level 3

The response:

- Develops **both** aspects of the task in some depth
- Is more descriptive (*Historical Context*: President Woodrow Wilson created the organization in hopes that nations would use diplomacy instead of war to resolve conflicts; the Senate did not grant the country the ability to join the organization; *Point of View*: the author harbors an anti-interventionist viewpoint which stresses the importance of keeping America out of foreign entanglements; since one cannot read about the opposing viewpoint on the subject, the document alone is not a reliable source when writing about the League of Nations)
- Includes some relevant outside information (Great War ended on November 11, 1918; President Woodrow Wilson created the organization; United Nations; council of representations for each country; the League of Nations would ultimately fail)
- Includes some relevant facts and/or examples from the documents (the author harbors an anti-interventionist viewpoint; foreign entanglements)

Conclusion: Overall, the response meets the criteria for Level 3. The response exhibits a clear understanding of the task, the primary purpose of the League of Nations, and Senator La Follette's reason for opposing its adoption; however, it lacks the depth and analysis of a higher level paper.

The United States had just come out of World War I, a war that was extremely destructive and caused many deaths. The war led to debts and fear among the people of the United States, who didn't want to get caught up in another massive war. After the war, as an attempt at creating peace the President of the United States suggested that the country should join the League of Nations as a preventative method of another war. However, this proposal was met with backlash from many people, who believed getting involved in foreign affairs within the League of Nations would simply lead to further conflicts.

Senator Robert LaFollette gave a speech stating that joining the League of Nations would cause the United States to become entangled in European politics, therefore not allowing the United States to choose its own destiny (Doc 2). The purpose of senator LaFollette's speech was to show all of the ways that the League of Nations would hurt the United States, and therefore urge the president to not join the United States into the League of Nations. The purpose could make the document unreliable, because Senator LaFollette may have only included information about the negatives of the League of Nations in order to prove his point, meaning he may have left out important details that included positives of the League of Nations.

Set 2, Anchor Level 2

The response:

- Minimally develops **both** aspects of the task
- Is primarily descriptive (*Historical Context*: the war led to debts and fear among the people of the United States, who did not want to get caught up in another massive war; this proposal was met with backlash from the people, who believed getting involved in foreign affairs within the League of Nations would simply lead to further conflicts, *Purpose*: Senator Robert La Follette gave a speech stating that joining the League of Nations would cause the United States to become entangled in European politics, therefore not allowing the United States to choose its own destiny; Senator La Follette may have only included information about the negatives of the League of Nations in order to prove his point, meaning he may have left out important details that included positives of the League of Nations)
- Includes little relevant outside information (president suggested the League of Nations; backlash from the people)
- Includes a few relevant facts and/or examples from the documents (war caused many debts; led to debts and fear; become entangled in European politics; not allow the United States to choose its own destiny)

Conclusion: Overall, the response meets the criteria for Level 2. Although the response shows understanding of both the task and the documents, it fails to fully explore the ideas. General statements are employed to address the task. Statements used to assess reliability are thoughtful but a lack of explanation limits their effectiveness.

World War II caused many great shifts in the world. Europe was devastated and needed to rebuild in order to reach the heights it had before. The US held an advantage in that it was separated from Europe so no fighting took place on US territory. This was a perfect opportunity for America to become the new superpower of the world. However, many people were angered by the war and the deaths of American soldiers. When president Wilson wrote his 13 points he proposed a new world alliance intended to make and maintain peace. Many American were opposed to this and involvement in Europe leading to controversy.

In document 2 senator LaFollette argues that WWII has done enough damage to the US and this League of Nations would just involve them in more European conflicts. Although this might be the case LaFollette was looking at this through the viewpoint of an American. Joining the League of Nations could greatly improve and facilitate the rebuilding of Europe. Not only that but it would open up more trade with Europe.

Set 2, Anchor Level 1

The response:

- Minimally addresses the task
- Is descriptive (*Historical Context*: many people were angered by the war and the deaths of soldiers; he proposed a new world alliance intended to make and maintain peace; League of Nations would just involve them in more European conflict); lacks understanding (World War II caused many great shifts in the world; Europe was bad and needed to rebuild; new superpower of the world; joining the League of Nations could greatly improve and facilitate the rebuilding of Europe; it would open up more trade with Europe)
- Includes minimal relevant outside information (the United States held an advantage in that it was separated from Europe; President Wilson); includes inaccuracies (World War II; 13 Points)
- Includes a few relevant facts and/or examples from the documents (deaths of American soldiers; League of Nations would involve them in more European conflicts)

Conclusion: Overall, the response meets the criteria for Level 1. The response confuses World War I and World War II which detracts from its effectiveness. The discussion of reliability is weakened by the use of general statements that do not address the task.

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

The historical context that occurred before document 1 and 2 was that World War 1 had just ended and the U.S. was deciding if they should join the League of Nations since they are usually isolated. The Senate is battling for the U.S. to stay out of it as seen in document 2.

Document 2 is a very biased document since Robert M. La Follette is in the U.S. Senate. The Senate was working hard to keep the U.S. out of the League of Nations; therefore, document 2 will be biased towards the U.S. remaining in isolation. The Senate believed that us joining would just cause us to be in the grounds of another World War that we desperately wanted to avoid.

During the time period surrounding the end of World War I, there was a serious debate throughout the United States about joining the League of Nations, a peace keeping organization suggested by Woodrow Wilson in his 14 Points. As depicted in both documents there was opposition to the League of Nations not only from ordinary American citizens, but from members of the United States Senate as well. As depicted in the political cartoon, many Senators were greatly against involvement in the League of Nations and were attempting to prevent further foreign entanglements on the basis of constitutional rights and America's isolationist trends since the time of George Washington. The opposition of the Senate to the League of Nations is also shown in Senator Robert LaFollette's speech in which he states joining the League of Nations will be "the surrender of our right to control our own destiny as a nation."

Since the speech of document 2 is biased toward opposition to the League of Nations, it may not be the most reliable source of evidence. Senator LaFollette had strongly opposed the end of American neutrality in 1917 and his disillusionment with the war only hardened his desire to avoid entanglements like the League of Nations. Senator La Follette passionately tells fellow senators what he feels are the negative effects of joining the League of Nations. Since he is so biased to one side of the argument and doesn't explore the other side's point of view, the speech does not paint the whole picture and therefore is not the most reliable source of evidence.

The Great War, the War to End All Wars, World War I; whichever one chooses to call it does not detract from just how influential the war is in history. It shifted the hegemony from Britain & Germany to Britain & the US. This new power & influence was fairly new to the US, which had its taste of imperialism in the past few decades in the Caribbean & Pacific. But this power was different—it was not power over some islands in the middle of the ocean, it was power over Europe, i.e. the prior hegemon of the world. President Wilson's Fourteen Points was largely ignored at the Treaty of Versailles following the war, except for the point about the creation of the League of Nations. This was an international group meant to perpetuate peace, or diplomacy over war to solve conflict. It was a predecessor to the modern day United Nations, but most certainly less successful. One of the major reasons for this was the US's refusal to join said League. This was due to the Senate's refusal to comply with Wilson, who wanted the US to lead. This is presented in Document 1, which is a cartoon portraying Uncle Sam marrying a woman labeled foreign entanglements, by a priest with a book labeled League of Nations. Then we see a man labeled the U.S. Senate vaulting through the window grasping Constitutional Rights. In other words, the Senate is trying to stop the US from getting involved in world affairs, with a casus belli of constitutional rights. Document 2 also presents a similar case, with Senator La Follette arguing against joining the League to prevent the US from getting involved in another deadly war like the Great War.

Document 2 is a public speech to the Senate that expresses La Follette's true purpose. In 1917, La Follette had sharply criticized Wilson for abandoning neutrality and the war's fearful price in lives

and dollars strengthened his conviction that the tradition of isolation was the best policy. La Follette would not consider the benefits of participation in an international peacekeeping organization and was pleading with his fellow Senators to reject the League of Nations. He frequently appeals to pathos using vivid imagery surrounding how terrible the war was and to also increase public opposition to the League. Overall the document is not necessarily reliable, because it is only driven by La Follette's strong purpose of defeating the League of Nations.

All in all, the United States' attempts to join the League of Nations was thwarted by the Senate. This was posed as an attempt to help the US forge their own path, be their own country separate from European affairs just as Washington advised in the 1700s. However this could be seen as one of the reasons why WWII was inevitable.

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

Documents 1 & 2 show the American government's stance on joining the League of Nations that President Wilson had proposed as part of his Fourteen Points. Americans were divided on whether to join the League of Nations because it went against traditional American practices and policies of isolationism dating back to President Washington's Farewell Address. In document 2 Senator Robert LaFollete opposes joining the League of Nations because he believes that America should be free to create its own destiny. In the cartoon (doc 1) the senate is shown to be against US participation in the League of Nations as it's drawn barging in on the joining of America to the League of Nations.

Document 2 is a reliable source of evidence because it's a first hand source that came from a famous isolationist during the historical event. As such, he emphasizes the disillusionment after the war because of the terrible price in lives and dollars. Robert LaFollate's point of view, however, takes away from the credibility of his speech, as he only shared the negatives of joining the League of Nations rather than providing arguments from the other side and arguing against them. Despite this, his speech is still an important use of evidence as it reflects the opinion of many people at this time.

Throughout the 1910s, Europe was caught in the throes of war and turmoil. Although the United States had initially remained uninvolved, eventually the United States entered this turmoil, named World War I, due to the Zimmermann telegraph and unrestricted German submarine warfare. Following the conclusion of the war, all of the major Allied countries involved, including the United States, had discussions at Versailles on what should happen to ensure another war would not happen again. Woodrow Wilson, president at the time, had proposed 14 points with the League of Nations, an organization that would include all major world powers, aimed to prevent any future skirmishes threatening world peace. The Senate, however, rejected this proposal in favor of staying isolated from foreign entanglements.

Document 2, a speech highlighting why the United States shouldn't join Wilson's proposed League of Nations, explaining why the Senate rejected the idea. This speech was made by Senator Robert LaFollette, who was part of the Senate during this time period and therefore had first-hand experience on what Wilson was proposing. This shows how the document is credible to use as evidence for historical context surrounding America's rejection of foreign entanglement post-World War I.

Set 2, Practice Paper A—Score Level 1

The response:

- Minimally addresses the task
- Is descriptive (*Historical Context*: World War I had just ended and the United States was deciding if they should join the League of Nations since they are usually isolated); lacks understanding (the Senate is battling for the United States to stay out of it); *Bias*: lacks understanding (Document 2 is a very biased document since Robert M. La Follette is in the United States Senate; the Senate was working hard to keep the United States out of the League of Nations)
- Includes minimal outside information (World War I had just ended; usually isolated)
- Includes one relevant fact from the documents (Robert M. La Follette was in the United States Senate)

Conclusion: Overall, the response meets the criteria for Level 1. By assuming that the entire Senate was opposed to joining the League of Nations, the response lacks understanding of both aspects of the task and La Follette’s role in the Senate debate on the issue. Several incorrect assumptions are made which further weaken the effort.

Set 2, Practice Paper B—Score Level 4

The response:

- Develops **both** aspects of the task in depth
- Is both descriptive and analytical (*Historical Context*: during the time period surrounding the end of World War I, there was a serious debate throughout the United States about joining the League of Nations, a peacekeeping organization suggested by Woodrow Wilson in his Fourteen Points; as depicted in both documents there was opposition to the League of Nations not only, from ordinary American citizens, but also from members of the United States Senate; *Bias*: disillusionment with the war only hardened his desire to avoid entanglements like the League of Nations; the speech does not paint the whole picture and therefore is not the most reliable source of evidence)
- Includes relevant outside information (World War I; peacekeeping organization; suggested by Woodrow Wilson; Fourteen Points; senators responsible for ratifying; isolationist trends since George Washington; Wilson ending American neutrality in 1917)
- Supports the theme with relevant facts and/or examples from the documents (many senators were against involvement in the League of Nations; surrender control of our destiny as a nation; negative effects of joining the League of Nations)

Conclusion: Overall, the response meets the criteria for Level 4. The historical context provides an informative description of the events surrounding debate over the League of Nations. Although a strong anti-League bias is presented as the primary reason for rejection of the League and the lack of reliability of La Follette’s speech. The response lacks the depth and development of a higher level paper.

Set 2, Practice Paper C—Score Level 5

The response:

- Thoroughly develops **both** aspects of the task in depth by discussing the historical context surrounding these documents and explaining how *Purpose* affects the reliability of La Follette’s as a source of evidence
- Is more analytical than descriptive (*Historical Context*: President Wilson’s Fourteen Points were largely ignored at the Treaty of Versailles following the war except the point about the creation of the League of Nations; it was a predecessor to the modern day United Nations but most certainly less successful; *Purpose*: In 1917 La Follette had sharply criticized Wilson for abandoning neutrality and the war had only strengthened his conviction that the tradition of isolation was the best policy; overall the document is not trustworthy because it is driven by La Follette’s strong purpose of defeating the League of Nations)
- Integrates relevant outside information (the Great War; the war to end all wars; shifted the hegemony from Britain and Germany to Britain and the United States; taste of imperialism in the Caribbean and Pacific; Fourteen Points; Treaty of Versailles; United Nations; United States refusal to join League; criticized Wilson; tradition of isolation; World War II)
- Supports the theme with many relevant facts and/or examples from the documents (creation of the League of Nations; foreign entanglements; constitutional rights; public speech to the Senate; fearful price in lives and dollars; pleading with his fellow citizens to reject the League of Nations)

Conclusion: Overall, the response fits the criteria for Level 5. The response includes an analytical discussion of the historical context of the documents. A thoughtful assessment of the reliability of La Follette’s speech is supported by a good conclusion.

Set 2, Practice Paper D—Score Level 3

The response:

- Develops **both** aspects of the task in some depth
- Is more descriptive than analytical (*Historical Context*: Documents 1 and 2 show the American government’s stance on joining the League of Nations that President Wilson had proposed as part of his Fourteen Points; Americans were divided on whether to join the League of Nations because it went against traditional American practices and policies of isolationism dating back to President George Washington’s Farewell Address; *Point of View*: Document 2 is a reliable source of evidence because it is a first-hand source that came from a famous isolationist during the historical event; Robert La Follette’s point of view, takes away from the credibility of his speech as the only shared the negatives of joining the League of Nations rather than providing arguments from the other side and arguing against them)
- Includes some relevant outside information (President Wilson; Fourteen Points; isolationism; President Washington’s Farewell Address; famous isolationist)
- Includes some relevant facts and/or examples from the documents (America should be free to create its own destiny; only showed the negatives about joining the League of Nations)

Conclusion: Overall, the response meets the criteria for Level 3. The response recognizes the value of examining a famous Senate speech and also understands that its reliability may be questioned because it is only the speaker’s point of view. Thoughtful conclusion support the argument but additional supporting facts and details regarding historical context would strengthen the discussion.

