

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 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.)

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

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

Relevant Outside Information

(This list is not all-inclusive.)

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

Relationship between the Documents

(This list is not all-inclusive.)

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.

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.

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.

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.

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.

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)
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.