Set 2, Practice Paper E—Score Level 2

The response:

- Develops one aspect of the task in depth
- Is primarily descriptive (*Historical Context*: although the United States had initially remained uninvolved eventually the United States entered this turmoil named World War I due to the Zimmermann telegraph and unrestricted German submarine warfare; President Woodrow Wilson, had proposed Fourteen Points with a League of Nations, an organization that would include all major world powers, aimed to prevent any future skirmishes threatening world peace)
- Includes little relevant outside information (initially remained uninvolved; World War I; Zimmermann telegraph; unrestricted submarine warfare; allied countries; Versailles; Woodrow Wilson; Fourteen Points; include all major world powers; world peace; Senate rejected; staying isolated)
- Includes a few relevant facts and/or examples from the documents (a speech highlighting why the United States should not join Wilson’s proposed League of Nations; speech by Senator Robert La Follette); lacks understanding (explaining why the Senate rejected the idea; this shows how the document is credible to use as evidence for historical context surrounding America’s rejection of foreign entanglement post–World War I)

Conclusion: Overall, the response meets the criteria for Level 2. The response includes a good description of the historical context surrounding the documents. General statements are used to explain why La Follette’s speech is reliable but lacks specific facts and details.

August 2023 Regents Examination in United States History and Government (Framework)
Test Questions by Key Idea

Question Number	Key Idea
1	11.2
2	11.2
3	11.2
4	11.2
5	11.2
6	11.2
7	11.3
8	11.3
9	11.3
10	11.5
11	11.3
12	11.3
13	11.4
14	11.4
15	11.5
16	11.6
17	11.7
18	11.7
19	11.8
20	11.8
21	11.9
22	11.9
23	11.10
24	11.10
25	11.10
26	11.11
27	11.11
28	11.9
29- SEQ-1	11.7
30- SEQ-2	11.6
31- SCF- 1	11.2, 11.3
32- SCF- 2	11.4
33- SCF- 3	11.4, 11.10
34- SCF- 4a/4b	11.10
35- SCF- 5a/5b	11.10
36- SCF- 6	11.10
37- CLE	CT

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

The Chart for Determining the Final Examination Score for the August 2023 Regents Examination in United States History and Government (Framework) will be posted on the Department's web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

FOR TEACHERS ONLY

The University of the State of New York

REGENTS HIGH SCHOOL EXAMINATION

UNITED STATES HISTORY AND GOVERNMENT (FRAMEWORK)

Thursday, August 17, 2023 — 8:30 to 11:30 a.m., only

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

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

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

Contents of the Rating Guide

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

- A question-specific rubric

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

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

General:

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

Mechanics of Rating

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

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THE 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 (Framework)
Part A Specific Rubric (Questions 31–36)
Civic Literacy Essay Question
August 2023**

Go on to the next page ➡

Document 1

U.S.–Native American Treaties

Virtually all inhabitable land in North America was occupied by Native Americans when Europeans arrived. By the 1990s, Indian [Native American] reservations in the United States represented about 2.5 percent of the country. A study of treaties reveals the changing nature of Indian and white relations. . . .

Between 1778 and the early 1800s, federal power over Indians expanded dramatically, especially in the eastern states. Eventually all tribes came to be regarded as quasi-sovereign peoples, not national equals. This view led to diminished tribal control over their destiny, their increasing exploitation, and federal paternalism. Tribes came to be regarded as dependent nations, and treaties were considered in the same light as other statutes of the U.S. Congress. It may come as a surprise that, despite military conflicts between the federal government and various tribes, the United States never formally declared war on hostile Indians.

Treaties with Indians were negotiated by the president of the United States and were binding when approved by the Indians and two-thirds of the U.S. Senate. It is important to note that a treaty could not provide funds for Indians; monetary commitments required separate congressional action. Nearly 400 treaties were negotiated. The greatest number, nearly 260, were arranged during the great westward expansion of white settlers following the War of 1812. The majority of these treaties, 230, involved Indian lands. A block of 76 treaties called for Indian removal from their lands and resettlement on other lands. Two tribes, the Potawatomi and Ojibwa (Chippewa), negotiated 42 treaties each, a record number. . . .

Source: Wendell H. Oswalt, *This Land Was Theirs: A Study of Native North Americans*, Eighth Edition, 2006

31 According to Wendell H. Oswalt, what is *one* historical circumstance surrounding the rights of Native Americans?

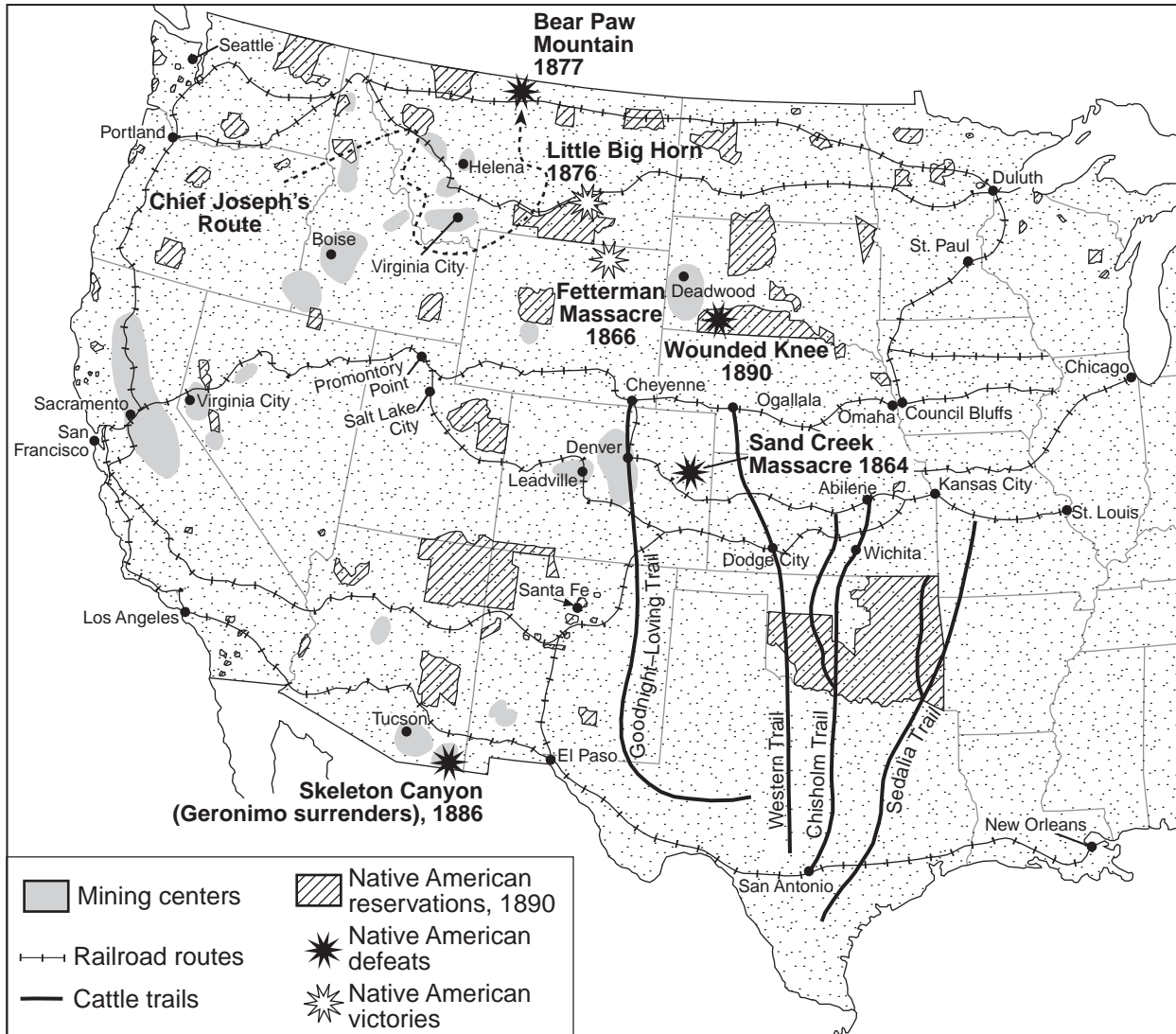
Score of 1:

- States a historical circumstance surrounding the rights of Native Americans according to Wendell H. Oswalt
Examples: most inhabitable land in North America occupied by Native Americans when Europeans arrived; by 1990s, Native American reservations in United States represented about 2.5 percent of country; federal power over Native Americans expanded dramatically in late 1700s/early 1800s; Native American tribes not seen as national equals; tribes regarded as quasi-sovereign peoples; Native American tribal control over destiny diminished; increasing exploitation/federal paternalism over Native Americans; tribes considered dependent nations; Native Americans could not gain funds through treaties; block of 76 treaties called for Indian removal from lands/resettlement on other lands; federal power over Native Americans in eastern states expanded dramatically; majority of treaties negotiated involved Native American lands; United States government fought Native Americans without ever declaring war/United States never formally declared war on hostile Native Americans; nearly 260 treaties signed during westward expansion of white settlers after War of 1812

Score of 0:

- Incorrect response
Examples: by the 1990s Native American land in North America increased; tribes considered national equals; tribes considered independent nations; federal power over Native Americans in eastern states decreased; United States government declared war on Native Americans; Potawatomi/Chippewa did not negotiate treaties
- Vague response
Examples: occupation of land; Native American reservations in the 1990s; tribal control; dependent nations; statutes of Congress; resettlement; their circumstances changed
- No response

The West and Native Americans, 1860–1890



Source: Mary Beth Norton et al., *A People and a Nation*, Houghton Mifflin and Robert A. Divine et al., *America: Past and Present*, HarperCollins (adapted)

32 Based on this document, what was *one* effect of westward settlement on Native Americans?

Score of 1:

- States an effect of westward settlement on Native Americans based on this document
Examples: cattle trails ran through several Native American reservations; Sand Creek Massacre; Native Americans massacred at Sand Creek; mining centers developed near/around Native American reservations; lost control of most of Great Plains and the West; Native Americans placed on reservations; Native Americans victims of massacres/lost battles; Native Americans defeat United States Army at Little Big Horn/Fetterman Massacre; Native Americans defeated at Wounded Knee/Skeleton Canyon/Bear Paw Mountain; warfare increased; railroads built through Native American lands

Score of 0:

- Incorrect response
Examples: Native Americans moved east of the Mississippi; Native Americans banned from reservations; all cattle trails went around reservations; reservations were closed; Native Americans lost at Little Big Horn; Geronimo did not surrender
- Vague response
Examples: Chicago to San Francisco; Chief Joseph; New Orleans; things changed/got worse
- No response

Document 3

Selected Events in Native American Relations with the United States

1879	Carlisle Indian Industrial School founded
1887	Dawes Severalty Act allotted reservation lands to individual Native Americans
1924	Indian Citizenship Act granted United States citizenship to indigenous Americans
1934	Indian Reorganization Act attempted to reverse the impact of the Dawes Act by restoring land to reservations
1968	AIM (American Indian Movement) founded to ensure past treaties made with the United States honored; AIM occupied Alcatraz Island in 1969 and headquarters of the Bureau of Indian Affairs in 1972
1970	President Nixon called for a new era of self-determination for Native American peoples
1988	Indian Gaming Regulatory Act affirmed the right of Native Americans to conduct gaming operations (casinos, etc.) on tribal lands
2009	President Obama established White House Tribal Nations Conference to encourage dialogue between government and tribal leaders

Source: Kathy Weiser, ed., "Native American Timeline of Events," Legends of America online (adapted)

33 Based on this document, what is *one* effort to address the rights of Native Americans?

Score of 1:

- States an effort to address the rights of Native Americans based on this document
Examples: Carlisle Indian Industrial School founded; Dawes Severalty Act allotted reservation land to individual Native Americans; Indian Reorganization Act restored land to reservations; United States citizenship granted to indigenous Americans; Indian Gaming Regulatory Act passed/ affirmed the right of Native Americans to conduct gaming operations on tribal lands; restoring land to reservations; increased educational opportunities; White House Tribal Nations Conference established; American Indian Movement (AIM) founded; AIM occupied Alcatraz Island/headquarters of the Bureau of Indian Affairs

Score of 0:

- Incorrect response
Examples: Dawes Act set up schools; Native Americans were never given citizenship; AIM occupied the White House; Native Americans lost control of casinos
- Vague response
Examples: new era; tribal leaders; land allotted reversed impact; headquarters; past treaties; they did things to make it better
- No response

Document 4a

. . . While some steps have been taken to undo damage to Native American religious liberties and to sacred places, most remain threatened by extractive minerals production from gold to uranium and the runoff poisons used to mine them; by commercial and recreational development from strip malls to ski resorts; by housing and highway expansion from acceleration lanes to landfills; by dams and urban sprawl that dry up water resources and deplete the water tables; and by munitions storage, bombing ranges, and other military activity. One sacred place—a ceremonial, burial, and historic site of one Native nation—is even being buried by the construction of a casino and hotel resort of another tribe. . . .

Federal-tribal agreements have been entered into for return of ownership and/or control of sacred places, for joint management or co-stewardship, or for other kinds of protections. Some of these legislative, administrative, or judicial agreements have been in place and working to the satisfaction of all parties for over 40 years. While details of these agreements are a matter of public record, information about some locations is not available, in order to prevent future violations. . . .

Source: Suzan Shown Harjo, "Threatened and Damaged: Protecting Sacred Places," *Expedition Magazine*, Penn Museum, Vol. 55, Issue 3, 2013

Document 4b

. . . Montana's Indian Education for All Act [1999] is generally regarded as the most thorough attempt by any state to integrate teaching about the state's Native American tribes into the curriculum of public schools.

The law had its origins in the state's 1972 constitution, which included a provision stating that Montana "recognizes the distinct and unique cultural heritage of the American Indian and is committed in its educational goals to the preservation of their cultural heritage." . . .

Educators hope both that Montanans gain a greater appreciation of a significant part of their state's history and population, and that Native American students will feel more at home in the public school system and will see their own cultures recognized and celebrated.

Source: *CQ Researcher*, April 24, 2015, Volume 25, Number 16

34 Based on these documents, state *one* impact of the efforts to restore Native American history and culture.

Score of 1:

- States an impact of the efforts to restore Native American history and culture based on these documents
Examples: most sacred places remain threatened by extractive minerals production/runoff poisons used to mine minerals; most sacred places remain threatened by commercial and recreational development/housing and highway expansion/munitions storage/bombing ranges/military activity; ceremonial/burial/historic site of one Native American nation being buried by construction of a casino/hotel resort of another tribe; federal-tribal agreements have been entered into for return of ownership and/or control of sacred places/joint management or co-stewardship; some legislative/administrative/judicial agreements have been in place and working for over 40 years/since 2017; passage of Montana’s Indian Education for All Act in 1999; Montana’s attempts to integrate teaching about state’s Native American tribes into curriculum of public schools; recognition by Montana of distinct and unique cultural heritage of Native Americans/commitment by Montana in its educational goals to preservation of American Indian cultural heritage; hope that Montanans would gain greater appreciation of significant part of their state’s history/population; hope that Native American students would feel more at home in public school system/see their own cultures recognized and celebrated

Score of 0:

- Incorrect response
Examples: all sacred places remain threatened; no more casinos can be built; Native Americans cannot attend public schools; Native American history cannot be taught in public schools
- Vague response
Examples: ski resorts opened; water tables; control; satisfaction of all parties; thorough attempts; public school system; details of agreements; they worked
- No response

Document 5a

. . . The Standing Rock Sioux tribe has opposed the Dakota Access Pipeline since first learning about plans for the pipeline in 2014. But it's only been in recent months that the issue has gained national attention, as thousands of protesters—including many Native Americans—have gathered in North Dakota in attempt to block the 1,200-mile project. And, with both supporters and opponents vowing to fight through the harsh North Dakota winter, the battle shows no signs of ending anytime soon. . . .

Source: Justin Worland, "What to Know About the Dakota Access Pipeline Protests," *Time*, October 28, 2016

Document 5b

Washington tribes stand with Standing Rock Sioux against North Dakota oil pipeline



. . . Tribes from across Washington and the Northwest have journeyed to remote Cannon Ball, N.D., to join the Standing Rock Sioux Tribe in a peaceful occupation of ancestral lands where the tribe seeks an injunction to stop construction of an oil pipeline until its waters and cultural resources are protected. . . .

Source: *Seattle Times* online, September 1, 2016

35 Based on these documents, what was *one* effort to protect the rights of Native Americans in North Dakota?

Score of 1:

- States an effort to protect the rights of Native Americans in North Dakota based on these documents
Examples: protests of oil pipelines on ancestral lands; Standing Rock Sioux tribe has opposed Dakota Access Pipeline since 2014; many Native Americans joined thousands of protesters in North Dakota in 2016 in an attempt to block project; supporters and opponents fought through North Dakota winter of 2016; Washington tribes stood with Standing Rock Sioux against North Dakota oil pipeline; tribes from across Washington and Northwest journeyed to North Dakota to join Standing Rock Sioux tribe in peaceful occupation of ancestral lands; Standing Rock Tribe sought injunction to stop construction of oil pipeline to protect water and cultural resources

Score of 0:

- Incorrect response
Examples: Standing Rock Sioux tribe supported pipeline; only a few people protested pipeline; Washington tribes opposed Standing Rock Sioux; protesters opposed an injunction to stop construction
- Vague response
Examples: Standing Rock Sioux tribe; recent months; project 1,200 miles; North Dakota winter is harsh; ancestral lands; they did actions
- No response

Document 6

A 2017 North Dakota voter identification law required that voters present identification displaying a street address, not just a post office box. Street addresses are not common on reservations.

A controversial new voter ID law in North Dakota made casting a ballot more difficult for thousands of Native Americans living on reservations in the state this year [2018]. But in the face of a law critics called “plainly unconstitutional,” Native Americans in parts of North Dakota appeared to turn out to vote in record numbers in Tuesday’s 2018 midterm elections. . . .

Proponents of the law argued it would reduce voter fraud, but voting rights advocates have warned it would systemically disenfranchise thousands of Native American voters. And activists on the ground Tuesday said there was a lot of confusion at the polls, describing instances of voters being turned away because poll workers did not accept tribal identification letters or because of discrepancies with their addresses. . . .

Alexis Davis, a 19-year-old member of the Turtle Mountain youth council, helped lead get-out-the-vote efforts on the reservation during the past few days, though she was not particularly involved in politics before this election.

“But then this voter ID law came, and then I was paying attention, and then I started seeing quotes about how this election is so important and this election is going to make history,” she says. “They were trying to take a right away from us. It made us want to go in there and vote twice as much and make a statement.”

Source: Katie Reilly, “A New North Dakota Law Threatened Native American Votes. They Responded by Turning Out in Historic Numbers,” *Time*, November 7, 2018

36 According to Katie Reilly, what is *one* impact of the 2017 voter identification law on Native Americans?

Score of 1:

- States an impact of the 2017 voter identification law on Native Americans according to Katie Reilly
Examples: made casting ballot more difficult for thousands of Native Americans living on reservations in North Dakota in 2018; Native Americans in parts of North Dakota appeared to turn out to vote in record numbers; resulted in confusion at polls; voters turned away because poll workers did not accept tribal identification letters/discrepancies with addresses; led to get-out-the-vote efforts by Native Americans; some Native Americans became more involved in politics

Score of 0:

- Incorrect response
Examples: made casting a ballot easier for Native Americans; fewer Native Americans became involved in politics; street addresses common on reservations; only post office boxes were necessary for voter identification
- Vague response
Examples: proponents; Turtle Mountain youth council; post office boxes; midterm elections; North Dakota law; they were sad
- No response

United States History and Government (Framework)
Content-Specific Rubric
Civic Literacy Essay Question (37)
August 2023

Historical Context: Rights of Native Americans

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 rights of Native Americans.

Task:

- Describe the historical circumstances surrounding this constitutional or civic issue
- Explain efforts by individuals, groups, and/or governments to address this constitutional or civic issue
- Discuss the impact of the efforts on the United States and/or on American society

Scoring Notes:

1. This civic literacy essay has a minimum of **four** components (describing the historical circumstances surrounding the issue of the rights of Native Americans, explaining *at least two* efforts to address this issue by individuals, groups, and/or governments, and discussing the impact of the efforts on the United States and/or on American society).
2. The description of historical circumstances may focus on immediate or long-term circumstances.
3. The efforts to address the issue of the rights of Native Americans may focus on efforts by individuals, groups, governments, or any combination of these.
4. Individuals, groups, and/or governments do not need to be specifically identified as long as they are implied in the discussion.
5. The efforts to address the issue of the rights of Native Americans may be positive, negative, or a combination of both.
6. The discussion of the impact of the efforts to address the issue of the rights of Native Americans may be on the United States, on American society, or on both the United States and American society.
7. The discussion of the impact of the efforts to address the issue of the rights of Native Americans 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, e.g., Native Americans turning out in record numbers during the 2018 midterm elections in parts of North Dakota is both an effort to address Native American rights and an impact of the effort.
9. The explanation of efforts to address the issue of the rights of Native Americans may include the discussion of the impact of the efforts on the United States and/or on American society.
10. The use of language that appears in the documents should not be penalized.
11. The response may discuss efforts to address the issue of the rights of Native Americans 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 4a, 4b, 5a and 5b may be considered separate documents **if** the response uses specific information from *each* document.

Score of 5:

- Thoroughly develops *all* aspects of the task evenly and in depth by describing the historical circumstances surrounding the rights of Native Americans, explaining *at least two* efforts to address the issue of the rights of Native Americans 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), e.g., connects the effects of expansion of federal power and Manifest Destiny on Native American land to unsuccessful attempts by Native Americans to defend their interests on the Great Plains and government attempts to promote Native American assimilation to continuing Native American efforts to protect their cultural and political rights
- Incorporates relevant information from *at least four* documents (see Key Ideas chart)
- Incorporates substantial relevant outside information (see Outside Information chart)
- Richly supports the theme with many relevant facts, examples, and details, e.g., signing of the Indian Removal Act; role of Cherokee; Trail of Tears; role of Manifest Destiny; relocation to reservations; destruction of buffalo; building of railroads; Fetterman Massacre; Little Big Horn; Carlisle Indian School; Ghost Dance; role of Russell Means; role of Dennis Banks; role of self-determination
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- Develops *all* aspects of the task but may do so somewhat unevenly by discussing one aspect of the task less thoroughly than the other aspects of the task
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates* information), e.g., discusses the removal policies of the federal government, the challenges faced by Native Americans as Manifest Destiny moved the frontier further westward, Native American resistance to assimilation and further threats to their ancestral lands, and the continued challenge of protecting cultural resources and their identities as Native Americans
- 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.

Rights of Native Americans

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

Historical Circumstances	
<p>Doc 1— Occupation of virtually all inhabitable land in North America by Native Americans when Europeans arrived</p> <p>Changing nature of relations between whites and Native Americans</p> <p>Great westward expansion of white settlers following War of 1812</p> <p>Negotiation of nearly 400 treaties (nearly 260 arranged during westward expansion of white settlers following War of 1812 with 230 involving Native American lands; Native American removal from lands and resettlement on other lands; negotiation of 42 treaties each by Potawatomi and Ojibwa/Chippewa tribes)</p> <p>Dramatic expansion of federal power over Native Americans especially in eastern states between 1778 and early 1800s</p> <p>No formal declaration of war on Native Americans by United States</p> <p>Native American reservations about 2.5 percent of country by 1990s</p> <p>Native American tribes regarded as quasi-sovereign peoples, not national equals (diminished tribal control over destiny; increasing exploitation of Native Americans; federal paternalism; tribes regarded as dependent nations; treaties considered in same light as other statutes of United States Congress)</p> <p>Treaties binding when approved by Native Americans and two-thirds of United States Senate</p> <p>No funds for Native Americans in treaties as monetary commitments require separate congressional action</p>	<p>Doc 2—Movement of Native Americans to reservations in the West</p> <p>Interference with Native American way of life (mining centers; railroad routes; cattle trails)</p> <p>Confrontations between whites and Native Americans in West (Sand Creek Massacre; Fetterman Massacre; Little Big Horn; Bear Paw Mountain; Skeleton Canyon; Wounded Knee)</p> <p>Doc 3—Founding of Carlisle Indian Industrial School in 1879</p> <p>Giving reservation lands to individual Native Americans in Dawes Severalty Act in 1887</p> <p>Doc 4—Damage to Native American religious liberties and to sacred places (mining; commercial and recreational development; housing and highway expansion; dams and urban sprawl; military activity)</p> <p>Doc 5—Ancestral lands threatened by construction of oil pipelines</p>

Rights of Native Americans

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

Efforts to Address	
<p>Doc 2—Resistance by Native Americans to further encroachment of American settlers (victorious at Fetterman Massacre and Little Big Horn)</p> <p>Doc 3—United States citizenship granted to Native Americans in Indian Citizenship Act in 1924 Land restored to reservations in Indian Reorganization Act in 1934 American Indian Movement founded in 1968 to ensure past treaties made with United States honored (occupation of Alcatraz Island in 1969 and headquarters of Bureau of Indian Affairs in 1972 by American Indian Movement) New era of self-determination for Native American peoples called by President Nixon in 1970 Passage of Indian Gaming Regulatory Act affirming right of Native Americans to conduct gaming operations on tribal lands (casinos) White House Tribal Nations Conference established by President Obama in 2009</p> <p>Doc 4—Federal-tribal agreements (return of ownership and/or control of sacred places; joint management or co-stewardship) 1999 Montana’s Indian Education for All Act 1972 Montana Constitution</p>	<p>Doc 5—Opposition to Dakota Access Pipeline since 2014 by Standing Rock Sioux tribe Gathering of thousands of protesters, including many Native Americans in 2016 in attempt to block project Vow from both supporters and opponents to fight through harsh North Dakota winter of 2016 Joining of several tribes for peaceful occupation of ancestral lands to get injunction to stop construction of oil pipeline until waters and cultural resources protected</p> <p>Doc 6—Requirement of 2017 North Dakota voter identification law for voters to present identification displaying street address, not just a post office box, to reduce voter fraud Get-out-the-vote efforts of Turtle Mountain youth council Record numbers of Native Americans voting in North Dakota’s 2018 midterm elections Warning by voting rights advocates that voter identification law would systemically disenfranchise thousands of Native American voters</p>

Rights of Native Americans

Key Ideas from the Documents (continued)

(This list is not all-inclusive.)

Impact of Efforts	
<p>Doc 3—Attempt to reverse impact of Dawes Act in 1934 by restoring land to reservations in Indian Reorganization Act in 1934 President Nixon calling for new era of self-determination for Native Americans Indian Gaming Regulatory Act affirming right to conduct gaming operations on tribal lands White House Tribal Nations Conference encouraging dialogue between government and tribal leaders</p> <p>Doc 4—Federal-tribal agreements (return of ownership and/or control of sacred places; for joint management or co-stewardship) Legislative, administrative, or judicial agreements in place and working to satisfaction of all parties for many years Passage of Montana’s 1999 Indian Education for All Act to attempt to integrate teaching about Native American tribes into curriculum of public schools Inclusion of a provision in Montana’s 1972 constitution stating that Montana recognized distinct and unique cultural heritage of the American Indian and committed in its educational goals to preservation of cultural heritage Hope for a greater appreciation of Native American role in Montana’s history and population Hope that Native American students will feel more at home in public school system Hope that Native Americans will see their own cultures recognized and celebrated</p>	<p>Doc 5—National attention gained in fall of 2016 with thousands of protesters attempting to block pipeline project Continued fight of both supporters and opponents on pipeline issue</p> <p>Doc 6—Casting a ballot in 2018 more difficult with 2017 North Dakota voter identification law for Native Americans living on reservations as street addresses not common North Dakota voter identification law called unconstitutional by voting rights advocates because of systematic disenfranchisement of thousands of Native American voters Confusion at polls as voters turned away by poll workers (tribal identification letters not accepted; discrepancies with addresses) Turnout in record numbers in 2018 midterm elections of Native Americans in parts of North Dakota Motivation for Native Americans to vote and make a statement</p>

Rights of Native Americans

Relevant Outside Information

(This list is not all-inclusive.)

Historical Circumstances	
<p>Native American response to colonial settlement mixed and fluid (early peaceful cooperation—Pilgrims at Plymouth; conflict—Virginia)</p> <p>Resistance of Native Americans to American westward expansion more difficult after French and Indian War, American Revolution, War of 1812 (meaningless treaties; Native American disunity)</p> <p>Increased demand for Native American land with expansion of commercial farming and cotton plantations</p> <p>Accommodation of Cherokees to “white civilization” not respected (economic self-sufficiency; political self-government; written constitution; private property; ownership of slaves)</p> <p>Refusal of President Jackson to recognize Supreme Court decision in <i>Worcester v. Georgia</i></p> <p>Death and hardships as result of forced removal to Indian Territory of Native Americans living east of the Mississippi River (Trail of Tears)</p>	<p>Limits for economic self-sufficiency in Indian Territory as a result of environmental differences (unfamiliar land; tribal conflicts; increase in dependence on federal government)</p> <p>Encouragement of Native Americans to assimilate into American society (banning Sun Dance and Ghost Dance; Dawes Act; details about Carlisle School)</p> <p>Further erosion of Native American culture as result of Manifest Destiny (disease; destruction of buffalo; surrender of more ancestral lands; failure of federal government to protect their interests; corrupt federal Native American agents; thousands of settlers; alcohol)</p> <p>Encouragement by government to decrease size of reservations with discoveries of gold on Native American land (Nez Perce)</p> <p>Continued resentment of Native Americans toward authority of United States government (warfare on Great Plains from 1865 to 1890)</p>

Efforts to Address	
<p>Government’s unfair treatment of Native Americans exposed in literature (Helen Hunt Jackson’s <i>Century of Dishonor</i>)</p> <p>Tribes and tribal ownership of land ended in exchange for 160 acres and promise of eventual citizenship (Dawes Act)</p> <p>Inclusion of Native American history and culture in state social studies curriculums (New York State)</p> <p>Treaty cases taken to federal courts by Native Americans</p> <p>Attempts by Eisenhower administration to move Native Americans into mainstream American life and away from reservations (termination policy)</p>	<p>President Lyndon B. Johnson’s War on Poverty funds used to improve reservation conditions (upgrade of educational facilities; occupational training; improvements in housing; support of self-determination)</p> <p>Goals set by American Indian Movement to restore tribal self-government and economic resources guaranteed in treaties (Red Power; Russell Means; Dennis Banks)</p> <p>Organizations created to further goals of justice and equality (National Congress of American Indians; National Indian Youth Council)</p>

Rights of Native Americans

Relevant Outside Information (continued)

(This list is not all-inclusive.)

Impact of Efforts	
<p>Continuation of Native American struggles despite efforts by federal government and others (poverty; low educational achievement; unemployment; infant mortality; health issues)</p> <p>Increase in number of Americans identifying as Native Americans</p> <p>Larger percentage of Native Americans voting and holding political and appointed offices (Ben Nighthorse Campbell; Sharice Davids; Deb Haaland)</p> <p>Native American resistance on Great Plains ended with Wounded Knee Massacre</p> <p>Termination policy unsuccessful (many Native Americans remained on or returned to reservations; many rejected mainstream American urban life)</p>	<p>Legal recognition of tribal lands and financial compensation in settlements through court action</p> <p>Recognition of important role of Native Americans in United States history (National Museum of American Indian, Washington, D.C.; National Museum of American Indian, New York City; state and local museums; increased academic interest in Native American political and cultural history; Smithsonian; National Geographic; media and artistic attention; renaming of Columbus Day to Indigenous Peoples Day)</p> <p>Attempts to correct negative stereotyping (changing of school mascots and professional team names)</p> <p>Pipeline constructed and completed despite protests</p>

When settlers from Europe founded the Jamestown and Massachusetts Bay Colonies in the 17th Century, they came into contact with an unfamiliar culture. The relationship that Europeans and natives developed was often complicated and many times did not work to the advantage of Native Americans. The natives' darker skin and less-developed technology made the Europeans view them ethnocentrically as inferior beings. This sentiment was sustained in the dealings the American government had with Native Americans for centuries. It led to the exploitation of Native Americans that still continues to impact their well-being today. Since George Washington's administration, reformers and activists have advocated policies to assimilate the Native American population believing it would lead to their economic success and adjustment to American society. These attempts rarely met with success or led to Native Americans being treated fairly. The oppression and discriminatory policies that had characterized the US's relationship with the natives for so long continued for centuries.

The US government actively disregarded Native American rights to their ancestral lands. After Thomas Jefferson's purchase of Louisiana, Lewis and Clark were sent to explore the region and learn more about the Native Americans. They were helped on their journey by Native American Sacajawea. Their exploration led to more interest in westward settlement and eventually more challenges to Natives living in the West. Thousands of acres in the Purchase would also mean there would be room to resettle Natives from the East. After the war of 1812, the government negotiated many treaties with the Native tribes, according to Wendell Oswalt. However, these treaties were often ignored and

broken by the government, opening up more land for settlement and taking more land from the Native Americans. With gold discovered in Georgia, the state tried to remove the Cherokees who claimed the land white settlers wanted, which was in close proximity to the gold. In *Worcester v Georgia* case, President Andrew Jackson chose to ignore Chief Justice John Marshall's ruling. The Cherokees were removed along with the Seminoles and other eastern tribes. The Cherokees were forced along the Trail of Tears, which whiped out significant percentages of the native population. During the age of Manifest Destiny and Westward Expantion the building of rail roads near tribal land led to the near death of the vital buffalo herds. For the Natives living on the Great Plains the buffalo meant everything – food, hides, clothing, etc. and killing them meant the end of a way of life. When railroads were completed they brought more settlers and miners to the West. Natural resource development led to mining centers that led to more removal of Natives from their land as can be concluded from the map. Although Natives who were moved from the east to west of the Mississippi were assured by President Andrew Jackson that they would not be moved again, they were. These circumstances led to Natives defending themselves in years of Indian Wars in the West. Violence at Skeleton Canyon, Sand Creek, Wounded Knee, Fetterman, Little Big Horn, and Bear Paw Mountain took a large toll on Natives and whites and did little to stop the advancement of the frontier. As seen in the chart, the 1887 Dawes Act was designed to allot reservation land to individual natives so they could become self-sufficient independent farmers. What this truly was meant to accomplish was the end of the tribes' power and tribal life and an attempt to assimilate Natives into

the culture to control them and possibly end resistance to westward expansion. Millions of acres of land were lost by Natives as a result of the Dawes Act and non-Natives were able to acquire much of it. Whenever the government attempted to address Native American rights, Natives usually lost something. The tragic battle at Wounded Knee in 1890 ended Native resistance to white encroachment but not Native American oppression. Ultimately, the events of the 1800's saw rights for natives diminished and the loss of cultural respect at the hands of the government and western settlers.

In the 1900's, reformers sought an improvement in relations with the Natives. Natives generally suffered economically during the best of times but during the hard times of the Great Depression their situation worsened. President Franklin Roosevelt's "Relief and Recovery" ideas had an impact on Native American policies. The 1934 Indian Reorganization Act aimed to undo the damage from the Dawes Act by returning some land to the tribes. Reclaiming their land meant that Native American tribal customs could be saved too. Natives could have more influence over their own lives and gain more cultural acceptance. The American Indian Movement sought the honoring of past treaties and wanting to make more people aware of the injustices Natives had faced. They occupied Alcatraz Island – which had been seized and turned into a prison and Wounded Knee, the site of the 1890 massacre of the Sioux. In 1970, President Nixon called for improved relations with the natives and advocated for more self-determination. This eventually led to natives operating casinos on their land, which was encouraged by the Indian Gaming Regulatory Act. This helped some tribes including the Oneidas in New York State to become economically

self-sufficient. As stated by Susan Harjo, the US government took steps to preserve native religious liberties and sacred places, through the joint-ownership of land or its complete return to the natives. Native culture and rights were formally recognized, such as in the case of the Montana Indian Education for All Act, as stated by CQ Researcher. Natives want their true story told in schools and feel when this happens their children feel more understood and comfortable going to school. If more Native children are motivated to stay in school more will graduate and have more opportunities in their future. This could make a real difference economically and psychologically to Natives. These reforms expanded the rights and opportunities of Natives in the United States.

The reforms of the 1900's strengthened the Native's fight against the corrupt actions of the Bureau of Indian Affairs and other unjust practices of other federal and state agencies. Native Americans have also gained more confidence and have become more engaged in advocating for themselves, when the Dakota Access Pipeline was proposed, creating an oil pipe line running straight through tribal lands, the Standing Rock Sioux spent over 2 years protesting and trying to block the construction, according to Justine Worland. The Seattle Times reported that many neighboring tribes came to the Sioux's aid, joining in the peaceful protesting. The Sioux have been fighting to protect their sacred lands since the 1800s and it is clear that their concerns have not been listened to. The pipeline planning should have included more Native American opinions but it didn't. The pipeline despite Sioux concerns went ahead anyway. Court challenges will not necessarily do any more to protect Native interests. However, to gain more of a voice in their communities they rejected

voter suppression. In 2018, Natives in North Dakota defended their right to vote despite a new voter ID law by turning out to vote in record numbers, as observed by Katie Reilly. As more Natives vote more political candidates will have to listen to their concerns. If this happens decisions over land claims and pipelines will begin to reflect the Native American point of view. The most recent events seeking to defend Natives' rights has made the United States' society more sensitive to the Natives' struggle and plight, and it has caused the society to reflect on the injustices faced by the Natives in earlier centuries. Discussions about reparations have been ongoing and some believe they have begun to be made, in legislation such as the Indian Gaming Regulatory Act of 1988. However, others believe returning Native land is the only fair method of reparation. The continued efforts of Native groups in the modern era has kept the fight for Natives' rights alive, and has changed society's view of the Native peoples—seeing them as mistreated equals instead of inferior, primitive beings.

Anchor Level 5-A

The response:

- Thoroughly develops *all* aspects of the task evenly and in depth for the rights of Native Americans
- Is more analytical than descriptive (relationship between Europeans and Native Americans often complicated and many times did not work to advantage of the latter; 1800s saw rights diminished and loss of cultural respect at hands of government and western settlers; want their true story told in schools so children feel more understood and comfortable; if children motivated to stay in school more will graduate and have more opportunities; pipeline planning should have included more opinions; as more vote more political candidates will have to listen to concerns then land claims and pipelines will begin to reflect their point of view; more sensitivity to plight causing society to reflect on injustices they faced in earlier centuries)
- Incorporates relevant information from all the documents
Incorporates substantial relevant outside information (darker skin and less developed technology made Europeans view Native Americans ethnocentrically; since Washington administration reformers and activists advocated assimilation policies believing they would lead to economic success and adjustment; Sacajawea helped Lewis and Clark; in *Worcester v. Georgia* President Jackson chose to ignore Chief Justice Marshall’s ruling and Cherokees, Seminoles, and other eastern tribes were removed; Cherokees forced along Trail of Tears; during Manifest Destiny the building of railroads led to near death of vital buffalo herds; Dawes Act meant to end power of tribes and tribal life and attempt to assimilate them; tragic battle at Wounded Knee ended resistance to white encroachment but not oppression; Alcatraz seized and turned into prison; operating casinos helped some tribes including Oneidas in New York become economically self-sufficient; reforms of 1900s strengthened fight against corrupt actions of Bureau of Indian Affairs; pipeline went ahead despite Sioux concerns and court challenges; discussions about reparations ongoing)
- Richly supports the theme with many relevant facts, examples, and details (after War of 1812 government negotiated many treaties; railroads built near tribal land during westward expansion; violence took large toll on Native Americans and whites and did little to stop advancement of frontier; Dawes Act designed to give reservation land to individual Native Americans; Indian Reorganization Act returned some land to tribes; Sioux massacred at Wounded Knee; President Nixon advocated for more self-determination; Indian Gaming Regulatory Act encouraged Native Americans to operate casinos on their land; when Dakota Access Pipeline was proposed many neighboring tribes came to Sioux’s aid joining in peaceful protest; in 2018 Native Americans in North Dakota defended right to vote by voting in record numbers)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that summarize that Native Americans have continued their struggle to achieve respect and equality

Conclusion: Overall, the response fits the criteria for Level 5. Strong historical details effectively support a critical appraisal of documents and thoughtful conclusions about the still evolving complicated relationship between Native Americans and the government. Analytic statements concerning Native American advocacy and self-determination provide a thoughtful connection to societal reflection and Native American reparations.

Long before the foundations of the United States were laid and European settlers colonized the Americas, Native American tribes were spread across the landmass, each with their own culture and beliefs. Since the arrival of the European settlers and throughout the course of American history, Native Americans have been pushed further and further away from their land. In more recent years, historians, politicians, and everyday people have looked back on past actions through a contemporary lens, and this has led to a greater discussion about the rights of Native Americans, which has permeated countless aspects of culture and caused some significant change. While some efforts to increase the rights of Native Americans have been successful, there is still a lot of progress that needs to be made.

Since the European explorers arrived in the Americas in 1492, and since the settlement of Jamestown, Native Americans have been pushed out of their land. Although Pocahontas married John Rolfe, there were conflicts between Virginia's Native Americans and the colonists that led to wars that Native Americans could not win. The Virginia colonists kept taking land from Native Americans as did New England settlers. Peaceful Thanksgiving celebrations did not last as colonists kept pushing Native Americans off their land. The Quakers tried to keep peace with Native Americans but as more settlers arrived things changed for the worse for Native Americans in Pennsylvania too. "virtually all inhabitable land in North America was occupied by Native Americans when Europeans arrived but by the time the colonies declared independence, Native Americans had steadily lost more and more land and government power over them increased as treaties were signed" (Document 1). The relationship between the United States

and Native Americans was defined by treaty commitments that were often ignored. Andrew Jackson believed treaties did not have to be honored. Believing that “voluntary removal” was in the best interests of Native Americans (really the whites) Jackson did nothing to protect the Cherokees in Georgia. More treaties were signed in which Native Americans exchanged land in the East for land in the West with promises of government help in the resettlement. These promises were not kept. In about 500 years, 97.5 percent of land was stolen or purchased on likely false premises from Native Americans. This includes sacred lands, homes, and historical landmarks. The government did not seem to care about preserving Native American culture. In Document 2, the map shows many of the developments that had a negative impact on Native Americans and a number of battles and massacres that occurred between 1860 and 1890. Since the settlement of Jamestown, relations with Native American tribes, or between Native Americans and European settlers, have almost never been on good terms for the Native Americans and worsened as ancestral land and hunting grounds were threatened by homesteaders in the trans-Mississippi West. Despite tribal resistance and some success in battles such as Custer’s Last Stand, Native Americans were no match for the United States Army, bad government policies, disease, and people pushing West.

The Carlisle Indian School was an effort made by the government to make Native Americans less “Indian” by making children give up their identity and learn vocational skills while living away from their family. Government efforts since have been more positive and efforts are being made to repair damages, return land, and uphold broken treaties. Document 3 details a number of efforts meant to increase the

rights of Native Americans, including the Indian Citizenship Act. Red Power activities of the American Indian Movement have targeted long-held Native American grievances, and the White House Tribal Nations Conference is where issues affecting Native Americans can be discussed. Document 4b states that the Indian Education for All Act in Montana was a landmark effort to include more education about Native Americans in public schools. It was thought that since Native American students are often at risk for dropping out of school that learning more about their history might make school more meaningful. Documents 5a and 5b showcase efforts by Native Americans to preserve their rights by protesting against a damaging oil pipeline in North Dakota. They believe the pipeline could ruin sacred lands. The Sioux have taken a strong stand in support of protecting their land from possible threats of oil spills and water contamination. Presently, Native Americans are being treated more fairly and their rights are more often upheld by the courts, but they are still resisting. They are still struggling to be recognized as "national equals." There is more progress to be made. The fact that corporations are attempting to construct an oil pipeline that would harm Native American land at all is an issue that needs to be addressed further. Some federal tribal agreements have been successful in protecting sacred places as Document 4a states. However, corporations have to be more aware of the importance Native Americans attach to the land and the environment when they plan commercial developments. Native American protests have not stopped the building of malls and highways. Their protests have not stopped oil from moving through the pipeline. In Document 6, Katie Reilly writes about a voting law in North Dakota designed to

disenfranchise Native American citizens living on reservations and make it harder for them to vote. There are still efforts that need to be made in order to uphold and protect the rights of Native Americans. State legislatures that make election laws need to consider that Native Americans often live in isolated areas, often without access to roads and transportation. Native Americans don't necessarily live in city neighborhoods so there are many barriers for them to even have a chance to vote — such as no street addresses. States should consider what can be done to make voting easier, not harder for Native Americans. Native Americans have served the country in many ways, including volunteering to fight in World War II, Korea, and Vietnam. As patriots and United States citizens they should not be denied the right to vote. Those who try to keep Native Americans from voting are ignoring the Indian Citizenship Act and federal voting rights laws.

Though progress made in recent years dealing with protecting the rights of Native Americans has been a significant improvement over the lack of efforts made prior to the late nineteenth century, there is still a long way to go until Native Americans are treated fairly and equally in American society. Looking back at Native American history through a contemporary lens, it can be seen that in many ways Native Americans are still “forgotten Americans” whether they live on reservations or in cities. Because Native American culture is not always understood, Native Americans still suffer from negative stereotyping such as in the use of mascots. Native Americans continue to be challenged by environmental threats such as fracking for oil and gas on tribal lands. In the 21st century more efforts will have to be made to insure full respect for Native American rights.

Anchor Level 5-B

The response:

- Thoroughly develops *all* aspects of the task evenly and in depth for the rights of Native Americans
- Is more analytical than descriptive (before European colonization Native Americans spread across landmass with culture and beliefs; in recent years historians, politicians, and everyday people have looked back on past actions through a contemporary lens leading to greater discussions about rights; relationship defined by treaties that were often ignored; despite tribal resistance and some success in battles they were no match for United States Army; bad government policies, disease, and people pushing west; since students often at risk for dropping out then learning more about their history might make school more meaningful; still struggling to be recognized as national equals; those trying to keep them from voting are ignoring Indian Citizenship Act and federal voting rights laws)
- Incorporates relevant information from all the documents
- Incorporates substantial relevant outside information (since European explorers arrived in Americas in 1492 and settlement of Jamestown they have been pushed off land; Virginia and New England colonists kept taking land; peaceful Thanksgiving celebrations did not last; Quakers tried to keep peace with them; Jackson believed voluntary removal was in best interest of and did nothing to protect Cherokees; relations with settlers worsened as ancestral land and hunting grounds threatened by homesteaders in trans-Mississippi West; Carlisle School made children give up identity and learn vocational skills while living away from family; Red Power activities of American Indian Movement targeted long-held grievances; state legislatures making election laws need to consider that they often live in isolated areas often without access to roads and transportation; served country in many ways including volunteering to fight in World War II, Korea, and Vietnam; because culture not always understood they still suffer from negative stereotyping such as use of mascots; environmental threats such as fracking on tribal lands)
- Richly supports the theme with many relevant facts, examples, and details (number of battles and massacres between 1860 and 1890; passage of Indian Citizenship Act; activities of American Indian Movement; issues to be discussed at White House Tribal Nations Conference; Indian Education for all Act an effort to include more education about them in public schools; protested against a damaging oil pipeline in North Dakota to protect land from possible threats of oil spills and water contamination; some federal tribal agreements successful in protecting sacred places; protests have not stopped building of malls and highways; protests have not stopped oil from moving through pipeline; voting law in North Dakota designed to disenfranchise citizens living on reservations)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discuss continuing efforts to recognize and increase the rights of Native Americans

Conclusion: Overall, the response fits the criteria for Level 5. The premise of viewing Native American culture, protests, and good citizenship through a contemporary lens leads to thoughtful conclusions about why more progress needs to be made. Relevant outside information supports document interpretation that is effectively woven into the narrative.

The rights of Native Americans have been debated throughout American history. Native Americans and the relationship between them and white Americans has been discussed by historians extensively. The response by Native Americans in relation to this oppression and lack of rights has been ongoing.

Ever since Europeans arrived in the Americas, Native Americans have been oppressed, and disregarded by whites who felt superior to the “savage Indians.” A disregard for Native Americans happened in different ways throughout colonial America. Colonists had weapons and were more unified than scattered tribes who weren’t able to stop the whites from taking their land. Government power over Native Americans escalated between 1778 and 1800. By the early 1800s when France sold President Jefferson the Louisiana Territory, settling millions of acres of land and reaching the Pacific Ocean became a possibility. Native Americans living in the way of Manifest Destiny and pioneers would have to be dealt with. Native American tribes became seen as quasi-sovereign peoples, not national equals, who were being exploited by government treaty making (Document 1). The relationship between Native American groups and white Americans was neither a relationship between independent nations nor one of equality between parts of the same nation. This put Native Americans at a disadvantage when it came to protecting their interests. Many treaties were signed but almost none had a good outcome for Native Americans. In fact, removal from tribal lands became a way for the government to open more land for white settlement (Document 1). From 1860-1890 the infringement on Native American lands on the Great Plains and beyond as a result of westward expansion lead to a further

restriction of Native American rights. Some Native Americans fought bad treaties but others thought if they became more “civilized” they would be allowed to stay on their land. The Georgia Cherokees became farmers, Christians, and had their own newspapers and alphabet. The Cherokees thought by assimilating they could save themselves and stay on their land. The Trail of Tears proved them wrong and their situation got worse. Moved to the West they eventually found themselves on reservations that kept getting smaller. This happened to almost all tribes. By Wounded Knee in 1890 there was almost no hope that Native American rights of any kind would be respected whether they assimilated or not. A 21st century modern example of the restriction of Native people’s rights shows that discrimination against Native Americans still existed. In 2017 a North Dakota voter identification law was passed which restricted the ability of Native people to vote by requiring a home address to register to vote. Single home addresses are not common on reservations which specifically restricted Native Americans from voting (Document 6). This restriction of voting rights, the destruction of sacred sites, and the absence of Native Americans from school curriculum are just a few ongoing factors surrounding this civic issue. From the relocation of Native Americans onto reservations where they would have few opportunities to the denial of their citizenship rights in North Dakota, Native Americans have not been treated as “national equals”. The view of Native Americans by white Americans as inferiors that began in our early history is the key to understanding the historical circumstances surrounding the long-standing issue of Native American oppression and suppression of rights. Native Americans have not reacted to this

treatment in a passive way.

Facing continued restrictions and oppression Native Americans have taken action in order to stand up for themselves and their rights. For instance, in response to the construction of a pipeline that would carry oil through Native American land in North Dakota, many tribes worked together and protested by sitting on and occupying the disputed land (Document 5b.) Their persistence in opposing this construction has not been successful in stopping the construction of the pipeline. The economic benefits of the pipeline seem to outweigh Native American opposition. Protecting Native American religious liberty and sacred places has been almost impossible but Native Americans continue to try (Document 4a). The United States government has also attempted to address the continued oppression of Native people, for example in 2009 President Obama took a progressive action in order to take a step toward improving relations between the US government and tribe leaders by establishing the White House Tribal Nations Conference (Document 3), where issues of importance could be discussed. Improving the Native American educational experience as Montana has done is an important goal (Document 4b). Discussions about how the federal government can help do this could be vital to Native American students around the country. Solutions to problems might be found with the government and Native Americans working together which has not always been the case. The protest of the Dakota Access Pipeline and the actions of President Obama show the attempts of the government and of native peoples to stop the oppression of Native Americans.

Although Native Americans have been continuously oppressed

throughout American history from their first contact with Europeans to the modern day, actions are being taken to try to fix these issues. Native Americans have never stopped pushing back. They fought the colonists who were taking their land and Andrew Jackson's Indian Removal. Once in the West they fought the army on the Great Plains. More recently young Native Americans have successfully organized to protest unjust voting laws in North Dakota (Document 6). Although the oppression of Native Americans has been extensive and ongoing so have their efforts to gain the respect they deserve.

Anchor Level 4-A

The response:

- Develops *all* aspects of the task for the rights of Native Americans
- Is both descriptive and analytical (since European arrival Native Americans oppressed and disregarded by whites who felt superior relationship was neither a relationship between independent nations nor one of equality between parts of same nation; removal from tribal lands a way for government to open more land for white settlement; by the time of Wounded Knee there was almost no hope rights would be respected whether assimilated or not; from relocation to reservations to denial of citizenship rights in North Dakota they have not been treated as national equals; view of them as inferiors that began in early history a key to long-standing issue of oppression and suppression of rights; improving their educational experience as Montana has done is an important goal and could be vital to students around the country)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (colonists had weapons and were more unified than scattered tribes; when France sold Jefferson the Louisiana Territory settling millions of acres of land and reaching Pacific Ocean became a possibility; some fought bad treaties but others thought if they became more “civilized” they would be allowed to stay on land; Georgia Cherokees became farmers, Christians, and had own newspapers and alphabet; Cherokees thought assimilation could save them; Trail of Tears proved Cherokees wrong and situation got worse as they eventually found themselves on reservations; persistence in opposing construction of pipeline in North Dakota not successful in stopping construction as economic benefits seem to outweigh opposition; fought colonists and Jackson’s Indian Removal Act)
- Supports the theme with relevant facts, examples, and details (many treaties signed but almost none a good outcome for them; infringement on lands as result of westward expansion led to further restriction of rights; passage of North Dakota voter identification law restricts ability to vote by requiring a home address which is not common on reservations; restriction of voting rights, destruction of sacred sites, and absence from school curriculums are ongoing factors; many tribes worked together to protest construction of oil pipeline in North Dakota by sitting on and occupying disputed land; in 2009 President Obama established White House Tribal Nations Conference to improve relations between government and tribal leaders; successfully organized to protest unjust voting laws)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a conclusion that briefly summarizes the Native American struggle for rights

Conclusion: Overall, the response fits the criteria for Level 4. The futility of assimilation and continuing Native American oppression are supported by good historical understandings, especially in the discussion of the Cherokees. Thoughtful insights about the persistent efforts of Native Americans to protest injustices are reflected in some analytical conclusions, that would have benefited from additional supporting facts and details.

Some good relationships between Native Americans and European settlers did exist in the earliest days of European colonization. Different attitudes about land ownership and almost constant movement west became threatening to Native Americans which is one of the reasons why Native Americans have been in conflict with Americans since colonial times. Unfortunately, Native Americans often, because of being seen as different, have been treated very poorly throughout U.S. history. Many of the constitutional and civic issues faced by Native Americans have been debated and efforts to address these injustices have been made by individuals, groups, and the government. These efforts regarding the rights of Native Americans have achieved varying degrees of success and some have led to Native Americans being viewed more positively and fairly in American society.

With America still under British rule, the British issued the Proclamation of 1763 to ban colonists from moving out west past the Appalachian mountains. They did this in order to prevent further conflict with the Natives. Even though they issued this, the colonists went past the Line which meant more conflicts and resentment of the Native Americans. After gaining independence from Britain, the U.S. greatly increased their power over tribes who were viewed as dependent nations. Treaties made between the years of 1778-1800 began to define the relationship between the American government and these "quasi-sovereign people." (Document 1). Losing more of their land led to even more conflicts with "whites" and more bad treaties. Many treaties after the War of 1812 resettled Native Americans on other lands (Document 1) and opened up more land for American settlers.

During the presidency of Andrew Jackson resettling meant removal west of the Mississippi. The Cherokees developed issues in Georgia when the settlers and the state wanted their land. This led to Jackson enforcing the Indian Removal Act and moving the Cherokees to Indian territory in the West. Although the Supreme Court upheld the rights of the Cherokees in *Worcester vs. Georgia*, Jackson moved them anyways, which became known as the Trail of Tears. Natives once in the West were eventually forced onto smaller and smaller reservations as more settlers moved to the west. Additionally, in later years when building a transcontinental railroad on land that originally belonged to Native Americans, direct conflict with Natives became more common. Not only were buffalo killed to feed railroad workers but when completed the railroad brought tourists and hunters who shot the buffalo for sport. As people moved out west, and put more pressure on Native American land and culture, warfare became more common and resulted in tragedies such as the Sand Creek Massacre and the Battle of Wounded Knee (Document 2). Clearly, there has been much conflict between Natives and Americans over land rights, broken treaties, and cultural disrespect.

There have been many efforts to address the Native American constitutional and civic issues. Some Native Americans were given citizenship in the Dawes Act which continued the government efforts to acquire more land from Native Americans. Finally the Indian Citizenship Act granted citizenship to indigenous Americans in 1924. Native Americans were living in America long before the European colonists but were almost the last to become citizens. They were often not seen as equal citizens even after 1924. States such as North

Dakota in 2017 purposely made it hard for Native Americans to vote (Document 6). Much has been done by the government attempting to address issues and wrongdoings towards natives such as the Indian Reorganization Act. This attempted to reverse the impact of the Dawes Act by restoring land to reservations (Document 3) and there have been some successful court challenges to voter ID laws in North Dakota. However, much of the past cannot be undone but efforts by Native Americans to protect their rights continue. Native Americans have protested against injustices in many different ways throughout US history. Their protests have continued into the 21st century. The Standing Rock Sioux tribe, just like many Native American groups before them, do not like what is happening to their ancestral lands, either environmentally or spiritually. They were joined by tribes from across Washington and a diverse group of non-Native Americans in a peaceful occupation of ancestral lands where the tribe was opposing and trying to stop the construction of the Dakota Access Pipeline. (Document 5a, 5b). Additionally, states like Montana and New York have taken action to integrate teaching about Native Americans into schools' curriculum. Montana wants to recognize the distinct and unique cultural values and heritage of the Native Americans (Document 4b). New York State students begin learning about Native Americans and their culture as early as elementary school. Thus, efforts have been made by individuals and the government to address issues concerning Native Americans. Some of these efforts have helped to make Native Americans feel more a part of American society and have helped American society better understand Native Americans.

Although American society has become more accepting of Native

Americans they continue to be marginalized. As early as the 19th century, tribes were regarded as quasi-sovereign peoples, not as national equals. This view led to diminished tribal control over their destiny, their increasing exploitation, and federal paternalism (Document 1). This caused the government to be a dominant force over the Natives giving them very little say over their lives. As a result the Natives were not viewed in the same light as other Americans. To make Native Americans more like other Americans who were in charge of their own destiny they were initially encouraged (“forced”) to assimilate into American culture in government schools such as the Carlisle School and in the intention of the Dawes Act. Over time it was realized this was wrong but trying to right the wrongs was almost impossible. Much damage had been done to their self-esteem and spirit. With the help of individuals and the government, Native American history and their experiences are better understood. When states like Montana and New York embrace the culture of Natives in their school curriculum (Document 4b) more children begin to understand and respect Native American culture and hopefully become more kind and tolerant. Natives gained their citizenship, and have been elected to political office and are willing to fight for their constitutional rights (Document 3).

Native Americans have increasingly become a part of American society but many remain separated from American society living on reservations with limited opportunities.

Anchor Level 4-B

The response:

- Develops *all* aspects of the task for the rights of Native Americans
- Is both descriptive and analytical (different attitudes about land ownership and almost constant movement west was threatening to Native Americans; often because of being different they were treated poorly throughout history; living in America long before European colonists but almost last to become citizens; North Dakota in 2017 purposely made it hard for them to vote which meant they were denied equality; much of past cannot be undone but efforts to protect rights continues; some efforts helped make them feel more a part of American society and helped American society better understand them; trying to right wrongs almost impossible because so much damage was done to self-esteem and spirit; more children beginning to understand and respect their culture and hopefully becoming more kind and tolerant; although increasingly a part of American society many remain separated from American society living on reservations with limited opportunities)
- Incorporates relevant information from all the documents
- Incorporates relevant outside information (Proclamation of 1763 issued to ban colonists from moving past Appalachians but colonists did anyway meaning more conflicts and resentment; issues for Cherokees in Georgia when settlers and state wanted their land; rights of Cherokees upheld in *Worcester v. Georgia* but Jackson forced them to move west on Trail of Tears when enforcing Indian Removal Act; when building transcontinental railroad on land originally belonging to them buffalo were killed to feed railroad workers and completed railroad brought tourists and hunters who shot buffalo for sport; some successful court challenges to voter ID laws in North Dakota; New York state students begin learning about them in elementary school; initially encouraged/forced to assimilate into American culture in schools such as Carlisle and in intention of Dawes Act; elected to political office)
- Supports the theme with relevant facts, examples, and details (after independence United States greatly increased power over tribes who were viewed as dependent nations; treaties between 1778 and 1800 began to define relationship between government and quasi-sovereign people; warfare common and resulted in tragedies such as Sand Creek Massacre and Battle of Wounded Knee; much conflict over land rights, broken treaties, and cultural disrespect; Indian Citizenship Act granted citizenship to indigenous peoples; Indian Reorganization Act attempted to reverse impact of Dawes Act by restoring land to reservations; Standing Rock Sioux joined by tribes across Washington in peaceful occupation of tribal lands to oppose and try to stop construction of Dakota Access Pipeline)
- Demonstrates a logical and clear plan of organization; includes an introduction that is a restatement of the theme and a one-sentence conclusion that states opportunities for Native Americans are still limited

Conclusion: Overall, the response fits the criteria for Level 4. Thoughtful conclusions reflect historical insights about the continued marginalization of Native Americans despite gains in equality. Document interpretation is supported by relevant outside information but further explanation would have strengthened the discussion.

Ever since the western hemisphere was colonized by Europeans, conflict with Native Americans became almost inevitable. The Spanish attempted to convert natives to christianity, but also forced them into a brutal encomienda system. As a result, the Pueblo revolt in the 1600s in the southwest happened in retaliation to the poor and unjust treatment that the natives faced. Later after the American colonies were self-governing and free from mercantilist England, President Thomas Jefferson added the Louisiana Purchase in 1803. This ultimately lead to the United States to grow massively, nearly doubling the land mass. However, this caused more conflict between natives as the American people moved westward into their territory. When Andrew Jackson became president, Native Americans lost even more of their rights. Rights were taken away even more, as he sent Natives to live in the west on the devastating "Trail of Tears." Since colonial times American selfishness lead to limited rights for native Americans.

United States citizens began to move westward in larger numbers as a result of the common belief in "Manifest Destiny." Many believed it was a God Given Right to expand into new territories and to stretch American soil from the Atlantic to the Pacific Ocean. In document 2, it is displayed that as Americans moved westward and industries such as railroads developed more conflicts between settlers and Natives occurred. For example, the Battle of Little Big Horn occurred due to a railroad line that had been built near Indian land where gold had also been discovered. Plains Indian tribes were fighting against being moved to reservations. According to Document 1 Native American tribes were not equal to the United States government and Native Americans were not equal to whites. From as early as the 1700's, they were considered to be

“quasi-sovereign” peoples. In the 1800s, many Native Americans were removed from their lands by treaties. Between 1860 and 1890 as the West grew in population and more troops arrived to protect settlements many Native Americans lost their lives in battles such as Skeleton Canyon (Doc 2). The exploitation of native Americans continued when the Carlisle Indian school was founded in 1879. Natives were forced to assimilate and attend modern, American schooling systems far from their tribal homes, rather than continuing their own traditional approach to education on their reserves (Doc 3). Also in document 3, the Dawes Severalty Act is depicted as a selected event in Native American relations with the United States. Native American families were given their own land to farm rather than work together as a tribe. However, this had a bad impact on the Natives because it took them away from their traditional Native American lives. In the 1930s this was seen as unjust and land was given back to tribes.

In today's society the limitations on Native American Rights still remains consistent. Starting in 2014, an oil pipeline was established on ancestral lands of Native Americans. Many modern tribal groups protested this as it was just another selfish act by Americans to neglect the Native American culture (Doc 5a + 5b). Supporters of the pipeline believed that oil was more important than Native American ancestral lands. This is similar to what supporters of railroads and mines said in the 1800s. Native Americans are still losing their arguments.

All in all, the greed of American settlers throughout history has had an immense impact on the rights of Native Americans. These were limited due to the settler's beliefs in Manifest Destiny, and the ultimate search for economic prosperity seemed to be the goal of the

American settler, rather than taking in to consideration the effect it had on other peoples, like Native Americans. This lead to major conflicts and the destruction of many lives. Native Americans are still struggling to be understood and heard.

Anchor Level 3-A

The response:

- Develops *all* aspects of the task for the rights of Native Americans
- Is both descriptive and analytical (since colonial times Americans limited their rights; in Dawes Severalty Act families given own land to farm rather than working together as tribe taking them away from traditional lives; in 1930s Dawes Act seen as unjust and land given back to tribes; in today's society limitations on rights remain consistent; supporters of pipeline believed oil more important than ancestral lands similar to what supporters of railroads and mines said in 1800s; beliefs in Manifest Destiny and ultimate search for economic prosperity seemed to be goal of American settler rather than taking into consideration effect on other peoples)
- Incorporates some relevant information from documents 1, 2, 3, and 5
- Incorporates relevant outside information (Spanish attempted to convert Native Americans to Christianity but also forced them into brutal encomienda system; Pueblo Revolt in 1600s in Southwest happened in retaliation to poor and unjust treatment; after American colonies were self-governing and free from mercantilist England President Jefferson added Louisiana Purchase in 1803 which ultimately led to massive United States growth nearly doubling land mass; when Jackson became president they lost even more rights as he sent them to live in West on devastating Trail of Tears; United States citizens began to move westward in larger numbers as result of common belief in Manifest Destiny believing "God-given right" to expand American soil from Atlantic to Pacific; Battle of Little Big Horn occurred due to railroad line built near land where gold also discovered; Plains Indians tribes fought against being moved to reservations; exploitation continued when they were forced to assimilate and attend modern American schooling systems far from tribal homes rather than continuing traditional approach on reservations)
- Includes some relevant facts, examples, and details (American people moving westward caused more conflict; development of industries such as railroads led to more conflict; as early as 1700s they were considered to be quasi-sovereign peoples; in 1800s many were removed from lands by treaties; between 1860 and 1890 West grew in population; Carlisle Indian School founded in 1879; in 2014 oil pipeline established on ancestral lands; still losing arguments)
- Demonstrates a satisfactory plan of organization, includes an introduction that discusses how conflicts with Native Americans became almost inevitable when Europeans colonized the Americas and a conclusion that states Native Americans are still struggling to be understood and heard

Conclusion: Overall, the response fits the criteria for Level 3. The discussion of the exploitation of Native Americans includes some good historical references. Analytic statements throughout the response would have benefited from additional supporting facts and details.

Native Americans became heavily involved with Europeans starting in 1492 when Christopher Columbus made contact with them on behalf of the Spanish Kingdom. This began the Columbian exchange in which Europeans from multiple countries became involved in trade with the Natives, exchanging goods not found in the other half of the world. As the Europeans began to colonize the Americas each nation developed a different relationship with the Natives. Some traded with them while others went to war or enslaved them. After the American Revolution, the United States desire to move west increased. This led to various conflicts with the Native Americans over land they had considered theirs for centuries. Conflicts still continue in the Present day, United States. Native American Rights have always been an important topic and there have been positive and negative efforts made to address them.

Throughout U.S. history many negative efforts have been made to suppress Native American Rights. Following the War of 1812 many treaties were negotiated between Native Americans and presidents that removed Native Americans from their land. These treaties opened up more of the West and the United States began to develop an idea of Manifest destiny in which they desired to extend their land across North America. One problem is that westward expansion would lead to conflicts with the Natives who already lived there. President Andrew Jackson is known for disregarding the results of the Court case Worcester vs. Georgia, and forcing the Native Americans to move West. Manifest Destiny would force Native Americans to keep moving. Document 2 shows how small the Reservations were becoming and how they were often near or in the middle of cattle trails and Railroad routes. This was not good for Native Americans. The United States

Government also tried to justify treatment of Natives politically. As stated in Document 1, Nearly 400 treaties were created by the government that took advantage of Native Americans who were not treated as equals and who did not have constitutional rights to protect. The treaties were an attempt to restrict Native American land holdings in the name of westward expansion. Another attempt to suppress Native American Rights was the Dawes Act. The Dawes Act attempted to assimilate Native Americans into U.S. society by giving them tribal land to settle and farm. The Carlisle School also tried to assimilate them by exposing them to U.S. culture. While some Natives gained citizenship in the Dawes Act and became a part of U.S. society, they were forced to give up part of their Native American culture in exchange for their citizenship. Assimilation also involved religious practices, when many natives were forced into Christianity, in order to become part of American society. Attempts to suppress native American Rights continue to even more modern times. Documents 5a and 5b show how Native American land is being threatened by the construction of an oil pipeline in North Dakota. The Standing Sioux tribe is protesting its construction upon ancestral lands until its waters and cultural resources are protected. Many protesters gathered in support of the tribe. This shows how even in modern times decisions are made that negatively impact Native American Rights.

While many made attempts to restrict Native American Rights, some have made a positive impact. As Depicted by Document 3, from 1879 to 2009 many recorded events transpired that positively impacted Native American Rights. These include the passing of the Indian Citizenship Act, and the White house tribal Nations Conference which

gave Native Americans more opportunities for political involvement and dialogue with the government. Both the Federal Government and State level Governments have made efforts to improve Native American Rights. Document 4a describes Federal-Tribal agreements which protected Native American land. Document 4b states how Montana's state Constitution includes a provision to encourage the teaching of Native American Cultural Heritage in their schools. More Native Americans have been standing up for their rights. For example Document 6, describes how Alexis Davis of the turtle Mountain Youth Council, was actively encouraging Native Americans to vote, despite a very restrictive voter ID law in North Dakota. Efforts that have been made to protect Native American cultural heritage and voting rights have made a positive difference in their lives. They have also led to some Americans becoming more concerned about the need to do more for Native Americans who continue to experience barriers to full equality.

Both positive and negative efforts have been made to address Native American Rights. This issue along with other issues has been in conflict since the beginning of American history and still persist in present day times.

Anchor Level 3-B

The response:

- Develops *all* aspects of the task for the rights of Native Americans
- Is more descriptive than analytical (moving west led to conflicts over land they had considered theirs for centuries; Manifest Destiny would force them to keep moving; nearly 400 treaties took advantage of Native Americans who were not treated as equals and who did not have constitutional rights to protect them; treaties attempted to restrict landholdings in name of westward expansion; Carlisle School attempted to assimilate by exposing them to United State culture; White House Tribal Nations Conference gave more opportunities for political involvement and dialogue with government; efforts to protect cultural heritage and voting rights are a positive difference)
- Incorporates some relevant information from all the documents
- Incorporates relevant outside information (involved with Europeans when Columbus made contact on behalf of Spanish in 1492; in Columbian exchange Europeans from multiple countries involved in trade with them; some countries traded while others went to war or enslaved them; after Revolution the desire to move west increased; treaties opened up more land and idea of Manifest Destiny began to develop in which United States desired to extend its land across North America; President Jackson known for disregarding results of Court case *Worcester v. Georgia* and forcing them to move west; Dawes Act gave some citizenship but forced them to give up part of their culture; assimilation involved religious practices forcing many into Christianity; some Americans becoming more concerned about need to do more for Native Americans who continue to experience barriers to full equality)
- Includes some relevant facts, examples, and details (following War of 1812 many treaties removed them from land; reservations becoming smaller and often near or in middle of cattle trails and railroad routes; Dawes Act gave tribal land to settle and farm; land being threatened by construction of oil pipeline in North Dakota; Standing Rock Sioux protesting construction of oil pipeline until waters and cultural resources protected; many protesters gathered to support Standing Rock Sioux; Indian Citizenship Act passed; Montana’s state constitution includes provision for teaching of cultural heritage in schools; Alexis Davis of Turtle Mountain Youth Council actively encouraged them to vote despite a restrictive voter ID law in North Dakota)
- Demonstrates a satisfactory plan of organization, includes an introduction and a conclusion that discuss how Native American rights have been an issue since the beginning of American history despite positive and negative efforts to address them

Conclusion: Overall, the response fits the criteria for Level 3. Important historical concepts are referenced, establishing a good context for a discussion of circumstances surrounding the denial of Native American rights. A somewhat methodical use of documents is offset by some analytic statements that would have benefited from further development.

Throughout US history, there have been many debates about constitutional and civic issues. Both government officials and ordinary citizens have worked to address these problems. The rights of indigenous peoples of the Americas is an important issue that has been dealt with by many different groups.

America's issues with Native American rights began before America did. Before European colonists began moving to the New World "virtually all inhabitable lands in North America was inhabited by Native Americans.... By the 1990s, Indian reservations in the United States represented about 2.5 percent of the country." (doc. 1) The settlers took over the lands and needed to do something with the natives – so they gave them an ever-decreasing portion of the land. The US government made treaties with them, but they were not treated as "national equals" (doc. 1), and treaties were often discarded if something valuable like gold or oil was discovered on tribal lands, like when the US reneged on its agreements regarding the Black Hills of South Dakota. Many Native Americans and their advocates think this treatment is unfair, so there have been numerous attempts throughout American history to address this injustice.

While the government's treatment of Native American sovereignty is mixed, treatment of them has improved. In 1924, Native Americans were granted US citizenship (doc. 3), and federal-tribal agreements about co-ownership of sacred places has in some cases "been in place and working to the satisfaction of all parties for over 40 years." (doc 4a). Native Americans themselves also went on a campaign for rights similar to the Black Civil Rights movement, and were given reparations from the government. They have recently protested against

the government's attempt to build an oil pipeline through tribal lands in 2014 (doc. 5a). The movement for Native rights has been full of many different groups and over many issues.

Dealing with the injustice perpetrated by the US government, its citizens, and the original European colonists has had an impact on American society. In the State of Montana, the Constitution guarantees "preservation of their [Native Americans'] cultural heritage", specifically in regards to educational curriculum (4b). In other states, like NY, this issue is part of the Regents curriculum. People who support Native rights have been inspired to protest with them over the Dakota oil pipeline (doc 5a). Treatment of indigenous Americans continues to be an issue America struggles with.

Native American tribes were horribly treated by settlers, and later by the US government. Nonetheless, Native Americans, the government, and motivated individuals have worked to improve matters, and the issue is still affecting the US today. Treatment of Native Americans is one important issue that has affected the United States.

Anchor Level 2-A

The response:

- Minimally develops *all* aspects of the task for the rights of Native Americans
- Is primarily descriptive (America's issues with Native American rights began before America did; when settlers took over lands they needed to do something with Native Americans so they gave them an ever-decreasing portion of the land; while government's treatment of sovereignty is mixed the treatment has improved; injustices perpetrated by United States government, citizens, and original European colonists have had an impact; people who support Native American rights have been inspired to protest with them over Dakota pipeline)
- Incorporates limited relevant information from documents 1, 3, 4, and 5
- Presents little relevant outside information (treaties often discarded if something such as gold or oil discovered on tribal lands as when United States reneged on agreements regarding Black Hills of South Dakota; campaigned for rights similar to black civil rights movement; given reparations from government; in New York state Native American cultural heritage part of the Regents curriculum)
- Includes relevant facts, examples, and details (before European colonists began moving to New World virtually all inhabitable lands in North America inhabited by Native Americans; by 1990s reservations in United States represented about 2.5 percent of country; United States government made treaties with Native Americans but they were not treated as national equals; numerous attempts throughout American history to address unfair treatment; in 1924 Native Americans granted United States citizenship; federal tribal agreements about co-ownership of sacred places in place and working to satisfaction of all parties in some places; protested against government attempt to build oil pipeline through tribal lands in 2014; Montana state constitution guarantees preservation of cultural heritage specifically in regard to education curriculum)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 2. Statements from documents and a few limited pieces of relevant outside information demonstrate an understanding of the task. Although generalizations which lack development characterize the overall response, the inclusion of some comparative statements strengthen the discussion.

Throughout American History, we have limited the rights for the Native Americans who originally lived here before us, altering their lives forever. As we expanded as a nation, we acquired more land by forcing it from the natives who had lived there, and we perceived them as unequal because they were different.

When our country was first uniting, and was only made up of several colonies in the Eastern modern Day U.S.A., Americans had begun to crave independence, power, and land and the dream of expansion wasn't possible without claiming land that wasn't theirs to take. As we began forcing the Native Americans westward, their efforts to retaliate resulted in several battles across midwestern America. (Doc 2) The Native Americans were not given rights that entitled them to their own land or the right to protect it and protest. Even in modern day, Native Americans are still finding themselves without basic rights as U.S. citizens. With the passing of the new voter identification law, Native Americans are being denied their right to vote because their tribal identification is being rejected. (Doc. 6)

Over the years, Native Americans have begun to gain more and more rights as a group, and more respect for their people and culture. This has been a process going on for centuries, as Native Americans and others make efforts to acquire the basic rights they crave and the respect and freedom they have been taken from in the past. In 1924, the Indian Citizenship Act granted United States citizenship to indigenous Americans. (Doc. 3) This was a large step in the effort of obtaining more rights and acceptance for Native American people and their culture. Another effort taken to encourage Native American culture was by increasing information about them in public school

curriculum, this way Native American Students will feel more welcomed in class with their cultures not only being recognized but celebrated. (Doc. 4b) An effort to preserve and protect Native American land was taken when several tribes from Washington and the Northwest came together with the Standing Rock Sioux Tribe to peacefully protest the construction of a pipeline in their land without the guarantee their waters and other cultural resources will be protected. (Doc. 5b)

Overall, Native Americans have effected our nation since the beginning. The ignorance we have had as a country on their rights is a major civic issue that is still being demonstrated in modern times today. Overtime we have began to recognize the wrong in our treatment of these people and have started moving forward in accepting them and taking efforts to recognize them and support their battle for rights.

Anchor Level 2-B

The response:

- Minimally develops *all* aspects of the task for the rights of Native Americans
- Is primarily descriptive (as nation expanded more land acquired by taking it from Native American; perceived as unequal because they were different; when Americans began to crave independence, power, and land the dream of expansion was not possible without claiming land that was not theirs; not given rights that entitled them to own land or right to protect it and protest; even in modern day Native Americans still finding themselves without basic rights as with passing of voter identification law; over the years Native Americans have begun to gain more and more rights as a group and more respect for their people and culture; information has increased in public school curriculums to recognize and celebrate Native American cultures)
- Incorporates limited relevant information from documents 2, 3, 4, 5, and 6
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (as Native Americans were forced westward efforts to retaliate resulted in battles across midwestern America; denied right to vote because tribal identification rejected; Indian Citizenship Act granted United States citizenship to indigenous Americans in 1924; several tribes from Washington and Northwest joined Standing Rock Sioux Tribe to peacefully protest construction of pipeline on their land)
- Demonstrates a general plan of organization; includes an introduction that briefly summarizes how rights of Native Americans have been limited and a conclusion that briefly states that acceptance and support for Native American rights is moving forward

Conclusion: Overall, the response fits the criteria for Level 2. Information is discussed in a historical context and offers some good connections. However, the lack of supporting facts and details in some cases leads to superficial treatment of the different aspects of the task, especially in the description of historical circumstances.

As history has gone on, there have always been oppressed groups of people. From the Jews to the blacks to now the native Americans, rights always seem to be missing from someone. However, people also actively attempt to restore these rights to the people. Both sides of this have had long lasting effects on a society.

One's rights can not be restored until they are first taken away. This is a universal truth and how the U.S. became responsible for restoring the rights of the native Americans. As westward expansion continued into native territory, the land was taken by force and the rights of the natives there were stripped. (Doc 1). In an attempt to make up for this, land was given back to them in the form of reserves. (Doc 2)

Even though it may seem like it, this wasn't only a problem during the time of expansion. In as recent as 2014, native reserves were being intruded on in order for construction on a new pipeline. (Doc 5 a/b) In 2009 President Obama had set up programs to give tribal leaders better connections to the government. (Doc 3) Both of these came from the long lasting effects of stripping away their rights during a time of expansionism.

Anchor Level 1-A

The response:

- Minimally addresses *all* aspects of the task
- Is descriptive (from Jews to blacks to Native Americans rights always seem to be missing from someone; universal truth is that rights cannot be restored until they are first taken away; reservations were an attempt to make up for taking Native American land; abuse of rights a result of long-lasting effects of stripping way their rights during westward expansion)
- Includes minimal information from documents 1, 2, 3, and 5
- Presents no relevant outside information
- Includes few relevant facts, examples, and details (as westward expansion continued into Native American territory, land taken by force and rights stripped; in 2014 land being intruded on to construct a new pipeline; in 2009 President Obama set up programs to give tribal leaders better connections to the government)
- Demonstrates a general plan of organization; does not clearly identify which aspect of the task is being addressed; includes an introduction that states many groups have suffered from a loss of rights but people have actively attempted to restore their rights, and lacks a conclusion

Conclusion: Overall, the response fits the criteria for Level 1. Brief summary statements of document information attempt to address all aspects of the task. A few analytic statements demonstrate a limited understanding about the abuse of Native American rights, but lack of supporting facts and details detract from the effort.

Anchor Paper – Civic Literacy Essay—Level 1 – B

Native Americans have suffered at the hands of settlers from the time the Europeans first landed in America. As European nations took more land and more people settled Native Americans were further pushed off their land. Then Manifest Destiny pushed settlers to move west and Native Americans were forced to live on small reservations.

As a result some actions have been taken to make up for our ancestors treatment of Native Americans. They have been given greater governmental autonomy within their reservations and their cultural is taught in schools.

The Government has also attempted to assimilate Native Americans into U.S. culture. The impact of the past treatment of Native Americans had instilled greater pride within Native Americans today.

Today Native Americans peacefully protest when others try to take their land again.

Anchor Level 1-B**The response:**

- Minimally addresses *all* aspects of the task
- Is descriptive (Native Americans have suffered at hands of settlers from the time Europeans first landed in America; given greater governmental autonomy within their reservations; impact of past treatment instilled greater pride within Native Americans today)
- Includes minimal information from documents 1, 2, and 4
- Presents little relevant outside information (Manifest Destiny pushed settlers to move west; government attempted to assimilate Native Americans into United States culture)
- Includes few relevant facts, examples, and details (as European nations took more and more land for more settlers Native Americans were pushed further off land; forced to live on small reservations; culture being taught in schools)
- Demonstrates a general plan of organization; includes an introduction that briefly discusses historical circumstances and a one-sentence conclusion that states Native Americans continue to peacefully protest

Conclusion: Overall, the response fits the criteria for Level 1. Although all aspects of the task are mentioned, the development is limited and lacks details. Simplistic statements based on document information indicate a basic understanding of the rights of Native Americans.

Native Americans are the original Americans though they have been denied basic rights and have received unfair treatment by those who inhabited the land after they were well-established. When the Europeans arrived in what is now the United States, they took over the land as if it was up for taking. In reality, the Native Americans had claim to the land. As time went on debates over whether Native Americans should or could be assimilated into “American” culture and whether they should be citizens took place. The recognition of the long Native American struggle led to actions and programs that were intended to improve their lives.

The Founding Fathers borrowed ideas from different political systems when writing the Constitution. When the Constitution was finished, Congress had a lot of power over Native American tribes and Native Americans had few rights. The U.S. government had the responsibility to protect Native Americans’ land that was assigned to them in treaties. However, the number of Americans moving west greatly increased in the years after the Revolution. By the late 1700s and early 1800s, Native Americans were subordinated and the land which they rightfully claimed was often seized from them. After the War of 1812, Native American groups such as the Potawatomi and the Chippewa negotiated many treaties with the U.S. government which often involved giving up land and property (doc.1), sometimes agreeing to be removed far from the land they had lived on for generations. The lives of Native Americans, hit a very low point during the presidency of Andrew Jackson and it was a long time before things began to improve. Andrew Jackson seemed to have had very little respect for the Native Americans since he forced the southern tribes

off their land to west of the Mississippi. The mass exodus that occurred on the Trail of Tears led to many deaths and scarring memories for the Native Americans. They were starved and forced to walk despite illness or other ailments. The Native Americans were subjected to grueling and unreasonable treatment without any wrongdoing. When the Cherokees and others arrived in the West they were not welcomed by other tribes and found adjusting to life so far away from their ancestral lands very difficult. Along with land seizure, the American peoples continued to expand west which was also a challenge to Native Americans. It became necessary to connect the West to the East at a time when America was industrializing which meant railroads were being built and miles of cattle trails were added that cut through Native American land (doc. 2). Life became even more difficult for them. Not only did this westward migration disrupt their land, it also hindered a major aspect of their life, the buffalo. As people began to move and travel west they killed many buffalo leading to the animal's near extinction. The buffalo was a crucial part of Native American life because they used it for everything from food to shelter and tools. This act also proved to be disrespectful to the Native Americans for much of the buffalo was wasted because hides were what businesses wanted, not meat. Movement west greatly disrupted Native Americans whom the American people had no respect for.

An effort made by Native Americans to address their worsening situation was to fight back. After the Civil War there were hundreds of battles on the Great Plains but few victories for Native Americans. In 1879, the Carlisle Indian Industrial School was founded (doc. 3). This was an attempt to help Native Americans learn to be "American." Some

thought that making them cut their hair and dress like whites would help them fit into American society. The Dawes Act tried to accomplish a similar approach by breaking up tribal lands. Neither was a success and both were bad for Native Americans who did not really want to be “white.” The Native Americans began to receive more rights and in the 1900s, as more people recognized that Native Americans had been treated very badly for a long time, citizenship was granted, reservation land was restored, and they were given the right to gaming operations (doc. 3). Though these were all steps, the Native Americans were beginning to be seen as more equal to those of the rest of the nation.

Although they received more rights, there are still very basic rights that they have been denied very recently. Native Americans who live on reservations often do not have IDs required for voting or just mail box numbers. When it came to the 2018 election, their right to vote in North Dakota was questioned by poll workers enforcing a voter ID law. The law was passed to prevent voter fraud but unfairly affected Native Americans (doc. 6). Another effort by Native Americans to fight back succeeded when they responded by turning out in “historic numbers” in the 2018 election. Native Americans are an indigenous group of people and have different beliefs, but they still deserve the basic right to vote.

Native Americans have been mistreated throughout history despite being the original Americans. Their land was taken from them and their rights were denied. No group of people deserve to be treated the way in which the Native Americans were treated.

Throughout history, rights were taken away from many groups of people. This led to individual, groups, or governments fighting for their rights. In some cases, their efforts were successful. One of these constitutional and civic issues is the rights of Native Americans.

When Christopher Columbus reached America in 1492, many Europeans followed him. They wanted to settle in America and start anew. However, the Native Americans were living there already. They were so upset that the Europeans are taking over their land. That's when their hardships started. In 1778 and the early 1800s, federal power over Indians expanded, especially in the eastern states. "Eventually all tribes came to be regarded as quasi-sovereign people, not national equals" (doc. 1) This led to their increasing exploitation, and they were regarded as dependent nations. Following the War of 1812, white settlers moved westward, where many Native Americans lived. Again, they faced problems with people taking away land. In the case of *Worcester vs. Georgia*, the judge ruled that the Cherokees must get off the land. This march was known as the Trail of Tears. Indians were placed on reservations, where they continued facing problems.

In an effort to gain civil rights, there were many Indian battles. The battle of Little Big Horn in 1876 and the Battle of Wounded Knee in 1890 are examples of battles fought by the Indians (doc. 2) Attempts were also taken by Congress and by the president to give some basic rights to the Native Americans. In 1924, the Indian Citizenship Act granted United States citizenship to indigenous Americans. If they are citizens, they also gain some other rights. There were also many treaties with Indians that were negotiated by the president of the United States and approved by the Indians and two-thirds of the US senate.

Civic Literacy Essay—Practice Paper – B

In 1970, President Nixon called for a new era of self-determination for Native American peoples, and in 2009, President Obama established White House Tribal Nations Conference to encourage dialogue between government and tribal leaders. (doc. 3)

Although they tried to help the Indians, they are still facing hardships. There's a new law in North Dakota, that voters need their street addresses, and not just identification. On reservations where the Indians live, there are no addresses. Alexis Davis said "They were trying to take a right away from us. It made us want to go in there and vote twice as much and make a statement." (doc. 6).

In conclusion, it is seen how Native Americans were treated unfairly. People tried to gain back some rights, but their efforts weren't completely successful.

Throughout the history of the United States many constitutional and controversial issues debated by Americans. These issues resulted in nationwide debates on certain situations. An example of a constitutional issue in our nations past is the rights of Native Americans. After settling on the continent of North America, the rights of Native Americans were severely violated. Over the years many individuals, groups, and governments tried to address this issue.

America has had a history of violating the rights of minority groups but, the Native Americans were the first group to experience this. It all started when the colonists first reached the New World. Natives were already populated there and their way of life had been established. One of the first violation of the rights of Natives was the Trail of Tears, this was the forced relocation of Indian tribes. Many did not complete the journey hence the name it was given. (Document 2) shows a map of the U.S. from 1860-1890 showing how Americans took over the land and forced the tribes onto reservations. This is a violation of their rights because they were unwillingly removed from their sacred land that means a lot to them. Also, in (Document 6) it states "voting rights advocates have warned it would systematically disenfranchise thousands of Native Americans" referring to the voter ID law established in North Dakota. Native American rights were violated several times by damaging their way of life.

Although there were many instances where Native American rights were violated in U.S. history but there were also a few attempts to address the issue. The constitutional and civil rights of the natives were uncared for for many years.

Throughout American history, interactions with Native American peoples has had a significant impact on society. In the 1800s, westward expansion by white settlers led to a great deal of treaties with Native peoples being established but not necessary fairly negotiated. Natives had been viewed ethnocentrically as inferior and were denied a great deal of control over their lives (Doc 1). Actions taken by the United States government resulted in the loss of millions of acres of land, tribal independence, and self-respect. Ultimately, the centuries of exploitation and denial of rights to Native Americans led to wars, protests and militancy to force government action to improve the lives of Native Americans. Efforts to address the difficult circumstances faced by Native Americans have had limited impacts on American society.

In response to exploitation and oppression, many individuals, groups, and the government have taken action to protect the cultural heritage of Native Americans. To start off with, numerous Native American individuals and tribes have protested infringements upon their sacred ancestral lands (Doc 4a). Confrontations between Native Americans and federal troops such as Custer's "Last Stand" demonstrate cultural conflict between individual land ownership and the spiritual value of land. The government has not often understood the cultural attachment of Native Americans to the land. The government has supported investments and economic development on public land that once belonged to Native American tribes and was considered sacred by them. Some agreements made by the government to protect sacred places have been successful for more than 40 years (Doc 4a). However, construction of an oil pipeline near sacred land in

North Dakota led to protests and lawsuits because the Sioux once again did not believe their cultural beliefs were taken seriously. President Obama's belief in "dialogue between government and tribal leaders" (Doc 3) and his opposition to the Keystone XL pipeline gave Native Americans hope. Many Native Americans have protested the pipeline and because of an unclear resolution have threatened to continue their protest (5a). Tribes from all around the region came in support of the Sioux to resist this infringement upon their lands. Many protestors have become more forceful about demanding their rights after their involvement in this experience. This has led groups and individuals to make the effort to address other civic issues, such as the 2017 voter identification law also in North Dakota. Unfortunately, even after indigenous Americans were finally given citizenship in 1924 (3) states did not necessarily grant them voting rights. Eventually when more Native Americans got the right to vote they faced discriminatory laws. For example, living on North Dakota reservations meant they did not have street addresses or proper identification. Activist groups publically criticized the law and attempted to convince the public that the law infringed upon Native American's constitutional rights. In addition, individuals such as Alexis Davis have led efforts amongst Native Americans to encourage them to vote. Davis' efforts not only got out the Native American vote but also inspired other members of her youth council to do more to educate Native Americans about the importance of voting. Native American voters could make a big difference in North Dakota elections and could further exercise their right of self-determination as proposed by Richard Nixon almost fifty years earlier (Doc 3). Ultimately, the civic issues of the denial of Native

Americans rights has had a long history and has led to efforts that have had positive and negative impacts on Native Americans and American society.

Legislative and legal actions to protect Native American land that has cultural significance has led to greater preservation of Native culture (Doc 4a). By protecting Native American land, sites that are important to them will be preserved and ultimately, Native American culture will be able to thrive rather than be dismissed or lost by efforts to industrialize the the land. Similarly, a law in Montana that integrates teachings about Native American tribes and culture into the school curriculum recognizes Native American culture and encourages a greater respect for the Native American experience. Hopefully greater respect for it will be developed and American society will gain an increased recognition of the significance of Native Americans in American society (Doc 4b). These and similar laws are in direct contrast to what people thought was best for Native Americans in earlier history.

The Carlisle Indian school was established by the United States government in the late 1800s to indoctrinate Native Americans about white society to help eliminate their “savage” ways and introduce them to the apparently superior white views. This approach aimed to “kill the Indian, save the man.” The whites thought that by eliminating their cultural ways and helping them adopt the white culture, that they were aiding the Native Americans. However, this ethnocentric view only further propogated the destruction of Native culture, and contrary to what many whites believed, was not beneficial to them. Forced assimilation policies of our earlier history have been rejected as wrong.

Treaties that took so much Native American land were also wrong and further diminished Native American significance in society and led to conflicts that have still not been forgotten by Native Americans. In numerous conflicts caused by white infringement on Native American lands, such as the Sand Creek Massacre and Battle of Little Bighorn, treaties established by the government served as a conduit for violence. Native Americans have never stopped fighting for their ancestral lands and sacred places. Debates over Native rights and how to make up for injustices took decades of individual, group, and government efforts and still continue. A significant portion of American frontier history was defined by the contentious relationship between Native Americans and whites.

Efforts to address the constitutional and civic issue of Native American rights have at times had a positive impact on Native Americans and American society. Considering the economic and social challenges many Native Americans continue to face in the 21st century, efforts must continue in order to truly make up for centuries of disrespect and unfair treatment.

For a majority of American History Native Americans were viewed as a nuisance by the federal government. When America pushed westward to fulfill Manifest Destiny Natives represented an obstacle to settlers due to land holdings and a vastly different culture. To make room for settlers the federal government signed treaties with different tribes and placed Native Americans on reservations. Many of the treaties that were drafted by government were violated later on when reservation land was in the way of mining and railroads that were being built (Doc. 2). The pushes for rights for African Americans and women in the 1800s and 1900s also gave way to a calling for increased rights for Native Americans who were also not treated equally.

Government power over Native Americans increased between 1778 and the 1800s and tribes were seen as dependent and quasi-sovereign people (Doc.1). An example of the federal government using their power to control the Native population can be observed in document 2. As people and businesses began to move westward, Natives resisted the coming settlers and soldiers had to be sent to stop the violence. As they lost battles, Native Americans were placed on reservations that were becoming smaller. When this happened their lives changed drastically. Instead of hunting buffalo and living traditionally it was expected they would become more civilized and live in restricted places. Despite living and inhabiting America longer than the settlers, Native Americans were treated badly because they were considered to be in the way of progress. Native Americans were not even considered citizens and had no constitutional rights. They were granted citizenship in 1924 (Doc. 3) but they were still not accepted by most whites and were not treated equally. During the 1960s when African Americans and women were fighting for equal rights Native Americans were too.

They were citizens but sometimes were not allowed to vote. It was hard for them to find jobs. Many were living in poverty on reservations. They organized AIM to make certain their treaties were honored and they occupied the Bureau of Indian Affairs which they believed treated them unfairly. One of the larger pushes by the government for Native American rights came in the 1960s and 70s with the "Great Society" programs that recognized Native American poverty and the need to help them by improving health care, creating jobs, and improving living conditions.

The push for maintaining tribal culture emerged to increase awareness of this culture. A large portion of Native culture and tradition had not been recognized but Native Americans worked hard to make certain that it wasn't lost. They have made agreements with the government to protect sacred places and keep those places secret (Doc. 4a). The Standing Rock Sioux have opposed the Dakota Access pipeline to protect cultural resources (Doc. 5). Also Document 4 addresses how the state of Montana was helping preserve Native American culture in their schools for future generations. Native Americans make up a small percentage of the population, which means they have to work harder to protect their culture. Supporters of Native Americans have also worked hard to help the American public understand Native American history in museums such as the National Indian Museums in Washington DC and New York City and other state and local museums.

Overall, the rights of Native Americans did not start being addressed until the early 20th century. Centuries of oppression and violence have kept the Native population low but they have been determined to push for rights.

Practice Paper A—Score Level 4

The response:

- Develops *all* aspects of the task for the rights of Native Americans
- Is both descriptive and analytical (debates over whether Native Americans should be assimilated into American culture and whether they should be citizens; recognition of long struggle led to actions and programs intended to improve lives; lives hit low point during presidency of Andrew Jackson and it was a long time before things began to improve; subjected to grueling and unreasonable treatment without any wrongdoing on Trail of Tears; industrializing meant railroads were built and with miles of added cattle trails that cut through land life was more difficult; both Carlisle School and Dawes Act bad for Native Americans who did not really want to be white; voter ID law in North Dakota passed to prevent voter fraud but unfairly affected Native Americans)
- Incorporates relevant information from documents 1, 2, 3, 4, and 6
- Incorporates relevant outside information (founding fathers borrowed ideas from different political systems when writing Constitution; number of Americans moving west greatly increased after Revolution; Andrew Jackson seemed to have had very little respect for Native Americans since he forced southern tribes off land to west of Mississippi; mass exodus led to Trail of Tears where starved and forced to walk despite illness or other ailments led to many deaths and scarring memories; when Cherokees and others arrived in West they were not welcomed and found adjusting to life far away from ancestral lands difficult; as people began to move and travel west many buffalo killed leading to animal's near extinction; buffalo a crucial part of life because it was used for everything from food to shelter and tools; some thought Carlisle School attempted to help Native Americans learn to be American by making them cut their hair and dress like whites; although Native Americans received more rights basic rights were still denied)
- Supports the theme with relevant facts, examples, and details (when Europeans arrived they took over land; after War of 1812 treaties negotiated which involved giving up land and sometimes agreeing to be removed from land lived on for generations; after Civil War hundreds of battles on Great Plains but few victories; 1879 Carlisle Indian Industrial School founded; Dawes Act broke up tribal lands; in 1900s citizenship granted, reservation land restored, and Native Americans given right to gaming operations; on reservations Native Americans often do not have identification required for voting or mailbox numbers; responded to voter ID laws by turning out in historic numbers in 2018 election)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that give a brief overview of Native American struggle for rights

Conclusion: Overall, the response fits the criteria for Level 4. The response emphasizes the efforts to assimilate Native Americans into American society while discussing the need to reinforce basic civil rights including voting. Relevant outside information is effectively used to support document interpretation; however, it is focused on a discussion of the Cherokees and the extinction of the buffalo.

Practice Paper B—Score Level 2

The response:

- Minimally develops *all* aspects of the task for the rights of Native Americans
- Is primarily descriptive (tribes came to be regarded as quasi-sovereign peoples rather than national equals which led to increasing exploitation; following War of 1812 white settlers moved westward where many Native Americans lived; placed on reservations where they continued to face problems; Congress and president made efforts to give basic rights; as citizens Native Americans gained some other rights; North Dakota law stated voters needed street addresses which Native Americans on reservations did not have)
- Incorporates limited relevant information from documents 1, 2, 3, and 6
- Presents little relevant outside information (when Columbus reached America in 1492 many Europeans who wanted to settle in America and start anew followed him; march of Cherokees known as Trail of Tears)
- Includes some relevant facts, examples, and details (living in America before Europeans; between 1778 and early 1800s federal power over Native Americans expanded especially in eastern states; tribes came to be regarded as dependent nations; Battle of Little Big Horn in 1876 and Battle of Wounded Knee in 1890 are examples of battles fought by Native Americans; Indian Citizenship Act granted United States citizenship to indigenous Americans in 1924; treaties negotiated by president and approved by Native Americans and two-thirds of Senate; in 1970 President Nixon called for a new era of self-determination for Native American peoples; President Obama established White House Tribal Nations Conference in 2009 to encourage dialogue between government and tribal leaders); includes an inaccuracy (*Worcester v. Georgia* ruled that Cherokees must get off their land)
- Demonstrates a general plan of organization; includes an introduction that is a restatement of the theme and a brief conclusion that states Native Americans have not been completely successful in gaining back rights

Conclusion: Overall, the response fits the criteria for Level 2. The response is primarily comprised of single statements from the documents that are strung together with minimal explanation. A basic understanding of the task is demonstrated; however, the development of impact is particularly weak.

Practice Paper C—Score Level 1

The response:

- Minimally addresses *all* aspects of the task
- Is descriptive (America has a history of violating rights of minority groups but Native Americans were the first group to experience this; violation of Native American rights started when colonists first reached New World; Native Americans were removed from sacred land that meant a lot to them); lacks application (after settling on the continent of North America, rights of Native Americans severely violated)
- Includes minimal information from documents 1, 2, and 6
- Presents little relevant outside information (Trail of Tears was forced relocation of Native American tribes where many did not complete journey)
- Includes few relevant facts, examples, and details (Native Americans populated New World before colonists arrived and had established their way of life; Americans took over Native American land between 1860 and 1890 and forced tribes onto reservations; voter ID law established in North Dakota would systematically disenfranchise thousands of Native Americans)
- Demonstrates a general plan of organization; includes an introduction and conclusion that are a restatement of the theme

Conclusion: Overall, the response fits the criteria for Level 1. The response briefly addresses the historical circumstances surrounding the rights of Native Americans and references the other aspects of the task with a few simplistic statements. Generalizations further weaken the effort.

Practice Paper D—Score Level 5

The response:

- Thoroughly develops *all* aspects of the task evenly and in depth for the rights of Native Americans
- Is more analytical than descriptive (actions taken by United States resulted in loss of millions of acres of land, tribal independence, and self-respect; centuries of exploitation and denial of rights led to wars, protests, and militancy to force government action; many protesters were more forceful about demanding rights in other civic issues after involvement in pipeline protests; activist groups attempted to convince public that 2017 voter identification law infringed upon constitutional rights; Native Americans could make big difference in elections; legislative and legal actions to protect land led to greater preservation of culture; Montana law will encourage greater respect for Native American experience and increased recognition of significance in American society; current laws in direct contrast to what people thought best for Native Americans in earlier history; treaties that took so much land were wrong, further diminished significance in society, and led to conflicts still not forgotten; significant portion of American frontier history defined by contentious relationship between Native Americans and whites)
- Incorporates substantial relevant outside information (viewed ethnocentrically and denied great deal of control over lives; confrontations between Native Americans and federal troops such as Custer’s Last Stand demonstrate cultural conflict between individual land ownership and spiritual value of land; President Obama opposed Keystone XL pipeline; many protested pipeline and because of unclear resolution protests continue; Carlisle Indian school aimed to indoctrinate Native Americans about white society to help eliminate their “savage” ways and introduce them to apparently superior white views; ethnocentric view of Carlisle Indian school further propagated destruction of culture and contrary to what many whites believed was not beneficial; forced assimilation policies of our earlier history rejected as wrong)
- Richly supports the theme with many relevant facts, examples, and details (protested infringements upon sacred ancestral lands; some agreements made by government to protect sacred places successful; construction of oil pipeline near sacred land in North Dakota led to protests and lawsuits because Sioux did not believe cultural beliefs were taken seriously; indigenous Americans given citizenship in 1924; Montana law integrates teaching about tribes into school curriculum; Carlisle Indian school established by government in late 1800s; numerous conflicts such as Sand Creek Massacre and Battle of Little Bighorn serve as a conduit for violence)
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that discusses that efforts to expand the rights of Native Americans have not always been successful

Conclusion: Overall, the response fits the criteria for Level 5. Substantive relevant historical details are employed to demonstrate a pattern of disrespect for Native American culture that span centuries and the failure of government assimilation policies. A critical appraisal of document information leads to good conclusions about the Native American response to the denial of their rights and the importance of their civic involvement.

Practice Paper E—Score Level 3

The response:

- Develops *all* aspects of the task with little depth for the rights of Native Americans
- Is more descriptive than analytical (for most of American history Native Americans viewed as a nuisance by federal government; as people and businesses began to move westward Native Americans resisted settlers and soldiers sent to stop violence; despite living and inhabiting America longer than settlers Native Americans treated badly because they were considered to be in way of progress; were citizens but sometimes not allowed to vote, hard to find jobs, and many living in poverty on reservations; American Indian Movement occupied Bureau of Indian Affairs because they believed it treated them unfairly; large portion of culture and tradition not recognized but Native Americans worked hard to make certain it was not lost; Montana helped preserve culture in schools for future generations; make up a small percentage of population and have to work harder to protect culture)
- Incorporates some relevant information from all the documents
- Incorporates limited relevant outside information (when America pushed westward to fulfill Manifest Destiny natives represented obstacle to settlers due to land holdings and vastly different culture; pushes for rights for African Americans and women in 1800s and 1900s gave way to calling for increased rights for Native Americans who were also not treated equally; instead of hunting buffalo and living traditionally Native Americans expected to become more civilized and live in restricted places; Great Society programs recognized poverty and need to help them by improving health care, creating jobs, and improving living conditions; National Museum of American Indian in Washington, DC)
- Includes some relevant facts, examples, and details (to make room for settlers government signed treaties and placed Native Americans on reservations; many treaties later violated when reservation land was in way of mining and railroads; government power over Native Americans increased between 1778 and 1800s and tribes seen as dependent and quasi-sovereign people; as Native Americans lost battles they were placed on smaller reservations; not considered citizens and had no constitutional rights; granted citizenship in 1924 but still not accepted by most whites and not treated equally; American Indian Movement organized to make certain treaties honored; made agreements with government to protect sacred places and keep places secret; Standing Rock Sioux opposed Dakota Access Pipeline to protect cultural resources)
- Demonstrates a satisfactory plan of organization, includes an introduction that summarizes the treatment of Native Americans by the government and a brief conclusion that states Native Americans continue to push for their rights

Conclusion: Overall, the response fits the criteria for Level 3. Document interpretation frames the discussion and relevant outside information is referenced but would benefit from additional facts and details. Good elements of comparison are included but further development would have strengthened their effectiveness.

The Chart for Determining the Final Examination Score for the August 2023 Regents Examination in United States History and Government (Framework) will be posted on the Department's web site at: <https://www.nysed.gov/state-assessment/high-school-regents-examinations> on the day of the examination. Conversion charts provided for the previous administrations of the United States History and Government examination must NOT be used to determine students' final scores for this administration.

Submitting Teacher Evaluations of the Test to the Department

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

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

August 2023 Regents Exam in United States History and Government (Framework)

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 22 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 35: 22 + 8 + 5 = 35.

To determine the student's final score, locate the student's total Part IIIB essay score across the top of the chart and the total Part I, Part II and Part IIIA score down the side of the chart. The point where those two scores intersect is the student's final examination score. For example, a student receiving a total essay score of 3 and a total Part I, Part II and Part IIIA score of 35 would receive a final examination score of 82.

Total Part IIIB Essay Score

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